U N I V E R S I T Y O F S P L I T

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE STUDY PROGRAMME *ITALIAN STUDIES:*

Teacher education (double-major) and *translator education* (double-major)

Klasa: 602-04/16-02/0002
Ur. broj: 2181-190-02-9/1-16-0017
Split, 23. prosinca 2015. godine

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

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

Name of the study programme	Graduate Study Programme *italian Studies: 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 study programme	Undergraduate☐	**Graduate x**	Integrated☐
	Postgraduate☐	Postgraduate specialist☐	Graduate specialist☐
Academic/vocational title earned at completion of study	*Master of Arts (MA) in Italian Studies* (double-major with specialization in translator education) mag.philol.ital. *Master of Education (MEdu) in Italian Studies* (double-major with specialization in teacher education) mag.educ.philol.ital.		

1. INTRODUCTION

1.1. Assessment of the justification of the graduate study programme

The initiation of study programmes in humanities in Split in 2001 was a response to a long, almost traditional need and demand for young teachers and Italianists in the largest county in the Republic of Croatia which shares, along with Istria County, the oldest historical contacts with the Republic of Italy. The relationship between supply and demand in the sector of Italian Studies has become almost disastrous due to the closing of the Consulate of Italy in Split in September 2013, after more than a hundred years of its existence. The study of Italian language and literature at the Faculty of Humanities and Social Sciences in Split becomes strategically important because on 1st July of the same year that the consulate closed, the Republic of Croatia joined the European Union.

This strategic importance has two sides: on the one hand the basic *cursus* of education in the language of one of the members of the G8 group unquestionably increases the competence and competitiveness of bachelors and gives them the opportunity to compete in a broader, European labour market, including in educational, cultural and administrative institutions, in publishing, the media and, in particular, tourism and the translation sector. On the other hand, the historical interpenetration of Croatian and Italian cultures, literature, and languages, deserves the attention of young scientists who are using a modern approach and who will be able to evaluate similar heritages and give them a new cultural – economic impulse.

The Italian language and literature graduate study programme is complementary to graduate studies of the same type and literature is designed to include all the fundamental features of a broad liberal education for young, modern professionals in the field of Italian language and literature.

Upon completion of the graduate study programme students can continue their education at the postgraduate level to become teachers, but also to become future translators who are in short supply in the labour market. At the European level there is a growing need for translators - from Italian and into Italian – in relation to Croatian, now official EU language. A similar situation has been signalled by previous interest in the study programme, indicated by the numbers of applicants for the entrance exam.

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

Educational needs of the local community, the geopolitical situation in the region and the economic trends of the city and county with a focus on tourism and the promotion of cultural heritage indicate the need for competent Italianists. The same is confirmed by the continuous cooperation of the Department staff and students with the city of Split, Split-Dalmatia County, the Tourist Association, the Association of Italians in Split, the Agency for Education, the Agency for Mobility and EU programs, and the Ministry of Science, Education and Sports. Furthermore, there is cooperation with the Institute

of Italian Culture in Zagreb, and the honorary consulate of Italy in Split. The abovementioned bodies, which form the essential tissue of the local community, often have a need for cooperation with the staff of the Department of Italian Language and Literature and with Masters graduates who, after the completion of the graduate study programme of Italian language and literature, have a high level of linguistic knowledge and developed communication skills in Italian, and are able and competent to translate and interpret various types of literary texts and translate various kinds of texts from and into Italian.

Young professionals with similar profiles are capable of performing tasks of language mediation between economic entities, in educational, administrative and cultural institutions, working in old and new media, and in publishing. The presence of this study programme in the community is also measurable through scientific - educational activities, the participants of which are often students themselves. This is an activity that is part of the core of the Department which has been organizing international conferences for years in Croatia and abroad, thus contributing to the dissemination of new scientific knowledge in the field of Italian studies.

1.3. Compatibility with requirements of professional organizations

The model used for making decisions about the form of the study programme was the good practice of renowned and successful study programmes of a similar profile both in Europe and worldwide in order to provide students with the development of existing competencies and the acquisition of new ones in the field of Italian studies.

The programme has been made in accordance with the latest theories dealing with Italian language and literature, based on recent scientific findings. Teaching methodology used for the implementation of the study programme is designed to develop critical thinking and encourage creativity.. Employees of the Department of Italian Language and Literature are active members of relevant professional associations in Croatia and abroad, such as ADI (Associazione degli Italianisti) Aipi (Associazione Internazionale dei Professor di Italiano), CALS (Croatian Association of Applied Linguistics) Aisle (Associazione Internazionale di Studi di Lingua e Letteratura Italiana), AATI (American Association of Teachers of Italian) and others.

1.4. Partners outside the higher education system

Partners outside the higher education system with particular interest in the Italian Language and Literature study programme are primarily educational institutions such as primary and secondary schools in Croatia, private language schools, the Institute of Italian Culture in Zagreb, media, tourist and various other cultural institutions and associations.

1.5. Financing

The Italian language and literature study programme is financed, like all the other double-major study programmes at the Faculty of Humanities and Social Sciences in Split, through earmarked funds provided by the Ministry of Science, Education and Sports.

There is also a perennial, continuous inflow of donations by the MAE (Ministry of Foreign Affairs of Italy) through the mediation of the Institute of Italian Culture in Zagreb. These latter funds are vital for the Department and for the study programme because they allow for the training of the employees of the Department and for cooperation with foreign lecturers (native speakers) and visiting professors which significantly affects the scientific research activity and the quality of the teaching process.

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

The Italian language and literature study programme at the graduate level is comparable with similar Italian studies at the universities in the Republic of Croatia and the European Union, which enables smooth student mobility (both outgoing and incoming).

At the national level, the study of Italian language and literature is comparable with similar studies at the Department of Studies in Italian at the University of Pula (http://www.unipu.hr/index.php?id=152&L=2%2FRS%3D^ADAbxmp6Ljs5MiYL4TJznhTEBZRUVU-). The study programme in Pula shares with our study programme an equivalent historical closeness to Italian culture which is reflected in the completeness of both study programmes. It is no accident that cooperation between the two Departments has been stable for many years.

At the European level the graduate programme of the Italian language and literature can be compared to the one at the French University Paris Ouest (Nanterre - La Defense) (http://dep-italien.u-paris10.fr/) because both programmes reflect electoral flexibility in the completeness of the program which, ultimately, gives a certain autonomy to students, enabling them to create their own professional profile within the study programme.

The Department of Italian Language and Literature successfully cooperates (through the exchange of students, teachers, co-organized meetings, etc.) with similar institutions in the country and the world (Italian is the fourth largest language in relation to the number of students in the world) which inevitably has a positive effect on improving the quality of the study programme.

1.7. Possibilities of student mobility (horizontal and vertical, in the Republic of Croatia and internationally)

The study programme is linked to similar studies in Croatia and Europe. The Department of Italian Language and Literature is one of the first departments to have signed an Erasmus+ contract.

Furthermore, Erasmus+ agreements for teacher and student mobility have been signed at the European level. Students are able, in accordance with the Bologna principles, to study outside their department or institution at the universities of Graz, Rennes, St Etienne, Catania, Pescara, Trieste, Konstanz, Warsaw and others.

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

Study programme is consistent with the Development Strategy of the Faculty of Humanities and Social Sciences at the University in Split.

1.9. Previous experience in the implementation of equivalent or similar programmes

The graduate study programme of Italian Language and Literature in accordance with the Bologna Declaration has been implemented from the academic year 2005/2006. A similar double-major graduate university study programme of Italian language and literature was successfully implemented at the Department of Humanities, University of Split from the academic year 2001/2002 until 2007/2008. Some of the Department staff have international experience in implementing similar programs.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Humanities/Philology/Italian 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 *Italian 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 completion of the Italian Language and Literature graduate study programme, the Masters graduate will be able to:

1. to investigate the meaning and forms of literary texts in the Italian language

2. to translate the literary text to/from Italian by choosing a suitable lexicon

3. to explain the morphological-syntactic forms in the Italian language with a comparative and contrastive analysis of the Croatian and Italian languages

4. to recognize and correct deviations from the linguistic norm (orthography, grammar) in written texts

5. to notice the semantic differences conditioned by the context and evaluate the semantic forms based on the acquired theoretical knowledge

6. to place the authors in the appropriate literary-historical framework and to independently interpret the selected literary texts and express a critical attitude about the selected texts

7. to explain literary trends, to recognize eras, poets, authors, genres of Italian theatre and dramatic literature

8. to write and discuss Italian dramatic literature in the Italian language

9. to determine the basic dimensions of linguistic variations in the contemporary Italian language

10. to plan, carry out and present a linguistic analysis on the selected variety

11. to form their own assumptions about literary concepts, styles, poetics, literary value and the influence of ideologies on the meaning and reading of texts

12. to discuss the advantages and disadvantages of research approaches used in the field of literature and language theory

13. to apply the acquired knowledge to creative expression about Italian literature

14. to evaluate the translation and compare it with the original

15. to recognize the basic typology of professional texts and distinguish between their linguistic features

16. to analyse and categorize units of semantic meaning

17. to identify hierarchies of meaning with a description of the relationship between syntax and semantics

18. to interpret the historical and cultural context of Slavic-Romanian and Croatian-Italian linguistic contacts on the eastern Adriatic coast

19. to explain the terminology and processes of linguistic borrowing, to recognize Italian loanwords and calques and classify them

20. to analyse the process of adaptation of loanwords at the phonological, morphological and semantic level

21. to explain the key concepts of glottodidactics as an interdisciplinary scientific discipline

22. to analyse the advantages and disadvantages of different methods of teaching foreign languages throughout history

23. to evaluate the role of modern foreign language teachers and students

24. to explain the ways of developing and evaluating receptive and productive language skills

25. to observe various factors that influence the language acquisition process and to evaluate and select suitable teaching material

26. to design and implement a teaching unit of Italian as a foreign language at different levels of learning

27. to define and explain basic terms in the field of vocabulary acquisition and teaching, to recognize and explain different strategies and techniques

28. to use normative manuals necessary for work in the profession, to analyse teaching materials and lexical material for the needs of the teaching process

29. to analyse a film or television series in relation to the cultural-historical and literary context as well as in relation to characteristics of visual media and their transmedia dimension

30. to analyse the features of the cognitive styles learning process and other inter-individual features relevant to the educational process

2.3. Employment opportunities

Upon completion of the Italian Language and Literature graduate study programme the Masters acquires linguistic and communicative competence and knowledge about Italian literature and culture and the appropriate skills needed for performing jobs in institutions in the public and private sectors, in cultural (publishing houses, libraries, museums), economic and administrative institutions, and in media and tourism in Croatia and other EU countries.

Upon completion of teacher education studies at the Italian Language and Literature graduate programme, the Masters graduate acquires the possibility of employment in primary and secondary schools, schools for learning Croatian as a foreign language, as well as in publishing, media, scientific, cultural and economic institutions in Croatia and in other EU countries.

Upon completion of translator education studies at the Italian Language and Literature graduate programme, the Masters graduate acquires the possibility of employment in publishing, media, scientific, cultural and economic institutions in Croatia and in other EU countries.

2.4. Possibilities of continuing studies at a higher level

A Master of Education (mag.edu.) in Italian language and literature student who has completed graduate studies can enrol in postgraduate doctoral studies in the scientific field of humanistic sciences, fields of linguistics or in interdisciplinary linguistic, literary and cultural fields, and continue scientific research related to the major courses completed during their graduate studies or in related courses at universities in Croatia and abroad that organize appropriate postgraduate doctoral studies. A Masters graduate student can enrol in appropriate specialist postgraduate studies.

A Master (mag.) in Italian language and literature student who has completed graduate studies can enrol in postgraduate doctoral studies in the scientific field of humanistic sciences, fields of linguistics or in interdisciplinary linguistic, literary and cultural fields, and continue scientific research related to the major courses completed during their graduate studies or in related courses at universities in Croatia and abroad that organize appropriate postgraduate doctoral studies. The Masters graduate student can enrol in appropriate specialist postgraduate studies.

2.5. Lower- level study/studies of the proposer or other institutions in Croatia which make possible enrolment into the proposed programme

For enrolment into the Italian language and literature graduate study programme, a certificate that testifies that the student has completed an accredited Italian language and literature undergraduate study programme is required. When enrolling a student should have a minimum of 90 or 180 ECTS credits.

2.6. Structure of the study

The Italian language and literature graduate study programme lasts for two years or four semesters. There are two programmes: teacher education and translator education studies. Both are double-major programmes and are freely combined with other double-major graduate study programmes at the Faculty of Humanities and Social Sciences in Split. The workload of one year of study is 30 ECTS credits.

All students are allowed to choose one elective course at another study programme at the Faculty of Humanities and Social Sciences in Split. Student obligations during their studies are determined by the curricula of each course, and their commitment to participate in class. The study pace, examination, as well as group size for all forms of classes are determined by the regulations of the Faculty of Humanities and Social Sciences in Split.

2.7. Guiding and tutoring through the study system

Most courses are supposed to be conducted in small groups; students are supposed to consult with course teachers during their office hours regarding their seminar papers, presentations and examinations. During the winter semester in the second year, students choose a supervisor for their MA thesis who will guide them through research and writing during the summer semester.

Each study group has its student representative, and two student representatives are members of the Council of the Department. A Student Advice Centre has been in operation since 2013 at the Faculty of Humanities and Social Sciences. The departmental ECTS coordinator is in charge of providing advice and guidance for students who are preparing the application for Erasmus+. For any questions about their studies and the Italian study programme, students can contact the Head of the Department.

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

Students of the graduate programme in Italian Studies can enrol 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 Italian studies is conducted in Italian. Croatian language is used only in the courses which deal with translation from or translation into 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 enrol first into those courses they had failed. Students who accomplish the minimum of 60 ECTS in the preceding year are allowed to enrol into courses the sum of which is 75 ECTS in the following year.

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

2.11. Completion of study

Final requirement for completion of study	Final thesis ☐ **Diploma thesis x**	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam	Requirementss for registering an MA thesis: Successfully completed third (winter) semester of the second year. Requirements for registering an MA thesis defence: successfully completed fourth (summer) semester of the second year of 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 defence of final/diploma thesis	After successfully passing all the exams and obtaining a positive grade for the thesis by the supervisor, the student defends his/her thesis before a committee consisting of three members.	

2.12. List of mandatory and elective courses

Teacher Education Specialization

LIST OF COURSES							
Year of study: 1st year, Graduate Study Programme *Italian Studies* (Teacher Education specialization)							
Semester: 1st (winter)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	HZT607	Linguistic Competences in Teaching and Translation Practice I	0	0	60	/	4
	HZX003	Psychology of Nurture and Education*	30	30	0	/	2,5 (+ 2,5=5)
	HZX004	Sociology of Education*	30	30	0	/	2,5 (+ 2,5=5)
	Total		60	60	60	/	9
Elective	HZT602	Contemporary Italian Language	15	15	0	/	3
	HZT907	History of Italian Theatre and Drama	15	15	0	/	3
	HZT908	Introduction to Italian Onomastics	15	15	0	/	3
		Italian Literature and Film	15	15	0	/	3
	Students choose 2 elective courses. **Psychology of Nurtue and Education* and *Sociology of Education* are compulsory courses in 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 *Italian Studies* (Teacher Education specialization)							
Semester: 2nd (summer)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	HZT708	Linguistic Competences in Teaching and Translation Practice II	0	0	30	/	2
	HZT707	Glottodidactics	15	15	0	/	2
	HZX002	Didatics*	30	30	0	/	2,5 (+ 2,5=5)
	HZX001	Fundamentals of Pedagogy*	30	30	0	/	2,5 (+ 2,5=5)
	Total		90	90	30	/	9
Elective	HZT910	Lexis in Italian language courses	15	15	0	/	3
	HZT603	Language Contacts between Croatian and Italian in Dalmatia	15	15	0	/	3
	HZT709	Italian Short Story	15	15	0	/	3
	HZT706	Romantic Literature written in Italian Language in Dalmatia	15	15	0	/	3
	HZT911	Myth and mythopoiesis in Italian Literature	15	15	0	/	3
	Students choose 2 elective courses. **Basics of Pedagogy* and *Didactics* are compulsory courses in 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 *Italian Studies* (Teacher Education specialization)							
Semester: 3rd (winter)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	HZT807	Linguistic Competences in Teaching and Translation Practice III	0	0	30	/	2
	HZT806	Italian Language Teaching Methodology	15	30	0	/	4
	Total		15	30	30	/	6
Elective	HZT804	Croatian-Italian Contrastive Analysis	15	15	0	/	3
	HZT805	Comparative History of Italian and Croatian Literature	15	15	0	/	3
	HZT811	Italian prose from the neo-avant-garde unitl the present day	15	15	0	/	3
	HZT808	Semantics	15	15	0	/	3
		Italian Literature And Tv Series	15	15	0	/	3
		Selection And Preparation Of Teaching Materials For Teaching And Learning Italian	15	15	0	/	3
	HZX009	Professional practice at a teaching base*	0	30	40	80	5
	Students choose 3 elective courses.						
	HZT407	Spanish language 1	15	0	15	/	2

Facultative	Students choose facultative course as they wish.

*Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and earn an additional 5 ECTS credits after completing the course

LIST OF COURSES							
Year of study: 2nd year, Graduate Study Programme *Italian Studies* (Teacher Education specialization)							
Semester: 4th (summer)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	HZT903	Practicum and Teaching Practice	15	45	20	/	5
	HZT904	Diploma (Master) Thesis					10
	Total						10
Elective	HZX009	Professional practice at a teaching base*	0	30	40	80	5
Facultative	HZT407	Spanish Language 2	15	0	15	/	2
	Students choose facultative course as they wish.						

*Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and earn an additional 5 ECTS credits after completing the course

Translator/Interpreter Education specialization

LIST OF COURSES							
Year of study: 1st year, Graduate Study Programme *Italian Studies* (Translator/Interpreter Education specialization)							
Semester: 1st (winter)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZT601	Translation Studies	15	15	0	/	2
	HZT607	Linguistic Competences in Teaching and Translation Practice I	0	0	60	/	4
	HZT608	Business Translation	0	0	45	/	3
	Total		15	15	105	/	9
Elective	HZT602	Contemporary Italian Language	15	15	0	/	3
	HZT907	History of Italian Theatre and Drama	15	15	0	/	3
	HZT908	Introduction to Italian Onomastics	15	15	0	/	3
		Italian Literature and Film	15	15	0	/	3
	Students choose 2 elective courses.						

LIST OF COURSES
Year of study: 1st year, Graduate Study Programme *Italian Studies* (Translator/Interpreter Education specialization)
Semester: 2nd (summer)

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	HZT701	Techniques of Interpretation	15	30	0	/	4
	HZT708	Linguistic Competences in Teaching and Translation Practice II	0	0	30	/	2
	HZT704	Specialist Translation	0	0	45	/	3
	Total		15	15	75	/	9
Elective	HZT710	Essay Translation	0	0	30	/	3
	HZT603	Language Contacts between Croatian and Italian in Dalmatia	15	15	0	/	3
	HZT709	Italian Short Story	15	15	0	/	3
	HZT706	Romantic Literature written in Italian Language in Dalmatia	15	15	0	/	3
	HZT911	Myth and mythopoiesis in Italian Literature	15	15	0	/	3
	Students choose 2 elective courses.						

LIST OF COURSES

Year of study: 2nd year, Graduate Study Programme *Italian Studies* (Translator/Interpreter Education specialization)

Semester: 3rd (winter)

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	HZT808	Semantics	15	15	0	/	2
	HZT807	Linguistic Competences in Teaching and Translation Practice III	0	0	30	/	2
	HZT801	Translation of literary texts – contrastive analysis	0	0	30	/	3
	Total		15	15	60	/	7
Elective	HZT810	Translation Criticism	0	0	30	/	2
	HZT804	Croatian – Italian Contrastive Analysis	15	15	0	/	3
	HZT805	Comparative History of Italian and Croatian literature	15	15	0	/	3
	HZT811	Italian prose from the neo-avant-garde unitl the present day	15	15	0	/	3
		Italian Literature And Tv Series	15	15	0	/	3
		Selection And Preparation Of Teaching Materials For Teaching And Learning Italian	15	15	0	/	3
	Students choose 3 elective courses.						
Facultative	HZX009	Professional practice at a teaching base*	0	30	40	80	5
	HZT407	Spanish Language I	15	0	15	/	2
	Students choose facultative/elective as they wish.						

*Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and earn an additional 5 ECTS credits after completing the course

LIST OF COURSES

Year of study: 2nd year, Graduate Study Programme *Italian Studies* (Translator/Interpreter Education specialization)							
Semester: 4th (summer)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	HZT901	Linguistic and Cultural Mediation	15	30	0	/	5
	HZT902	Diploma (Master) Thesis	/	/	/	/	10
Facultative	HZX009	Professional practice at a teaching base*	0	30	40	80	5
	HZT407	Spanish Language 2	15	0	15	/	2
	Students choose facultative/elective as they wish.						

*Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and earn an additional 5 ECTS credits after completing the course

2.13. Course description

NAME OF THE COURSE	LINGUISTIC COMPETENCES IN TEACHING AND TRANSALTION PRACTICE I					
Code	HZT607	Year of study	Ist year / Ist semester			
Course teacher	Renata Hace-Citra, Senior Language Instructor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	60	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The course aims to develop a solid oral and written language competences on different linguistic levels and in different registers; to enable students to understand, to use and to translate phrasal expressions as well as to make students aware of the similarities and differences between Italian and Croatian language. By analysing and translating texts the students will improve their understanding of the process of translating and acquire new knowledge of Italian culture and civilisation and current social processes.					
Course enrolment requirements and entry competences required for the course	Completed requirements for enrolling in undergraduate study. Prerequisites defined by the Faculty Statute.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course the students will acquire the following competences: - explain and make comments on morphological and syntactic structures of Italian language applying comparative and contrastive analysis between Croatian and Italian, - to evaluate and compare their knowledge of usage of tenses and moods in Italian with the usage of croatian tenses, - to demonstrate and apply the skills of written and oral communication in Italian. - to recognize and apply different strategies and techniques while teaching and translating language and translation. - to use the normative manuals required for working in the profession.					

<table>
<tr><td></td><td colspan="2">- analyze materials, texts and sources for teaching and translation purposes.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="2">1st week
Introduzione al corso: gli obiettivi. Test d'ingresso.
2nd week
Tradurre l'assente: l'articolo: determinativo, indeterminativo, partitivo. Esercizi di traduzione e analisi del testo. Ipercorrettismo, analogia e omissione dell'articolo. Educazione all'ascolto (Radio Rai 2).
3rd week
Dal dimostrativo al possessivo usi e abusi (esercizi di traduzione e analisi); Tradurre l'assente: ci, vi, ne (saper distinguere tra pronome, partitivo o avverbio; espressioni con ci e ne).
4th week
L'uso dell'ausiliare; verbi transitivi, intransitivi, riflessivi. Nozioni contrastive sui riflessivi in croato e italiano (esercizi di traduzione e analisi)
5th week
Preposizioni e avverbi (TRA/FRA-DOPO-FA, PER, DA,) e l'uso dei tempi; aggettivi: uso connotativo vs. denotativo, comparativi organici
6th week
Test di verifica e correzione in classe
7th week
Tradurre le strutture e stilistica dei tempi: presente indicativo, l'aspetto verbale nel croato e italiano, el contrastivi; passato prossimo vs. imperfetto, el. contrastivi. Letture (registri linguistici)
8th week
Tradurre le strutture e stilistica dei tempi: passato prossimo vs. passato remoto, el. contrastivi. Modi indefiniti e i suoi tempi. Lettura.
9th week
Tradurre le strutture e stilistica dei tempi: trapassato prossimo; anteriorità al passato: trapassato prossimo e trapassato remoto, el. contrastivi.
10th week
Tradurre le strutture e stilistica dei tempi: indicativo: futuro e futuro anteriore, el. contrastivi. Modo Imperativo: periodo ipotetico/ forma passiva
11th week
Tradurre le strutture e stilistica dei tempi: indicativo/ congiuntivo/condizionale. Linguaggi settoriali: lettura.
12th week
Tradurre le strutture e stilistica dei tempi: le subordinate; trasformazioni esplicite in implicite e viceversa.
13th week
Tradurre le strutture e stilistica dei tempi: concordanza dei tempi; passaggio dal discorso diretto al discorso indiretto.
14 th week
Ripasso e Test di verifica finale.
15th week
Commento sul lavoro svolto. Conclusioni: valutazione e l'autovalutazione degli studenti.</td></tr>
<tr><td>Format of instruction</td><td>☐ lectures
☐ seminars and workshops
X exercises
☐ on line entirely
☐ partial e-learning
☐ field work</td><td>☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="2">1. actively and constructively participate in teaching
2. participate in and perform teaching and extracurricular (individual and group) activities and tasks that enable the acquisition of learning outcomes provided by the course
3. passed the written exam (equivalent to the written exam are 2 passed colloquia)
4. pass the oral exam</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">5. to be informed about the classes he / she missed during the consultations with the teacher and other students</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>2 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td>1 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>1 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Continuous testing during the semester (diagnostic tests, checking homework assignments, progress tests, periodic tests), final written and oral exam.
Detailed evaluation criteria can be found in the course repository.</td></tr>
<tr><td rowspan="6">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Katerin K. (1975[3]). La lingua italiana per stranieri. Corso superiore, Perugia: Edizioni Guerra.</td><td>2</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Jernej J. (1999). Priručnik za viši stupanj, Zagreb: Školska knjiga.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Sensini M. (1997). La grammatica della lingua italiana, Milano: Mondadori.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Serianni L. (1989). Grammatica italiana, Torino: UTET.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Trifone P. – Palermo M. (2000). Grammatica italiana di base, Bologna: Zanichelli.</td><td>2</td><td colspan="2">/</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Deanović M. –. Jernej J (2008). Hrvatsko talijanski rječnik, Zagreb: Školska knjiga.
Deanović M. – Jernej J. (2006). Talijansko hrvatski rječnik, Zagreb: Školska knjiga.
Luppi A. - Jernej A. (2000). Talijansko hrvatski poslovni rječnik/Dizionario commerciale croato-italiano, Zagreb: Školska knjiga.
Luppi A. - Jernej A. (2007). Hrvatsko talijanski poslovni rječnik/Dizionario commerciale italiano-croato, Zagreb: Školska knjiga.
Pittano G. (20063º ed.). Sinonimi e contrari, Dizionario fraseologico delle parole equivalenti, Bologna: Zanichelli.
Zingarelli N. (2008). Lo Zingarelli, Vocabolario della lingua italiana, Bologna: Zanichelli.
Enciclopedia Zanichelli, Dizionario enciclopedico di arti, scienze, tecniche, lettere, filosofia, storia, geografia, diritto, economia. (2007). Bologna: Zanichelli.
Tematske enciklopedije «Le Garzantine», Milano, Garzanti: Italiano, Letteratura, Musica, Religioni, Mitologia, Arte, Economia.
Arthaber A. (1972). Dizionario comparato di proverbi e modi proverbiali, Milano: Hoepli.
Lesina R. (2002). Il nuovo manuale di stile, Guida alla redazione di documenti relazioni, articoli, manuali, tesi di laurea. Bologna: Zanichelli.
Podeur, J. (1993). La pratica della traduzione, Napoli: Liguori.
Renzi L.- Salvi G. - Cardinaletti A. (2001). Grande grammatica italiana di consultazione, Volumi I, II e III, Bologna: Il Mulino.
Sobrero, A. (1993). Introduzione all'italiano contemporaneo. I: Le strutture, II: La variazione e gli usi, Roma-Bari: Laterza.
Zolli, P. (1973). Bibliografia dei dizionari specializzati italiani del XX secolo, Firenze: Olschki.</td></tr>
</table>

	http://www.dizionario-italiano.it http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1 http://dizionari.corriere.it/ http://www.dizionario.rai.it/ http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/ http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58 http://www.italicon.it
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	**PSYCHOLOGY OF NURTURE AND EDUCATION**					
Code	HZX003	Year of study	Ist year / Ist semester			
Course teacher	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	/			
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	None					
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					

<table>
<tr><td></td><td colspan="6">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</td></tr>
<tr><td>Course delivery types</td><td colspan="3">X lectures
X seminars and workshops
X tutorials
☐ completely on line
☐ mixed e-learning
☐ field teaching</td><td colspan="3">☐ independent tasks
☐ multimedia
☐ laboratory
☐ mentorship work
☐ (note down other types)</td></tr>
<tr><td>Students' duties</td><td colspan="6">Course attendance, class activity, successfully completing tasks; write and present a seminar paper in line with previously determined criteria; pass a written exam (or an equivalent of 2 tests)</td></tr>
<tr><td rowspan="6">Following up students' work (note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):</td><td>Course attendance</td><td>2 ECTS</td><td>Researching</td><td></td><td>Practical work</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Term paper</td><td></td><td>(note down other types)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar paper</td><td>1 ECTS</td><td>(note down other types)</td><td></td></tr>
<tr><td>Preliminary exams</td><td>2 ECTS</td><td>Oral exam</td><td></td><td>(note down other types)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(note down other types)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating students' work during the course and in the final exam</td><td colspan="6">Final grade is a result of course attendance and activity in in-class assignements (40%), seminar paper (20%) and preliminary tests/written exam (40%).
The assessment and marking criteria of individual elements can be found in the course repository.</td></tr>
<tr><td rowspan="2">Obligatory reading list (available in the library and in other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Available in other media</td></tr>
<tr><td colspan="3">Vlasta Vizek Vidović, Majda Rijavec, Vesna Vlahović - Štetić, Dubravka Miljković, Psihologija obrazovanja, Zagreb 2003.</td><td>1</td><td>Yes</td></tr>
<tr><td>Additional reading list</td><td colspan="6">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</td></tr>
<tr><td>The ways of a quality follow-up which enable acquisition of the</td><td colspan="6">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.</td></tr>
</table>

defined learning outcomes	

NAME OF THE COURSE	SOCIOLOGY OF EDUCATION					
Code	HZX004	Year of study	I[st] year / I[st] semester			
Course teacher	Ivanka Buzov, PhD, assistant professor	Credits (ECTS)	2,5 (5)			
Associate teachers	Toni Popović, PhD, senior assistant Darija Ivošević, 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. Entrepreneurship education (2L+2S) 13. Sociologiy of curriculum (2L+2S) 14. Sociology of profession; status, role and reputation of teacher. (2L+2S)

<table>
<tr><td></td><td colspan="6">15. Colloquium (2nd) and Evaluation (2L+2S)</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
☐exercises
☐on linein entirety
X partial e-learning
☐field work</td><td colspan="3">X independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">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</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>2 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>1 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td>2 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">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.</td></tr>
<tr><td rowspan="4">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">1. Haralambos, M., Holbron, M. (2002). Sociologija: Teme i perspektive. (str. 773-882). Zagreb: Golden marketing.</td><td>10</td><td colspan="2">No</td></tr>
<tr><td colspan="3">2. Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Prsitupi i izazovi: Rijeka: Filozofski fakultet.</td><td>1</td><td colspan="2">Available on line</td></tr>
<tr><td colspan="3">3. Pilić, Š. (2008.), /ur./, Obrazovanje u kontekstu tranzije. Split: HPKZ, pp.. 45-57; 59-66; 129- 145; 149-162; 165-174; 239-244</td><td>10</td><td colspan="2">No</td></tr>
<tr><td>Optional literature (at the time of submission of study</td><td colspan="6">- Ballantine, J. H. (1993). The Sociology of Education. Englewood Cliffs: Prentice Hall.</td></tr>
</table>

programme proposal)	- 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	**Contemporary Italian language**		
Code	HZT602	Year of study	Ist year/1st semester

<table>
<tr><td>Course teacher</td><td>Magdalena Nigoević, PhD, Full Professor</td><td>Credits (ECTS)</td><td colspan="4">3</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">/</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>F</td></tr>
<tr><td>15</td><td>15</td><td></td><td></td></tr>
<tr><td>Status of the course</td><td>Elective</td><td>Percentage of application of e-learning</td><td colspan="4">10%</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td colspan="6">Getting acquainted with the basic characteristics of the synchronic varieties of Italian language. Gaining linguistic and pragmatic competence in the contemporary Italian language.</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">No preconditions.
Competences and skills acquired upon the completion of the undergraduate study programme, particularly the linguistic courses.</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">After this course students will be able to:
1. define types of linguistic varieties in the contemporary Italian language
2. illustrate the findings and studies of the contemporary Italian language
3. plan, prepare and present linguistic analysis of a specific item representing one of the varieties of the contemporary Italian language.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">1st week
Lecture: Introducing students with the course content, format of instruction, responsibilities, grading and evaluation.
Seminar course: Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.

2nd week
Lecture: Repertory of the Italian language: synchronic survey.
Seminar course: La situazione linguistica in Italia (Coveri et al. 1984).

3rd week
Lecture: Repertory of the Italian language: diachronic survey.
Seminar course: L'italianizzazione nel secondo dopoguerra (Coveri et al. 1984).

4th week
Lecture: Standard language. Dialect. Variety.
Seminar course: Le dimensioni di variazione dell'italiano (Bazzanella 2005: 26-43).

5th week
Lecture: Standard Italian and 'substandard' Italian.
Seminar course: La variazione diafasica (Coveri et al. 1984).

6th week
Lecture: Administrative language. Languages for special purpose.
Seminar course: Registri. Sottocodici.

7th week
Lecture: Contemporary Italian language in the media.
Seminar course: Il linguaggio della pubblicità (Nigoević 2019).

8th week
Lecture: L'italiano standard. L'italiano neostandard. L'italiano popolare.
Seminar course: Tratti dell'italiano in movimento (Renzi 2012).

9th week</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">Lecture: New tendencies of the Italian language.
Seminar course: Il cambiamento nella lingua (Renzi 2012).

10th week
Lecture: Intensification strategies in the Italian ‘neostandard’.
Seminar course: Struttura del messaggio pubblicitario (Nigoević 2019).

11th week
Lecture: Morphosyntactic features of the Italian ‘neostandard’.
Seminar course: Funzioni linguistiche del messaggio pubblicitario (Nigoević 2019).

12th week
Lecture: Semantic changes and innovations in the Italian ‘neostandard’.
Seminar course: La lingua della pubblicità: le strategie e le tecniche verbali (Nigoević 2019).

13th week
Lecture: Lexical stratification, semantics of words and sentences: difference in the contemporary varieties.
Seminar course: Analisi dei messaggi pubblicitari.

14th week
Lecture: Word formation and neologisms in the Italian literature and in the ‘neostandard’ varieties.
Seminar course: Analisi dei messaggi pubblicitari.

15th week
Lecture: Figurative language.
Seminar course: Analisi dei messaggi pubblicitari.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
☐exercises
☐ online in entirety
X partial e-learning
☐field work</td><td colspan="3">X independent assignments
X multimedia
☐laboratory
X work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Participate in classes: lectures 80%, seminars 90%.
Conduct themselves in line with ethical and scientific principles of higher education.
Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes.
Write and present a seminar paper in line with previously determined criteria.
Pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests. Prior to the final examination a seminar paper should be prepared and presented.
Make inquiries about missed classes during the course teacher’s office hours or by consulting other students.
Meet deadlines for activities within the course.</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>1</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>1</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>1</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student</td><td colspan="6">In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:</td></tr>
</table>

work in class and at the final exam	1. a passing grade in the written exam, i.e. one test – 50% 2. written and presented seminar paper in line with the course teacher's instructions – 40% 3. activity in class, participation in discussions during class and seminars – 10% The assessment and marking criteria of individual elements can be found 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)	D'Achille, P. (2003). *L'italiano contemporaneo*. Bologna: Il Mulino.	1	
	Nigoević, M. (2019). *Analisi dei messaggi pubblicitari*. Split: Filozofski fakultet (web predavanje).		yes
	Sobrero, A. A. (a cura di) (1993). *Introduzione all'italiano contemporaneo. La variazione e gli usi*. Roma-Bari: Laterza.	1	

Optional literature (at the time of submission of study programme proposal)	Berruto, G. (1987). *Sociolinguistica dell'italiano contemporaneo*. Roma: La Nuova Italia Scientifica. Cortelazzo, M. A. (2000). *Italiano d'oggi*. Padova: Esedra. Coveri, L.; Benucci, A.; Diadori, P. (1984). *La varietà dell'italiano. Manuale di sociolinguistica italiana*. Roma: Bonacci. D'Agostino, M. (2007). *Sociolinguistica dell'Italia contemporanea*. Bologna: Il Mulino. De Mauro, T. (1993). *Lessico di frequenza dell'italiano parlato (LIP)*. Milano: Etaslibri. Lorenzetti, L. (2003). *L'italiano contemporaneo*. Roma: Carocci. Nigoević, M. (2020). *Intenzifikacija u jeziku: S primjerima iz hrvatskog i talijanskog jezika*. Split: Filozofski fakultet Sveučilišta u Splitu. Nigoević, M. (2019). *Il linguaggio della pubblicità*. Split: Filozofski fakultet (web predavanje). Renzi, L. (2012). *Come cambia la lingua. L'italiano in movimento*. Bologna: Il Mulino. Serianni, L. (2003). *Italiani scritti*. Bologna: Il Mulino. Simone, R. (1990). *Fondamenti di linguistica*. Roma-Bari, Laterza. Trifone, P. (2010). *Storia linguistica dell'Italia disunita*. Bologna: Il Mulino. Trifone, P. (a cura di) (2009). *Lingua e identità. Una storia sociale dell'italiano*. Roma: Carocci.
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	**HISTORY OF ITALIAN THEATRE AND DRAMA**				
Code	HZT907	Year of study	Ist year / Ist semester		
Course teacher	Srećko Jurišić, PhD, full professor	Credits (ECTS)	3		
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	0	/
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						

<table>
<tr><td>Course objectives</td><td colspan="6">The course aims to introduce students to the long and complex history and evolution oft he Italian theatre, starting from the 10th century and exploring its development to the present day. Students will learn about the rich repertoire of commedia dell'Arte and other artistic directions, as well as about the minor, and often undervalued authors, as well as those who have managed to write world classics. Comparative review of the most prominent authors such as Machiavelli, Ariosto, Ruzante, Alfieri, Goldoni, D'Annunzio and Pirandello enables students to identify the characteristics oft he Italian theatre and to gain understanding of its cultural impact. Studying the most important texts and their stage performances during seminars, students will gain further insight into the complex role and importance of theatre for the overall development of civil society in the Italian peninsula.</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">None</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Having passed the exam, students will be able to:
1) Identify the periods, poetics, authors, genres within the Italian theatre and drama
2) Adopt a critical approach towards the texts studied throughout the course
3) Make use of theoretical knowledge and the field-bound terminology
4) Write and discuss the subject studied in class in Italian</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">1) Early Italian Theatre and Medieval Times – 2 Classes
2) Humanism and Renaissance Theatre ((Ariosto, Machiavelli, Commedia dell’Arte) – 3 Classes
3) 17th Century Theatre - 1 class
4) 17th Century Theatre (melodrama, Goldoni) – 2 classes
5) 19th Century Theatre (Alfieri, Manzoni, Verga, Capuana) – 3 classes
6) 20th Century Theatre (D'Annunzio, Pirandello, Futurists, grotesque theater, Betti, Pasolini, Fo) – 4 classes</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
☐ exercises
☐ on linein entirety
☐ partial e-learning
☐ field work</td><td colspan="3">X independent assignments
☐ multimedia
☐ laboratory
X work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">- Active class attendance, seminar essay (essay and presentation), final essay;
- Mandatory class attendance (80 %) and seminar attendance (80%);
- At least one seminar essay per term (word and ppt presentation are to be sent at least 24hrs before the presentation) to be graded separately;
- Seminar essays should be written following the guidelines available on the webpage of the Faculty;
- Final grade follows the final essay (essay guidelines are in the repository of the course).</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td>1 ECTS</td><td>Seminar essay</td><td>1 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Regular knowledge checks via critical discussions in classes, paper presentation, essay and an oral exam.</td></tr>
</table>

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Angelini, F. (1988). *Teatro e spettacolo nel primo Novecento.* Roma-Bari: Laterza.	/	YES
	Angelini, F. (1975). *Il teatro barocco*. Roma-Bari: Laterza.	/	YES
	Borsellino, N. - Mercuri, R. (1973). *Il teatro del Cinquecento*. Roma-Bari: Laterza.	/	YES
	Pullini, G. (1981). *Il teatro dell'Ottocento*. Milano: Vallardi.	/	YES
	Puppa, P. (1990). *Teatro e spettacolo nel secondo Novecento*. Roma-Bari: Laterza.	/	YES
	Tessari, R. (1995). *Teatro e spettacolo nel Settecento,* Roma-Bari: Laterza.	/	YES
Optional literature (at the time of submission of study programme proposal)	Antonucci, G. (1990). Storia della critica teatrale. Roma: Studium. Attolini, G. (1988). Teatro e spettacolo nel Rinascimento. Roma-Bari: Laterza. Guglielminetti, M. (2001). Pirandello. Roma: Salerno. Smith, P. J. (1981). La decima musa. Storia del libretto d'opera. Firenze: Sansoni. Valentini, V. (1993).Tragedia moderna e mediterranea. Il teatro di Gabriele D'Annunzio. Milano: Franco Angeli.		
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	INTRODUCTION TO ITALIAN ONOMASTICS					
Code	HZT908	Year of study	Ist year / Ist semester			
Course teacher	Antonia Luketin Alfirević, PhD, assistant professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	/	/
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The main course objective is to present the importance of onomastics in historical and linguistic researches and to train the students for conducting independent researches as well as to analyse the Croatian and Italian linguistic contacts on toponomastic and anthroponomastic examples.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course	After having attended the course, fulfilled the obligations and passed the exam, the students will be able to differentiate and accurately define basic onomastic concepts. They will be trained for: -definition and interpretation of basic onomastic concepts					

(4 to 10 learning outcomes)	-analysis of linguistic and extralinguistic information from names -describing different patterns of naming -analysis of structure and function of names -independent use of required theoretical knowledge in students' own research
Course content broken down in detail by weekly class schedule (syllabus)	1.Definition of onomastics; subject methods 2. The position of onomastics as a linguistic discipline- onomastics and other sciences 3. Main onomastic terminology in Italian and Croatian language 4. Linguistic sign/onomastic sign, name, appellative 5. Motivation and aetiology of names 6.Development of onomastic researches in Italy and Croatia 7. Methods of onomastic researches (traditional,current,interdisciplinary) 8. Anthroponomy 9.Toponimy 10. Other names (crematonyms,zoonyms,fitonyms) 11. Eponymy 12. Stratification of toponimy of the islands and eastern Adriatic coast 13. Etymological aspect of toponomastic research 14. Linguistic contacts in onomastics. Romance Adriatic toponyms 15. Literary onomastics
Format of instruction	**X lectures** **X seminars and workshops** **X exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work **X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students are required to attend lectures (70%) and seminars (80%), write one seminar essay which they are required to present orally with a PPT presentation and pass an oral 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	1 ECTS	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1 ECTS	(Other)	
	Tests		Oral exam	1 ECTS	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final evaluation is based in class attendance and activity (15%), seminar essay (15%), oral exam (70%).

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Marcato, C. (2009). Nomi di persona, nomi di luogo: Introduzione all'onomastica italiana, Bologna: il Mulino	2	/
	Pellegrini, G. B. (1990.). Toponomastica italiana, Milano: Hoepli	1	/
	Šimunović, P. (2009). Uvod u hrvatsko imenoslovlje, Zagreb: Golden marketing – Tehnička knjiga	1	/

Optional literature (at the time of submission of study	1. Bjelanović, Ţ. (2007.), Onomastičke teme, Zagreb: Hrvatska sveučilišna naklada. 2. Bjelanović, Ţ; Marasović-Alujević, M. (2009). Splitska prezimena etnonimskog podrijetla s talijansko-hrvatskim jezičnim odlikama. Folia onomastica Croatica 17.

programme proposal)	3. Luketin Alfirević, A. (2018.), Italianità nello spazio urbano croato: Sulla presenza degli elementi italiani nelle insegne dei ristoranti croati // Dai margini a dentro, da dentro ai margini. Mappe dei cambiamenti letterali e culturali / Szirmai, A. ; Szkarosi, E.; Matyus, N.; Szakal, K. (ur.), Firenze: Franco Cesati Editore, str. 151-157. 4. Luketin Alfirević, A.; Rogošić, A. (2010.) Elementi di origine italiana nei crematonimi della città di Spalato, Adriatico/Jadran ; Rivista di cultura tra le due sponde. Atti del V Congresso Internazionale della Cultura Adriatica,Giammarco, M ; Šimunković, Lj. (ur.). Pescara: Fondazione Ernesto Giammarco, str. 322-331. 5. Marasović-Alujević, M; Luketin Alfirević, A. (2009). Toponimi di Torcola – isola dei ricoveri nell'Adriatico. Interadriatico/Jadran. Rivista di cultura tra le due sponde 1-2. 6. Marzano, P. (2010). Quando il nome è „cosa seria". L'onomastica nelle novelle di Luigi Pirandello. Pisa: Edizioni ETS 7. Sasso, L. (2003). Nomi di cenere. Percorsi di onomastica letteraria tra Ottocento e Novecento.Pisa: Edizioni ETS. 8. Skok, P. (1950). Slavenstvo i romanstvo na jadranskim otocima, Zagreb: Jadranski institut JAZU. 9. Skračić, V. (2011). Toponomastička početnica. Osnovni pojmovi i metoda terenskih istraživanja. Zadar: Sveučilište u Zadru. 10. Šimunović, P. (2006). Hrvatska prezimena, Zagreb: Golden marketing – Tehnička knjiga. 11. Šimunović, P. (2005). Toponimija hrvatskoga jadranskog prostora, Zagreb: Golden marketing – Tehnička 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 - student'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)	/

NAZIV PREDMETA	**ITALIAN LITERATURE AND FILM**					
Kod		Godina studija	I. / 1. semestar			
Nositelj/i predmeta	Srećko Jurišić, full professor	Bodovna vrijednost (ECTS)	3			
Suradnici	/	Način izvođenja nastave (broj sati u semestru)	P	S	V	T
			15	**15**	**/**	/
Status predmeta	izborni	Postotak primjene e-učenja	Uvesti sukladno potrebama			
OPIS PREDMETA						
Ciljevi predmeta	Students gain the ability to theoretically and critically understand the relationship between Italian literature and film, and through a diachronic review of film and literary examples, they are trained to analyze selected works from the two mentioned media. Considering the increasing tendency of narrative languages towards intermediality, with an emphasis on audiovisual storytelling, students will be trained to decode the rhetorics on which film diegesis is based and which are in the basics of the language of all audiovisual narrations - from film to television series, documentary film or even video games and comics. Students acquire the ability to 'read' and recognize the specificity of film language in relation to literary language - historically privileged in the education of humanities students. Students acquire the ability to analyze the process of adaptation of a written narrative into a film one through the analysis of selected film examples that were created according to a literary template, according to a graphic novel or other cultural product, a strong elaboration of diegesis. Students acquire the ability to master the basics of film expression along with the ability to						

<table>
<tr><td></td><td colspan="6">recognize the specifics of film storytelling that arise through the process of 'translation' from a literary text.</td></tr>
<tr><td>Uvjeti za upis predmeta i ulazne kompetencije potrebne za predmet</td><td colspan="6">There are no requirements for enrollment and entry competencies</td></tr>
<tr><td>Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)</td><td colspan="6">After passing the exam, students will be able to:
1. Master the basics of narratology and intersemiotic translation;
2. Master the basics of film and visual language in general and recognize hybrid languages (comics, etc.);
3. Compare literary and film work and recognize the communication potential of film in relation to literature;
4. Analyze the adaptation process;
5. Analyze the aesthetic, rhetorical and technical characteristics of works, film and literature;
6. Critically evaluate the communication policies of cultural systems through the use of audiovisual narrations;
7. Autonomously approach a literary and film work through writing a text (review of a book / film, essay).</td></tr>
<tr><td>Sadržaj predmeta detaljno razrađen prema satnici nastave</td><td colspan="6">1. La narrazione. Storia e racconto. Fabula e intreccio. L’autore e il narratore. Il lettore. (Edoardo Ripari, Attraverso il visibile parlare, in Id., Storia cinematografica della letteratura italiana, Roma, Carocci, 2015, pp. 14-39) – 2 sat;
2. La narrazione. Categorie narratologiche secondo Génette. Il punto di vista. Il linguaggio cinematografico: considerazioni generali e le specificità del linguaggio cinematografico rispetto ad altri linguaggi narrativi; (Andrea Bernardelli, Narrazione, Roma-Bari, Laterza, 1999) – 2 sata;
3. La narrazione. Tempo e spazio nella letteratura e nel cinema; (Andrea Bernardelli, Narrazione, Roma-Bari, Laterza, 1999) – 2 sata;
4. Il concetto di traduzione intersemiotica; traduzione dal letterario al filmico (come tradurre un'idea in immagine; Adattamento. Traduzione. Transcodificazionell cinema come specchio mitopoietico della realtà (Linda Hutcheon, A Theory of Adaptation, New York, Routledge, 2013; G. Tinazzi, L’adattamento, in Id., La scrittura e lo sguardo, Venezia, Marsilio, 2007) – 2 sata;
5. La sceneggiatura, un genere dallo statuto incerto; scrivere per il cinema - Teoria e prassi; le sceneggiature originali e quelle desunte. (Case studies filmici) – 2 sata;
6. La critica cinematografica; forme e luoghi della critica. Il lavoro del critico, del recensore e del saggista; Metodi e temi ricorrenti (Paolo Bertetto (a cura di), L’interpretazione dei film. Undici capolavori della storia del cinema, Venezia, Marsilio, 2018) - 2 sata
7. L'interpretazione del film, esempi ed esercitazione di scrittura; lavoro di preparazione peri il saggio finale – 3 sata</td></tr>
<tr><td>Vrste izvođenja nastave:</td><td colspan="3">X predavanja
X seminari i radionice
☐ vježbe
☐ on line u cijelosti
☐ mješovito e-učenje
☐ terenska nastava</td><td colspan="3">☐samostalni zadaci
X multimedija
☐ laboratorij
X mentorski rad
☐ (ostalo upisati)</td></tr>
<tr><td>Obveze studenata</td><td colspan="6">Students are obliged to regularly attend classes and actively participate in them; they are also required to submit a seminar paper in the agreed time (written text and presentation) and an exam essay on an agreed topic. Percentage of class attendance: 80% (3 absences).</td></tr>
<tr><td rowspan="3">Praćenje rada studenata (upisati udio u ECTS bodovima za svaku aktivnost tako da ukupni broj ECTS</td><td>Pohađanje nastave</td><td>1</td><td>Istraživanje</td><td></td><td>Praktični rad</td><td></td></tr>
<tr><td>Eksperimentalni rad</td><td></td><td>Referat</td><td></td><td>Izvođenje nastavnog sata</td><td></td></tr>
<tr><td>Esej</td><td>1</td><td>Seminarski rad</td><td>1</td><td>Portfolio</td><td></td></tr>
</table>

bodova odgovara bodovnoj vrijednosti predmeta)	Kolokviji		Usmeni ispit		(Ostalo upisati)	
	Pismeni ispit		Projekt		(Ostalo upisati)	

Ocjenjivanje i vrjednovanje rada studenata tijekom nastave i na završnom ispitu	Continuous oral verification of knowledge during classes, written and oral presentation of the seminar work, oral exam. Essay grade. Percentage of individual items in the final grade: class activity (20%), seminar (35%), essay (45%). Students take the written exam through the submission of a final essay. The evaluation and assessment criteria of individual elements are described in the course repository.		
Obvezna literatura (dostupna u knjižnici i putem ostalih medija)	**Naslov**	**Broj primjeraka u knjižnici**	**Dostupnost putem ostalih medija**
	Edoardo Ripari, *Storia cinematografica della letteratura italiana*, Roma, Carocci, 2015.		Ebook available
	Andrea Bernardelli, *Narrazione*, Roma-Bari, Laterza, 1999.		Ebook available
	Giorgio Tinazzi, *La scrittura e lo sguardo*, Venezia, Marsilio, 2007.		Ebook available
	Linda Hutcheon, *A Theory of Adaptation*, New York, Routledge, 2013.		Ebook available
	Paolo Bertetto (a cura di), *L'interpretazione dei film. Undici capolavori della storia del cinema*, Venezia, Marsilio, 2018.		Ebook available
Dopunska literatura	/		
Načini praćenja kvalitete koji osiguravaju stjecanje utvrđenih ishoda učenja	- class attendance, class activity, success in performing tasks; - student survey on the quality of teaching and teachers at the university level; - passed the exam and fulfilled other obligations prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative evaluation of the implementation and quality of the teaching process.		
Ostalo (prema mišljenju predlagatelja)	Along with the suggested literature, students will watch films or excerpts from films related to the course program in accordance with the agreement with the subject teacher.		

NAME OF THE COURSE	**LINGUISTIC COMPETENCES IN TEACHING AND TRANSLATION PRACTICE II**					
Code	HZT708	Year of study	Ist year / IInd semester			
Course teacher	Renata Hace-Citra, Senior Language Instructor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	30	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The course aims to develop a solid oral and written language competences on different linguistic levels and in different registers By analysing and translating texts the students will improve their understanding of the process of translation and acquire new knowledge of Italian culture and civilisation and current social processes.					
Course enrolment requirements and entry competences required for the course	No requirements					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course the student will be able to: - distinguish and analyse adverbials, sentence expansions (introduced by a preposition) in Italian considering their role in the sentence (complementi indiretti - tassemi). - apply the knowledge on prepositions and prepositional expressions in business correspondence in Italian. - explain the use of prepositions in function of case and predict their usage in a new context. - (re)construct a text in Italian language and complete with missing prepositions. - define and explain the main concepts of language acquisition and teaching - to identify and apply different strategies and techniques while teaching and translating language and translation. - to use the normative manuals required for working in the profession. - analyze materials, texts and sources for teaching and translation purposes.
Course content broken down in detail by weekly class schedule (syllabus)	**1st week** Lezione introduttiva. Obiettivi del corso. Test d'ingresso. **2 nd week** La preposizione Preposizioni proprie, improprie, locuzioni prepositive. Reggenza e complemento. Traduzione con analisi. Lettura. **3rd week** Considerazioni sull'uso dell'articolo in presenza della preposizione. Tradurre il testo: linguaggio giornalistico. Il telegiornale. **4th week** La preposizione A. Reggenze verbali e complementi. Valore condizionale, causale, finale, temporale, relativo. Dentro il lessico: espressioni con la parola *mano*. Esercizi di trasformazione e di traduzione, nozioni contrastive. Letture: il ricettario. **5th week** La preposizione DI. Reggenze verbali e complementi. Dentro il lessico: espressioni con la parola *testa* e *bocca*. Esercizi di trasformazione e di traduzione, nozioni contrastive. Letture: linguaggio giuridico ed economico. **6th week** La preposizione DA. Reggenze verbali e complementi. Valore consecutivo, finale, relativo. DI o DA. Esercizi di trasformazione e di traduzione, nozioni contrastive. Lettura: il testo letterario. **7th week** Test di verifica. **8th week** La preposizione IN. Reggenze verbali e complementi. Valore temporale. Lettura. Linguaggio burocratico. Esercizi di trasformazione e di traduzione, nozioni contrastive. **9h week** La preposizione CON. Reggenze verbali e complementi. Valore concessivo, limitativo, avversativo. CON al posto di gerundio. Esercizi di trasformazione e di traduzione, nozioni contrastive. **10th week** La preposizione SU. Reggenze verbali e complementi. Dentro il lessico: espressioni con "stare". Esercizi di trasformazione e di traduzione, nozioni contrastive. Il film. **11th week** La preposizione PER. Reggenze verbali e complementi. Valore finale, consecutivo, causale, limitativo, concessivo. Dentro il lessico: espressioni con fare. Esercizi di trasformazione e di traduzione, nozioni contrastive. **12th week** La preposizione TRA/FRA. Esercizi di trasformazione e di traduzione, nozioni contrastive. Letture: linguaggi settoriali: la medicina. **13th week** Preposizioni improprie e locuzioni prepositive. Esercizi di trasformazione e di traduzione, nozioni contrastive. Lettura: il gergo. **14th week** Test di verifica finale

<table>
<tr><td></td><td colspan="6">15th week
Commento sul lavoro svolto.
Conclusioni: valutazione e l'autovalutazione degli studenti.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☐ seminars and workshops
X exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Studentresponsibilities</td><td colspan="6">1. actively and constructively participate in teaching
2. participate in and perform teaching and extracurricular (individual and group) activities and tasks that enable the acquisition of learning outcomes provided by the course
3. passed the written exam (equivalent to the written exam are 2 passed colloquia)
4. pass the oral exam
5. to be informed about the classes he / she missed during the consultations with the teacher and other students</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td>0,5 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>0,5 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Continuous testing during the semester (diagnostic tests, checking homework assignments, progress tests, periodic tests), final written and oral exam.
Detailed evaluation criteria can be found in the course repository.</td></tr>
<tr><td rowspan="4">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Chiuchiù, A – Fazi, M.C.- Bagianti, M.R. (2011) Le preosizioni-Perugia: Guerra Edizioni.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Luppi, A. (2000[6]) Talijansko poslovno dopisivanje, Zagreb:Školska knjiga.</td><td>2</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Sensini, M. (1997). La grammatica della lingua italiana, Milano: Mondadori</td><td>1</td><td colspan="2">/</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Arthaber, A. (1972). Dizionario comparato di proverbi e modi proverbiali. Milano: Hoepli.
Chiuchiù, A. – Coletti, E. (2006). Guida all'uso delle preposizioni. Perugia: Guerra Edizioni.
Lesina, R. (2002). Il nuovo manuale di stile, Guida alla redazione di documenti relazioni, articoli, manuali, tesi di laurea. Bologna: Zanichelli.
Luppi, A. – Jernej, A. (2000). Talijansko hrvatski poslovni rječnik/Dizionario commerciale croato-italiano. Zagreb: Školska knjiga.
Pittano, G. (20063º ed.). Sinonimi e contrari, Dizionario fraseologico delle parole equivalenti. Bologna: Zanichelli.
Zingarelli, N. (2008). Lo Zingarelli, Vocabolario della lingua italiana, Bologna: Zanichelli.
http://www.dizionario-italiano.it
http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1
http://dizionari.corriere.it/
http://www.dizionario.rai.it/</td></tr>
</table>

	http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/ http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58 http://www.italicon.it Renzi, L. (1989). *Grande grammatica italiana di consultazione.* Bologna: Il Mulino. Serianni, L. (1989). *Grammatica italiana*. Torino: UTET. *Encicolopedia Zanichelli, Dizionario enciclopedico di arti, scienze, tecniche, lettere, filosofia, storia, geografia, diritto, economia.* (2000). Bologna: Zanichelli. Enciclopedie tematiche «Le Garzantine», Milano, Garzanti: *EGG, Atlante geopolitico, Diritto, Finanza ecc.*
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	**GLOTTODIDACTICS**					
Code	HZT707	Year of study	Ist year / IInd semester			
Course teacher	Marijana Alujević, PhD, associate professor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	0	/
Status of the course	Mandatory	Percentage of application of e-learning	Up to 20%			
COURSE DESCRIPTION						
Course objectives	The main objective of the course is to enable students to understand relevant findings and fundamental theories and concepts related to glottodidactics as an interdisciplinary science. The aim of the course is also to provide insight into approaches, methods and techniques related to foreign language teaching. The course serves as a preparation for the courses Italian Language Teaching Methodology and Practicum and Teaching Practice.					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Having attended the course, completed the obligations and passed the exam, the student will be able to: - define the key concepts and features of language teaching theory; - describe and perceive the advantages and disadvantages of different methods of teaching foreign languages throughout the history; - understand the switch in the role and position of contemporary language teachers and students of a foreign language; - choose appropriate techniques for developing and evaluating essential receptive and productive language skills; - notice and recognize different factors and variables that affect the process of language acquisition (age, motivation, etc.). - evaluate and choose suitable teaching materials and teaching aids;					

	- recognize the role and benefit of modern technologies in teaching foreign languages; - recognize the purpose of introducing elements of culture and civilization in the language teaching and choose the appropriate cultural contents appropriate for different profiles and different age of students; - understand the importance and application of various authentic materials in teaching the Italian language; - recognize and utilize different methods of evaluation of students' knowledge and skills; - identify various errors in students' interlanguage and interpret them on the basis of cause and level of occurrence; - recognize the need for additional training in order to be able to work with students with special needs; - use indipendently the required theoretical knowledge in his/her own research.
Course content broken down in detail by weekly class schedule (syllabus)	**1.** a) Lecture Introduction to glottodidactics as an interdisciplinary science; terminology (*lingua materna lingua seconda, lingua straniera; acquisizione, apprendimento, insegnamento; approccio, metodo, tecnica; progettazione, curriculum, syllabus*); references to literature and useful documents and links. b) Seminar session Discussion about seminar topics. **2**. a) Lecture Historical overview of different approaches to learning foreign languages; methods of teaching foreign languages; contemporary approaches to teaching foreign languages; objectives of foreign language teaching; definition of communicative competence. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **3**. a) Lecture Common European Framework of Reference for Languages - CEFR (*Quadro comune europeo di riferimento per le lingue*). Analysis of the scale (A1-C2) for each skill within the CEFR. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **4.** a) Lecture Receptive and productive language skills - reading, listening, writing and speaking. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **5.** a) Lecture Techniques in foreign language teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **6.** a) Lecture Didactic materials in foreign language teaching; criteria for selection and evaluation of textbooks and authentic materials; adaptation and use of authentic materials. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **7.** a) Lecture Vocabulary and its role and importance in foreign language acquisition/teaching.

	b) Seminar session By arrangement (seminar session thematically refers to the lecture). **8.** a) Lecture Grammar and its role and importance in foreign language acquisition/teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **9.** a) Lecture Cultural elements in foreign language acquisition/teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **10.** a) Lecture ICT in foreign language teaching and learning. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **11**. a) Lecture Classroom management; discipline in the classroom; role of the teacher. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **12**. a) Lecture Evaluation and testing; methods, procedures and elements of evaluation of students in primary and secondary schools; certifications of proficiency in foreign languages. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **13.** a) Lecture Interlanguage; errors in students' production. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **14.** a) Lecture The role of age in language acquisition – Teaching children and adults. The use of games in teaching foreign languages. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **15**. a) Lecture Teaching strategies for students with special needs. b) Seminar session By arrangement (seminar session thematically refers to the lecture).	
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning **X field work**	**X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)

<table>
<tr><td>Student responsibilities</td><td colspan="6">Class attendance and participation in teaching process, preparation and presentation of seminar paper, final written exam (or two colloquia). Students are required to attend 70% of lectures and 80% of seminar sessions and to prepare one seminar paper according to the criteria and instructions provided by the lecturer and present it to the class. Students' participation is encouraged through various tasks and activities. Students actively participate by presenting and discussing their seminar papers during each seminar session. Students are required to pass the written exam (equivalent to the written exam are 2 passed colloquia).
Students' obligations in the cases of students' absence more than four times consist in writing an additional seminar paper. Seminar papers are based on the course bibliography and additional materials provided by the lecturer. Seminar papers must be handed over to the lecturer before the final exam. Seminar sessions thematically follow the lectures. If the seminar paper of a student requires a theoretical overview, then it is based on further elaboration of the teaching units on the basis of the recommended literature, which the teacher provides to the student. The seminar paper may consist of an empirical study supported by a relevant theoretical background that enables and facilitates the analysis of the obtained results.</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0,5 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Tests (2 preliminary tests)</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>0.5 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">The final evaluation is based on class attendance, participation and activity (15%), seminar essay (15%) and written exam (70%).
The assessment of student knowledge/performance will be based on the following: continuous assessment and written examination. The final exam is in the written form. Instead of the final exam, students may take two preliminary exams provided during semester.
Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.</td></tr>
<tr><td rowspan="6">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Mezzadri, M. (2003). I ferri del mestiere:(auto)formazione per l'insegnante di lingue / Perugia: Guerra; Welland Ontario: Soleil, 2003.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Balboni, P. E. Nozionario di glottodidattica</td><td></td><td colspan="2">http://venus.unive.it/italslab/nozion/nozindic.htm</td></tr>
<tr><td colspan="3">Mezzadri, M. (2004). Il Quadro comune europeo a disposizione della classe. Un percorso verso l'eccellenza. Perugia: Guerra Edizioni.</td><td></td><td colspan="2">available at the Department; in the possession of the teacher</td></tr>
<tr><td colspan="3">De Marco, A. (a cura di) (2000). Manuale di glottodidattica. Insegnare una lingua straniera. Roma: Carocci.</td><td></td><td colspan="2">available at the Department; in the possession of the teacher</td></tr>
<tr><td colspan="3">Freddi, G. (1994). Glottodidattica – Fondamenti, metodi e tecniche. Torino: UTET.</td><td></td><td colspan="2">available at the Department; in</td></tr>
</table>

			the possession of the teacher
	Diadori, P.A. (2001). *Insegnare italiano a stranieri.* Firenze: Le Monnier.		available at the Department; in the possession of the teacher
	Dolci, R. & Celentin, P. (a cura di) (2000). *La formazione di base del docente*. Roma: Bonacci.		available at the Department; in the possession of the teacher
Optional literature (at the time of submission of study programme proposal)	- *In.It, quadrimestrale*, Perugia: Guerra; www.initonline.it - Rigo, R. (2005). *Didattica delle abilita linguistiche: Percorsi di progettazione e di formazione*/ Roma: Armando. - *Lingue straniere nella scuola dell'infanzia* / a cura di Paolo E. Balboni, Carmel M. Coonan, Federica Ricci Garotti (2001). Perugia, Guerra; Welland, Ontario, Soleil. - Petrović E. (1988). *Teorija nastave stranih jezika, Zagreb, Školska knjiga.* - Prebeg-Vilke, M. (1977). *Uvod u glotodidaktiku: teorija nastave stranih jezika s posebnim obzirom na engleski jezik*, 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	**DIDACTICS**					
Code	HZX002	Year of study	1st			
Course teacher	Morana Koludrović, PhD, associate professor	Credits (ECTS)	5			
Associate teachers	Ante Grčić, teaching assistant	Type of instruction (number of hours)	L	S	E	F
			30	30	0	/
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	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.					
Course enrolment requirements and entry competences required for the course	None					
Learning outcomes expected at the level of the course	Upon completion of this course, students will be able to:					

<table>
<tr><td>(4 to 10 learning outcomes)</td><td colspan="6">- 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 colspan="6">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 colspan="3">X lectures
X seminars and workshops
☐ exercises
☐ on linein entirety
☐ partial e-learning
☐ field work</td><td colspan="3">X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student obligations</td><td colspan="6">Participate in the educational process: lectures 80% and seminars 80%.
Behave in accordance with ethical and scientific principles in higher education.
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).</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>2</td><td>Research</td><td></td><td>Practical training</td><td>1</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>1</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>1</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
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<table>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="3">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.</td></tr>
<tr><td rowspan="6">Required literature (available in the library and via other media)</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td>Miljković, D.; Strugar, V.; Cindrić, M. (2016), Didaktika i kurikulum. Zagreb: Učiteljski fakultet.</td><td>10</td><td></td></tr>
<tr><td>Bognar, L., Matijević, M. (2005). Didaktika. Zagreb: Školska knjiga. (odabrana poglavlja)</td><td>2</td><td></td></tr>
<tr><td>Pivac, J. (2010), Izazovi školi. Zagreb: Školska knjiga</td><td>1</td><td></td></tr>
<tr><td>Vizek Vidović, V. i sur. (2014), Psihologija odgoja i obrazovanja. Zagreb: IEP-VERN. (odabrana poglavlja)</td><td>5</td><td></td></tr>
<tr><td>Previšić, V. (ur.) (2007), Kurikulum: Teorije – Metodologija – Sadržaj – Struktura. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)</td><td>2</td><td></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">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</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="3">- 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</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="3"></td></tr>
</table>

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">FUNDAMENTALS OF PEDAGOGY</td></tr>
<tr><td>Code</td><td>HZX001</td><td>Year of study</td><td colspan="4">Ist year / IInd semester</td></tr>
<tr><td>Course coordinator(s)</td><td>Tonća Jukić, PhD, associate professor</td><td>Credit value (ECTS)</td><td colspan="4">2,5 (5)</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Sani Ćavar, teaching assistant</td><td rowspan="2">Course delivery types (hours per semester)</td><td>L</td><td>S</td><td>P</td><td>T</td></tr>
<tr><td>30</td><td>30</td><td>/</td><td>/</td></tr>
<tr><td>Course status</td><td>Mandatory</td><td>E-learning percentage</td><td colspan="4">20%</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td colspan="6">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.</td></tr>
<tr><td>Course admission requirements and entrance competences required</td><td colspan="6">None.</td></tr>
<tr><td>Expected learning outcomes at a course level (4-10 outcomes)</td><td colspan="6">- 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</td></tr>
<tr><td>Course content elaborated in detail according to the timetable</td><td colspan="6">- 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)</td></tr>
<tr><td></td><td colspan="3">X lectures
X seminars and workshops</td><td colspan="3">☐ independent tasks</td></tr>
</table>

<table>
<tr><td>Course delivery types</td><td colspan="6">☐ tutorials
☐ completely on line
☐ mixed e-learning
☐ field teaching</td><td colspan="2">X multimedia
☐ laboratory
☐ mentorship work
☐ (note down other types)</td></tr>
<tr><td>Students' duties</td><td colspan="8">Students are required to participate in lectures (80%) and seminars (80%), present a seminar paper and pass 2 preliminary exams.</td></tr>
<tr><td rowspan="6">Following up students' work (note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):</td><td>Course attendance</td><td>2 ECTS</td><td>Researching</td><td></td><td>Practical work</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Term paper</td><td></td><td>(note down other types)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar paper</td><td>0,5 ECTS</td><td>(note down other types)</td><td></td></tr>
<tr><td>Preliminary exams</td><td>2,5 ECTS</td><td>Oral exam</td><td></td><td>(note down other types)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(note down other types)</td><td></td></tr>
<tr><td colspan="6"></td></tr>
<tr><td>Grading and evaluating students' work during the course and in the final exam</td><td colspan="8">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.</td></tr>
<tr><td rowspan="6">Obligatory reading list (available in the library and in other media)</td><td colspan="5">Title</td><td>Number of copies in the library</td><td>Available in other media</td></tr>
<tr><td colspan="5">Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi, Zagreb: Educa (selected chapters)</td><td>4</td><td>-</td></tr>
<tr><td colspan="5">König E. Zedler, P.(2000). Teorije znanosti o odgoju. Zagreb: Educa (selected chapters)</td><td>3</td><td>-</td></tr>
<tr><td colspan="5">Malić, J., Mužić, V. (1981). Pedagogija, Zagreb: Školska knjiga (selected chapters)</td><td>1</td><td>-</td></tr>
<tr><td colspan="5">Milat, J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga</td><td>1</td><td>-</td></tr>
<tr><td colspan="5">Vukasović, A. (1990). Pedagogija. Zagreb: HKZ „Mi” (selected chapters)</td><td>1</td><td>-</td></tr>
<tr><td>Additional reading list</td><td colspan="8">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</td></tr>
<tr><td>The ways of a quality follow-up which enable acquisition of the defined learning outcomes</td><td colspan="8">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.</td></tr>
</table>

<table>
<tr><td colspan="2">NAME OF THE COURSE</td><td colspan="5">LEXIS IN ITALIAN LANGUAGE COURSES</td></tr>
<tr><td>Code</td><td>HZT910</td><td>Year of study</td><td colspan="4">Ist year / IInd semester</td></tr>
<tr><td>Course teacher</td><td>Snježana Bralić, PhD, associate professor</td><td>Credits (ECTS)</td><td colspan="4">3</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">/</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>F</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>/</td></tr>
<tr><td>Status of the course</td><td>Elective</td><td>Percentage of application of e-learning</td><td colspan="4">10%</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td colspan="6">The students get to know the difficulties in understanding, acquisition and teaching lexis and lexical competence which in terms of glotodidactics are considered one of the most complex competences. Through the illustration of recent scientific achievements in analysing, evaluating and choice of the lexical corpora, the students become aware of its complexity and of the importance of the lexical component in foreign language courses. On the example of contemporary lexis and a series of lexical variations which require a more subtle knowledge of the language but also of extra linguistic factors, the students are guided in developing lexical competence and learn how to combine different strategies and techniques in lexis teaching as a valuable preparation for their future job.</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">No requirements.</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Upon the completion of the course the student will be able to:
1) define basic notions related to lexis acquisition and teaching;
2) recognize and explain different strategies and techniques in lexis teaching;
3) distinguish, classify and compare language facts on lexical level;
4) use normative handbooks required for teaching activity;
5) analyse teaching materials and lexical corpus used in the process of teaching.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">1st week Lezione introduttiva (indicazioni bibliografiche, precisazioni terminologiche). L'ambito e gli obiettivi del lessico nell'insegnamento dell'italiano. Tra teoria e pratica. Conoscere, capire, imparare e usare le parole di un'altra lingua.
2nd week L'approccio lessicale e varie tendenze che pongono lo studio del lessico al centro della prassi didattica. Le idee che hanno aperto la strada ad una maggiore consapevolezza dell'importanza del lessico nell'apprendimento delle lingue straniere.
3rd week Le strategie e le tecniche di apprendimento del lessico. Quali parole insegnare? Vocabolario ricettivo, produttivo e potenziale. Strategie di ripetizione, di elaborazione, di strutturazione, di esercitazione o applicazione.
4th week Dal punto di vista di chi impara: l'apprendimento del lessico. Conoscere una parola. Parole facili e difficili da imparare. Veri e falsi amici. Il lessico nel Quadro comune europeo di riferimento.
5th week Dal punto di vista di chi insegna: l'insegnamento del lessico. Quanto lessico si deve insegnare? Quale lessico si deve insegnare? Criteri di selezione del lessico. Quante e quali parole bisogna sapere per poter capire un testo autentico non specialistico?
6th week Obiettivi nell'insegnamento del lessico. Presentazione e spiegazione di parole nuove. Mezzi non verbali, lingua straniera, lingua materna. Imparare a ricavare il senso dal contesto.
7th week I dizionari nell'insegnamento del lessico. Insegnare a usare il dizionario: dizionario bilingue o dizionario monolingue? Creare degli esercizi: attivita' con il dizionario.</td></tr>
</table>

	8th week Imparare a usare il dizionario. Guide all'uso e eserciziari: come servirsene. Eserciziari di dizionari monolingui di italiano. Eserciziari di dizionari bilingui. Dizionari elettronici su CD-ROM. Lavorare con le concordanze. **9th week** Esercizi per l'insegnamento del lessico. L'autonomia nell'apprendimento del lessico. Come presentare parole nuove e come consolidare la conoscenza del lessico. Esercizi sulla forma delle parole. Esercizi sul senso. Esercizi sulle collocazioni. **10th week** Giochi con le parole. Programmi al computer, Internet e insegnamento del lessico. **11th week** Riflettendo sulla grammatica delle parole. Il ruolo della morfologia derivativa nell'apprendimento del lessico. Gli esercizi sulla derivazione: esercizi mirati alla produzione (costruire parole partendo da parole basi, radici, prefissi o suffissi) ed esercizi mirati al riconoscimento (riconoscere parole base, radici, prefissi o suffissi). **12th week** Alcuni esempi di metafore ed espressioni idiomatiche da proporre nello studio della lingua.. Lo studio del vocabolario del corpo e dei nomi delle parti del corpo; lo studio delle estensioni simbolico-metaforiche del vocabolario del corpo. Analoghi usi metaforici in altre lingue. **13th week** Come valutare: lessico formale, lessico informale. Le parole e le frasi usa e getta. Le parole che vanno troppo di moda. Come difendersi dalle manie anglicizzanti tipo gossip, meeting, briefing. **14th week** Il lessico dell'italiano come input linguistico-culturale. Le neoformazioni e i prestiti nella lingua di oggi. Nuove parole nel lessico e nell'uso comune: conoscerle e gestirle. **15th week** Parole in prospettiva interculturale. La competenza lessicale interculturale. Parole come fonti di possibili malintesi in situazioni interculturali.
Format of instruction	**X lectures** **X seminars and workshops** ☐Xexercises ☐ *on line*in entirety **X partial e-learning** ☐ field work **X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Class attendance and participation in class activities: 80% lectures, 80% seminars. Writing seminar paper, written exam. The students have a possibility of taking the final exam through midterm exams.

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 ECTS	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5 ECTS	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5 ECTS	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Detailed evaluation criteria can be found 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**
	Corda, A.- Marello, C. (2004). *Lessico. Insegnarlo e impararlo.* Perugia: Guerra.	1	/
	Cardona, M. (2004). *Apprendere il lessico di una lingua straniera*. Bari: Adriatica Editrice.	/	1
	De Mauro, T. (2005). *La fabbrica delle parole.* Torino: UTET.	/	1
	Tartaglione, R. (2017). *Le prime 1000 parole italiane*, Firenze: Alma Edizioni.	1	

	Tartaglione, R. (2018). *Le prime 3000 parole italiane*, Firenze: Alma Edizioni.	1	
	Colombo, M. – D'Achille, P. (2019). *Repertorio italiano di famiglie di parole*. Bologna: Zanichelli.	1	
	Prat Zagrebelsky, M. T. (1998). *Lessico e apprendimento linguistico. Scandicci (Firenze): La Nuova Italia.*	/	1
	Consiglio d'Europa (a cura di) (2002*). Quadro europeo comune di riferimento per le lingue*. Firenze: La Nuova Italia.	1	/
Optional literature (at the time of submission of study programme proposal)	Balboni, P. E. (1999). *Parole comuni, culture diverse.* Venezia: Marsilio. Casadei, F. (1996). *Metafore ed espressioni idiomatiche.* Roma: Bulzoni. Castoldi, M. – Salvi, U. (2003). *Parole per ricordare. Dizionario della memoria collettiva.* Bologna: Zanichelli. De Mauro, T. (1994). LIP - *Lessico di frequenza dell'italiano parlato*. Milano: Etas libri. Lewis, M. (1993). *The Lexical Approach.* London: LTP. Aprile, G. (2011). *Italiano per modo di dire. Esercizi su espressioni, proverbi e frasi idiomatiche.* Firenze - Roma: Alma. Bertoni, S. - Nocchi, S. (2011). *Le parole italiane. Esercizi e giochi per imparare il lessico.* Firenze - Roma: Alma. Stefancich, G. (2004). *Cose d'Italia. Tra lingua e cultura.* Roma: Bonacci.		
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 CONTACTS BETWEEN CROATIAN AND ITALIAN IN DALMATIA**					
Code	HZT603	Year of study	Ist year / IInd semester			
Course teacher	Maja Bezić, PhD, associate professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Following an overview of the historical and cultural context of the Slavic-Romance and Croatian-Italian contacts along the eastern Adriatic coast, the student becomes acquainted with the terminology and processes of language borrowing exemplified by the loan words and calques of Italian origin taken from various local dialects of the Dalmatian costal and insular area.					
Course enrolment requirements and entry competences	No enrolment requirements.					

<table>
<tr><td>required for the course</td><td colspan="6"></td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Upon the completion of the course, the students will be able to:
1) explain the historical and cultural context of the Slavic-Romance and Croatian-Italian contacts on the eastern Adriatic coast;
2) explain the terminology and processes of the language borrowing and exemplify them;
3) identify the Italian loanwords and calques in the texts written in the local dialects of the Dalmatian coast and islands;
4) classify calques and analyse the process of the adaptation of loanwords on the phonological, morphological and semantic level.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">1st week: Introduction to the language contacts between Croatian and Italian in Dalmatia
2nd week: Written and spoken language in the Dalmatian towns until the beginning of the 15th century
3rd week: Linguistic situation during the Venetian period
4th week: Linguistic renewal in the 18th century
5th week: Lingustic situation in the 19th century and linguistic policy of the Austrian government; Use of Italian befor the First World War
6th week: Language interference
7th week: Loanwords; Loanwords of Italian origin in Dalmatia
8th week: Phonological adaptation of loanwords
9th week: Morphological adaptation of loanwords
10th week: Semantic adaptation of loanwords
11th week: Hybrid compounds
12th week: Other lexical and semantic changes
13th week: Linguistic calques: definition and typology
14th week: Structural calque and semantic calque; Phraseological calque
15th week: Morphosyntactic calque</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars
☐ exercises
☐ on linein entirety
X partial e-learning
☐ field work</td><td colspan="3">X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Class attendance and participation in class activities: 80% lectures, 80% seminars. Writing seminar paper, writing essay, written exam. The students have a possibility of taking the final exam through midterm exams.</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td>0,5 ECTS</td><td>Seminar essay</td><td>0,5 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>1 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">The overall grade consists of four parts: exam (50%), essay (20%), seminar paper (20%) and class activity (10%).
Class activity includes regular completion of assigned tasks and participation in discussions.
The essay is based on the articles read and discussed in seminars, is written on an assigned topic, and is submitted in the middle of the summer semester. The instructions for its preparation will be explained and available in Classroom.
The seminar paper is submitted in written form (at the beginning of June), while the instructions for its preparation will be explained and available in Classroom.
The final written exam consists of two parts that can be taken through midterm exams. Regular completion of assigned tasks is a condition for taking the first midterm exam (in the middle of the summer semester).</td></tr>
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<table>
<tr><td></td><td colspan="3">Regular completion of assigned tasks, written and submitted essay and seminar paper, and passed first midterm exam are a condition for taking the second midterm exam (the last week of classes in the summer semester).
Completed assignments, written, presented and submitted seminar paper are a condition for taking the final exam.
Detailed evaluation and grading criteria can be found in the course repository</td></tr>
<tr><td rowspan="6">Required literature (available in the library and via other media)</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td>Filipović, R. (1986). Teorija jezika u kontaktu. Uvod u lingvistiku jezičnih dodira, Zagreb: Školska knjiga.</td><td>2</td><td>/</td></tr>
<tr><td>Gusmani, R. (1993). Saggi sull'interferenza linguistica. Firenze: le Lettere.</td><td>1</td><td>/</td></tr>
<tr><td>Ljubičić, M. (2011). Posuđenice i lažni parovi. Hrvatski, talijanski i jezično posredovanje. Zagreb: FF press.</td><td>1</td><td>/</td></tr>
<tr><td>Sočanac, L. (2004). Hrvatsko-talijanski jezični dodiri. Zagreb: Nakladni zavod Globus.</td><td>1</td><td>/</td></tr>
<tr><td>Šimunković Lj. (2009). I contatti linguistici italiano-croati in Dalmazia. Hrvatsko-talijanski jezični dodiri u Dalmaciji. Split: Dante Alighieri.</td><td>11</td><td>/</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">Bezić, M. (2016). Semantička adaptacija talijanizama u splitskom govoru. Fluminensia: časopis za filološka istraživanja 28 / 2; 39-51.
Bezić, M. (2016). Giulio Bajamonti e Niccolò Tommaseo a confronto: l'atteggiamento verso l'illirico e l'italiano. U N. Balić Nižić; L. Borsetto; A. Jusup Magazin (ur.), Književnost, umjetnost, kultura između dviju obala Jadrana i dalje od mora IV. / Letteratura, arte, cultura tra le due sponde dell'Adriatico ed oltre IV. Zadar: Sveučilište u Zadru, 425-438.
Bezić, M. – Kalebić, L. (2015). Gli italianismi nella fraseologia dialettale croata: il caso della parlata di Spalato. Quaestiones Romanicae III/2, 428-435.
Bezić, M. (2012). L'influsso dello spazio linguistico italiano sulle isole dalmate: livello semantico. U C. Salvadori Lonergan (ur.), Insularità e cultura mediterranea nella lingua e nella letteratura italiane, Atti del XIX Congresso dell'A.I.P.I., Volume primo: L'Italia insulare. Firenze: Franco Cesati, 49–58.
Boerio, G. (1856). Dizionario del dialetto veneziano. Venezia: Giovanni Cecchini.
Bruni, F. (a cura di) (1997). L'italiano nelle regioni. Voll. 1-2. Torino: UTET.
Gačić, J. (1979). Romanski elementi u splitskom čakavskom govoru. Čakavska rič, 1-2.
Gačić, J. (2003). Jezična slojevitost na istočnoj obali Jadrana i dalmatinskomletački dijalekt. Filologija, 41, 21–32.
Ljubičić, M. (1991–1992). Parole ibride croato-venete nel „Vocabolario del dialetto veneto-dalmata" di L. Miotto. SRAZ, XXXVI–XXXVII, 121–129.
Malinar, S. (2002–2003). Italiano e croato sulla cosa orientale dell'Adriatico. Dai primi secoli all'Ottocento. SRAZ, XLVII–XLVIII, 283–310.
Marković, I. (2019). Govori grada Zadra s rječnikom romanizama. Zagreb – Zadar: Hrvatska sveučilišna naklada – Sveučilište u Zadru.
Muljačić, Ž. (1999). Dalmatski. Fluminensia, 11 / 1–2, 1–30.
Nigoević, M. (2007). Romanizmi u Berekinu. Split: Napredak.
Nigoević, M. ((2006). Adattamento e produttività nella varietà regionale dalmata. U E. Cresti (ur.) Prospettive nello studio del lessico italiano. Atti SILFI 2006, vol. 2, Firenze: FUP, 637–643.
Sočanac, L. (2005). L'influsso italiano sulla lingua croata. Ambra: percorsi di italianistica (1586-9199), VI (2005) / 6, 194-206.
Sočanac L. et al. (2005). Hrvatski u dodiru s europskim jezicima. Prilagodba posuđenica. Zagreb: Nakladni zavod Globus.
Šimunković, Lj. (2006). Zlatna knjiga grada Splita II (Uvodna studija), Split: Književni krug</td></tr>
</table>

	Šimunković, Lj. – Kezić, M. (2003). *Glosar kuharske i kulinarske terminologije u splitskome dijalektu.* Split: Dante Alighieri Split. Turk, M. (2013). *Jezično kalkiranje u teoriji i praksi. Prilog lingvistici jezičnih dodira*. Zagreb: Hrvatska sveučilišna naklada – Filozofski fakultet Sveučilišta u Rijeci. Vinja, V. (1998-2004). *Jadranske etimologije. Jadranske dopune Skokovu etimologijskom rječniku.* Knjige I-III. Zagreb:HAZU – 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 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	**ITALIAN SHORT STORY**					
Code	HZT709	Year of study	I[st] year / II[nd] semester			
Course teacher	Antonela Marić, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	/	/
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The students are expected to learn about the development of this short prose genre, by being given the historical and literary survey. During the seminar, discussion is encouraged, preparing the students for a critical approach and evaluation of the literary text, as well as for an appropriate analysis and interpretation. They will develop critical insight into the development of this literary genre. The course is also aimed at preparing the student for an independent study of the Italian novel in comparative context.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will acquire knowledge on this literary genre and will be able in particular - Define the structure of a short story/tale, - Provide theoretical approach to the development of this genre, - Provide critical approach to the selected short stories - Put authors in historical, social and literary context - autonomously interpret literary texts - correlate most important features with previous and past periods and contexts					
Course content broken down in detail by weekly class schedule (syllabus)	1. week Introduction. Historical survey and development. Characteristics, features. Development: fablieux and exemplum. 2. week Historical survey and development, from the beginning till today. Comparison to other prose genres.					

	3. week *Novellino: reading and interpretation (Proemio* + XXI., XXV., XLV., XLVI., XLVII., LXVI., LXVII., LXVIII., LXX., LXXI) F. Sacchetti, *Trecentonovelle* 4. week *Il Novellino.* Social context. Giovanni Boccaccio and structure of a short story. 5. week The relevance and influence of the so called Boccaccio's: *novella incorniciata*. Motives and topics. Comparison to other prose texts. 6. week Boccaccio's *Decameron.* Thematic and formal aspects of *Decameron.* 7. week *Decameron: reading and interpretation* 8. week Boccaccios tradition and influence in the forthcoming centuries (Bandello, Sacchetti, Straparola, Gozzi) – comparison and correlation. M. Bandello, *Novelle and* G. Straparola, *Le piacevoli notti – reading and interpretation.* 9. week Naple baroque short story and fables: G. B. Basile, Lo cunto de li cunti. Italian short story in Settecento. 10. week G. Basile: Lo cunto de li cunti, reading and interpretation. Narrative analyses. 11. week Italian short story between verism and decadentism: G. Verga, G. D'Annunzio and L. Pirandello. 12. week G. Verga, La vita dei campi, G. D'Annunzio, Le novelle della Pescara – reading and interpretation. 13. week L. Pirandello, Novelle per un anno; I. Calvino, Le cosmicomiche, Ti con zero – reading and interpretation . Italo Svevo: short stories. 14. week Novecento: M. Bontempelli: reading and interpretation M. Bontempelli, La scacchiera davanti allo Specchio. L. Antonelli – short stories. T. Landolfi, D. Buzzati. Reading and interpretation. 15. week Novecento: G. Parise, G. Bassani, I. Calvino, A. Tabucchi. Reading and interpretation	
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety	**X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor

	☐ partial e-learning ☐ field work	☐ (other)
Student responsibilities	- Act in accordance with ethical and scientific principles in high education institution - Participate and perform tasks (curricular and extracurricular) and activities which enable the acquisition of learning outcomes (75%) - Draft a seminar paper pursuant to the criteria and instructions by the teacher - Pass the exam (passing grades in two tests will cumulatively be regarded as the equivalent of a written exam) and achieve at least a minimum of 50% of correct answers - Inform oneself about the unattended classes either during consultation hours, or with other students - Pass oral exam - Respect the timeframe of the course activities - Timely and correctly perform individual and group tasks and actively participate in class debates.	

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	0,5 ECTS	(Other)	
	Tests	0,5 ECTS	Oral exam	1 ECTS	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Pursuant to the learning outcomes and responsibilities of students, the final evaluation will result in an adequate grade. The grading system consists of the following elements: - Successfully passed two written tests (passing grades in two tests is the equivalent of a written exam) – 50% - Drafted and successfully presented seminar paper, based on teacher's instructions – 30% - Independent tasks and group work – 10% - Classroom activities, participation in debates during classes and seminars – 10% *Evaluation and grading criteria of individual elements are described in the document uploaded 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)	1. Marchese, A., (1990). L'officina del racconto, semiotica della narratività. Milano: Mondadori.	1	Y
	2. Pugliatti, P., (1985). Lo sguardo nel racconto. Teoria e prassi del punto di vista. Bologna: Zanichelli.	0	Y
	3. Čale, F.& Zorić, M. (1991). Classici e moderni della letteratura italiana. Zagreb: Liber	1	Y
	4. Segre, C. (1974). Le strutture e il tempo. Torino: Einaudi.	1	Y
Optional literature (at the time of submission of study programme proposal)	1. Barthes, R., Greimas, A., Bremond, C., (1969). L'analisi del racconto, Milano: Bompiani. 2. Guglielminetti, M. (1990). Sulla novella italiana. Lecce: Milella. 3. Brioschi, F., Di Girolamo F., (1993). Giovanni Boccaccio in Manuale di letteratura italiana, Torino: Bollati Boringhieri, str. 625-654.		

	4. Guglielmino S., Grosser, H. (1987). La narrativa degli exempla, Dall'exemplum alla novella in Il sistema letterario – Duecento e Trecento, Milano: Principato. str. 120-126. 5. Solar, M. (2004). Teorija novele, Novela i bajka u Ideja i priča. Zagreb: Golden marketing. Texts: Il Novellino (anon.), Giovanni Boccaccio, Il Decamerone, Franco Sacchetti, Il Trecentonovelle Matteo Bandello, Novellino, Gianfrancesco Straparola, Le piacevoli notti, Giovan Battista Basile, Lo cunto de li cunti, Luigi Capuana, Il Decameroncino, La voluttà di creare, Giovanni Verga, La vita dei campi, Nedda, Cavalleria rusticana, Luigi Pirandello, Novelle per un anno, Massimo Bontempelli, La scacchiera davanti allo specchio, Miracoli, Italo Svevo, L'assassinio in Via Belpogio, Dino Buzzati, Sessanta racconti, La boutique del mistero, Goffredo Parise, Sillabari, Italo Calvino, Le cosmicomiche, Ti con zero, Tommaso Landolfi, Le più belle pagine, Guido Mozzi, Fiction.
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	**ROMANTIC LITERATURE WRITTEN IN ITALIAN LANGUAGE IN DALMATIA**					
Code	HZT706	Year of study	Ist year / IInd semester			
Course teacher	Nikica Mihaljević, PhD, full professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	/	/
Status of the course	Elective	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	During this course students are introduced to the main features of the literature in Dalmatia written in Italian language during the period of Romanticism. They also learn the socio-historical and cultural characteristics of Dalmatia during the 1st half of 18th century. Students also learn how to approach critically a literary text and how to analyze it autonomously.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course students will be able to: 1) analyse the socio-historical and cultural circumstances in Dalmatia in the first half of 18th century; 2) recognise literary movements and styles of different authors in Dalmatia in the first half of 18th century; 3) differentiate literary styes of different authors in Dalmatia in the first half of 18th century;					

	4) compare different styles of the authors in Dalmatia in the first half of 18th century; 5) analyze autonomously and interpret literary texts in the field of Romanticism in Dalmatia in the first half of 18th century.	
Course content broken down in detail by weekly class schedule (syllabus)	1st week: Social and cultural situation in Dalmatia after 1797 (the fall of Serenissima). 2nd week: Social, administrative, territorial, economic, linguistic, and religious characteristics in Dalmatia in the first half of 19th century. Morlacs. 3rd week: The union of Dalmatia with Croatia: those who were for and against. The literature at the beginning of 19th century; publishing and the theatrical production. Three major works which stress patriotic importance. Julije Bajamonti. Gian Domenico Stratico. 4th week: Nikola Ivelli (Niccolo' Ivellio) and his literary work. "L'Anarchia" by Ivelli. 5th week: Luigi Tommaseo. Bernardino Bicego and the Archiepiscopal Seminary. 6th week: Vicko Drago. Nikola Jakšić and "I contorni di Spalato". 7th week: Stipe Ivačić. "Le Wile del Mossor". 8th week: N. Tommaseo and his importance in the period of the Resurgence in Dalmatia. Tommaseo's opinion on the union between Dalmatia and Croatia. 9th week: „Scintille" and „Iskrice" by Tommaseo. „Fede e bellezza" by Tommaseo. 10th week: The historical novel in Dalmatia in italian language. Marko Kažotić. 11th week: "Il Berretto rosso ossia Scene della vita moracca" 12th week: Journals in Dalmatia in the first half of 18th century till 1870. 13th week: Luigi Fichert: life and literary work. 14th week: Marko Antun Vidović and his literary work. Anna Vidović: life and literary work. Bonaventura Vidovich. 15th week: Ferdinando Pellegrini and his literary work. Giulio Solitro: life and literary work.	
	X lectures	**X independent assignments**

Format of instruction	**X seminars and workshops** ☐ exercises ☐ *on line*in entirety ☐ partial e-learning ☐ field work	☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	- students are expected to participate actively in the class activities; - it is obligatory to attend lectures (70%) and seminars (70%); - to act accordingly to ethical and scientific principles during lectures at the university level; - to participate in and to perform class and extra-class activities in order to achieve learning outcomes of the course; - to write and to present seminar essay according to the previously established criteria; - to pass the written test (minimum achieved result at the exam has to be 50%); - to be informed, during individual consultations, regarding class activities and other students' obligations in the cases of students' absence; - to respect deadlines necessary for performing course activities; - to perform in time and successfully individual and group activities.	

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 ECTS	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1 ECTS	(Other)	
	Tests		Oral exam	1 ECTS	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	50 % - oral exam 30 % - seminar essay 20 % - class attendance and activities during class lessons. Evaluation criteria and grading of single elements are available 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**
	Ivačić, S. (1833). *Le vile del Mosor*. Zadar: Battara.	/	/
	Kaţotić, M. (1833). *Milienco e Dobrilla*. Zara: Battara.	/	/
	Mihaljević, N. (2012). "Un italiano in Dalmazia precursore del Risorgimento: l'abate vicentino Bernardino Bicego". U: *La letteratura degli italiani 3. Gli italiani della letteratura* (ur. Allasia, C. Masoero, M., Nay, L.). Alessandria: Edizioni dell'Orso, str. 425-435.	1	/
	Solitro, G. (1854). *I conti di Spalato*. Venezia: Perini.	/	/
	Tommaseo, N. (1988). *Iskrice*. Zagreb: Matica hrvatska.	/	/
	Tommaseo, N. (1926). *Scintille*. Lanciano: Carabba.	/	/
	Vidović, M. A. (1858). *Il re che non a' danari da pagar l'oste*. Zara: Fratelli Battara.	/	/

	Vidović, M.A. (1862). *Damiano di Ragusa*. Zara: Fratelli Battara.	/	/
	Zorić, M. (1992). *Književni dodiri hrvatsko - talijanski*. Split: Književni krug.	1	/
Optional literature (at the time of submission of study programme proposal)	Ivetić, E. (2002). "La Dalmazia, gli Slavi meridionali, il Tommaseo". In: Niccolo' Tommaseo e il suo mondo. Patrie e nazioni (a cura di Francesco Bruni). Mariano del Friuli: Biblioteca Nazionale Marciana - Venezia, Edizioni della Laguna. Mihaljević, N. (2013). *Incontri tra due culture, quella croata e quella italiana, nell'opera di Stipe Ivačić*, u: „Susret kultura", vol. II, (ur. Ivana Živančević Sekeruš), Novi Sad, Univerzitet u Novome Sadu, Filozofski fakultet, str. 1159-1169. Mihaljević, N. – Galić Kakkonen, G. (2019). "Odjeci djela Vittorija Alfierija u tragedijama *Nepomoceno Orsino* i *Damiano di Ragusa* Marka Antuna Vidovića". U: Lingua Montenegrina, 12/2, 24, str. 191-208. Zorić, M. (1999). *Dalle due sponde, contributi sulle relazioni letterarie italocroate*. Roma: Il Calamo. Zorić, M. (1965). "Marko Kaţotić (1804-1842)". Zagreb: Rad JAZU, knj. 338. pp. 375-510. Zorić, M. (1961). "Nikola Tommaseo i narodni preporod u Dalmaciji". In: Zadarska revija, br.6, pp. 3-15. Zorić, M. (1957). "Intorno alle "Scintille" di N. Tommaseo". U: Studia Romanica Zagrabiensia, br. 4, pp. 53-60.		
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	**LINGUISTIC COMPETENCES IN TEACHING AND TRANSLATION PRACTICE III**					
Code	HZT807	Year of study	IInd year / IIIrd semester			
Course teacher	Renata Hace-Citra, Senior Language instructor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	30	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Exercise course. Practice (development of four linguistic competencies and skills: (*Listening*, *Reading*, *Speaking*, *Writing*), analyzing and translating texts from Croatian into Italian and vice versa.					

	The objective is to develop in students a solid oral and written technical language competence in the analysis of errors: typical mistakes, errors due to transfers and finding strategies to eliminate mistakes. During the analysis of authentic texts (style analysis, syntactic and lexical analysis) the students will be able to learn mechanisms and procedures of the translation process and acquire new knowledge of the Italian language, culture and civilization as well as that of contemporary society. During the course the students are encouraged in their maximum participation through various activities and tasks, problem solving in groups, pair work, discussions, oral presentations.
Course enrolment requirements and entry competences required for the course	No requirements.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course the students will be able to: - notice and correct deviations from language norm (orthographic and grammatical) in his/her own written text as well as in other authors - predict and explain the most frequent problems in the usage of standard Italian language and correlate them with Croatian language norm - make adequate semantic choices stating semantic differences caused by context - make critical evaluation of the utterance on the basis of learned criteria.
Course content broken down in detail by weekly class schedule (syllabus)	**1st week** Introduzione al corso. Comunicazione efficace: errori di comunicazione ed errori grammaticali. **2nd week** Definire e individuare gli errori di ortografia, esercizi di ortografia, analisi degli errori e l'autocorrezione: parole staccate /parole unite; elisione/troncamento, l'accento **3rd week** Definire e individuare gli errori di ortografia, esercizi di ortografia, analisi degli errori e l'autocorrezione: le doppie, nessi consonantici, ecc. **4th week** Definire e individuare gli errori di pronuncia; esercizi, analisi degli errori e l'autocorrezione. I media e il dialetto. **5th week** Definire e individuare gli errori di punteggiatura; esercizi, analisi degli errori e l'autocorrezione **6th week** Definire e individuare gli errori di morfologia: Esercizi con analisi degli errori: problemi legati al nome e all'aggettivo; nei meandri del verbo. **7th week** Test di verifica. **8th week** Commento dei risultati della verifica. Definire e individuare gli errori di sintassi: concordanza con genere e numero. **9th week** Definire e individuare gli errori di sintassi: Esercizi e analisi degli errori: quale modo usare; la versatilità Dei tempi; usi particolari; appunti contrastivi **10th week** Usare il lessico: significato concreto/astratto, posizione come modificatore di significato **11th week** Saper usare il dizionario: esercizi. Dalla reggenza verbale al modo di dire. Letture e traduzione del brano **12th week** Usare il lessico: significato concreto/astratto; posizione come mdificatore di significato. Letture e traduzione del brano **13 th week** Definire e individuare gli errori testuali. I connettivi. Letture e traduzione del brano **14th week** Verifica finale **15th week**

<table>
<tr><td></td><td colspan="6">Commento sul lavoro svolto: valutazione ed autovalutazione. Dibattito sul corso: confronto sui risultati raggiunti: proposte per il futuro.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☐ seminars and workshops
X exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">1. actively and constructively participate in teaching
2. participate in and perform teaching and extracurricular (individual and group) activities and tasks that enable the acquisition of learning outcomes provided by the course
3. passed the written exam (equivalent to the written exam are 2 passed colloquia)
4. pass the oral exam
5. to be informed about the classes he / she missed during the consultations with the teacher and other students</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td>0.5 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>0.5 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Continuous testing during the semester (diagnostic tests, checking homework assignments, progress tests, periodic tests), final written and oral exam.
Detailed evaluation criteria can be found in the course repository.Detailed evaluation criteria can be found in the course repository.</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Marinucci, M. (1996). Grammatica. La lingua italiana, Milano: Ed. Scolastiche B. Mondadori.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Mattioli, M. A. – Pilotto, O. – Pozzi, C. (1996). Laboratorio. La lingua italiana, Milano, Ed. Scolastiche B. Mondadori.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Arthaber, A. (1972). Dizionario comparato di proverbi e modi proverbiali, Milano: Hoepli.
Lesina, R. (2002). Il nuovo manuale di stile, Guida alla redazione di documenti relazioni, articoli, manuali, tesi di laurea, Bologna:
Zanichelli. Podeur, J. (1993) La pratica della traduzione, Napoli: Liguori.
Renzi, L. (1989). Grande grammatica italiana di consultazione, I. Bologna, Il Mulino.
Sironić-Bonefačić, N. (1990). Analisi degli errori nell'espressione orale dell'italiano come lingua straniera in SRAZ XXXV, 173-181.
Zolli, P. (1973). Bibliografia dei dizionari specializzati italiani del XX secolo, Firenze: Olschki.
http://www.dizionario-italiano.it
http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1
http://dizionari.corriere.it/
http://www.dizionario.rai.it/
http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/
http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58</td></tr>
<tr><td>Quality assurance methods that ensure the</td><td colspan="6">- 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</td></tr>
</table>

acquisition of exit competences	- 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	**ITALIAN LANGUAGE TEACHING METHODOLOGY**					
Code	HZT806	Year of study	2nd year / IIIrd semester			
Course teacher	Marijana Alujević, PhD, associate professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	Mandatory	Percentage of application of e-learning	Up to 20%			
COURSE DESCRIPTION						
Course objectives	Through the course students gain insight into the nature of the process of teaching Italian as a foreign language in various educational environments and institutions and at different levels in order to apply knowledge of teaching methodology in practice. By monitoring and observing the process of teaching Italian as a foreign language in a variety of schools and at different levels of proficiency the students will develop an awareness and appreciation of the teaching process implementation, while their attention will be particularly drawn to creating and developing teaching strategies in articulating a lesson.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Having attended the course, completed the obligations and passed the exam, the student will be able to: - explain the features of modern approach to teaching Italian as a foreign language and get ready for the role of contemporary teacher of Italian as a foreign language; - decide and choose among a variety of techniques depending on the purpose of a teaching unit; - select and create by themselves various tasks in order to develop and evaluate receptive and productive language skills; - introduce new vocabulary and evaluate its knowledge; - distinguish between inductive and deductive approach to grammar; - choose appropriate teaching materials and teaching aids; - ecognize the role and benefit of modern technologies in teaching foreign languages; - select, adapt and apply various authentic materials in teaching Italian as a foreign language.					
Course content broken down in detail by weekly class schedule (syllabus)	**1.** a) Lecture Introduction to *Italian Language Teaching Methodology*; terminology; references to literature and useful documents and links. b) Seminar session Discussion about seminar topics. **2.** a) Lecture Testing/ Error correction in the foreign language classroom. *Prove scritte / Prove orali.* Analysis of the structure and typology of tasks in standardized tests for language proficiency. b) Seminar session					

	By arrangement (seminar session thematically refers to the lecture). **3.** a) Lecture Techniques of introducing and evaluating vocabulary. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **4.** a) Lecture Teaching grammar inductively. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **5.** a) Lecture Development and evaluation of receptive skills – reading and listening. Development and evaluation of productive skills - writing and speaking. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **6.** a) Lecture *Tecniche controllate* b) Seminar session By arrangement (seminar session thematically refers to the lecture). **7**. a) Lecture *Tecniche guidate* b) Seminar session By arrangement (seminar session thematically refers to the lecture). **8.** a) Lecture *Tecniche libere* b) Seminar session By arrangement (seminar session thematically refers to the lecture). **9.** a) Lecture Integrating language skills - *Abilità integrate*. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **10.** a) Lecture Literary texts in foreign language teaching. The importance of media in foreign language teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **11**. a) Lecture European Language Portfolio. Teacher Portfolio. b) Seminar session By arrangement (seminar session thematically refers to the lecture). **12.**

<table>
<tr><td></td><td colspan="6">a) Lecture
Pedagogical measures.
b) Seminar session
By arrangement (seminar session thematically refers to the lecture).

13.
a) Lecture
The compulsory textbooks for teaching Italian as a foreign language in public schools and supplementary teaching resources. Textbooks for teaching Italian in private schools.
b) Seminar session
By arrangement (seminar session thematically refers to the lecture).

14.
a) Lecture
The role and use of the first language in teaching Italian as a foreign language.
b) Seminar session
By arrangement (seminar session thematically refers to the lecture).

15.
a) Lecture
Contrastive approach in foreign language teaching.
b) Seminar session
By arrangement (seminar session thematically refers to the lecture).</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
X field work</td><td colspan="3">X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Class attendance and participation in teaching process, preparation and presentation of seminar paper, final written exam (or two colloquia). Students are required to attend 70% of lectures and 80% of seminar sessions and to prepare one seminar paper according to the criteria and instructions provided by the lecturer and present it to the class. Students' participation is encouraged through various tasks and activities. Students actively participate by presenting and discussing their seminar papers during each seminar session. Students are required to pass the written exam (equivalent to the written exam are 2 passed colloquia).
Students' obligations in the cases of students' absence more than four times consist in writing an additional seminar paper. Seminar papers are based on the course bibliography and additional materials provided by the lecturer. Seminar papers must be handed over to the lecturer before the final exam. Seminar sessions thematically follow the lectures. If the seminar paper of a student requires a theoretical overview, then it is based on further elaboration of the teaching units on the basis of the recommended literature, which the teacher provides to the student. The seminar paper may consist of an empirical study supported by a relevant theoretical background that enables and facilitates the analysis of the obtained results.</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>1.5 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0.5 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Tests (2 preliminary tests)</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>2 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
</table>

<table>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="3">The final evaluation is based on class attendance, participation and activity (15%), seminar essay (15%) and written exam (70%).
The assessment of student knowledge/performance will be based on the following: continuous assessment and written examination. The final exam is in the written form. Instead of the final exam, students may take two preliminary exams provided during semester.
Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.</td></tr>
<tr><td rowspan="8">Required literature (available in the library and via other media)</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td>Balboni, P. E.. Nozionario di glottodidattica.</td><td>/</td><td>YES</td></tr>
<tr><td>Mezzadri, M. (2003). I ferri del mestiere:(auto)formazione per l’insegnante di lingue / Perugia: Guerra; Welland Ontario: Soleil, 2003.</td><td>1</td><td>/</td></tr>
<tr><td>Diadori, P.A. (2001). Insegnare italiano a stranieri. Firenze: Le Monnier.</td><td>1</td><td>available at the Department; in the possession of the teacher</td></tr>
<tr><td>Dolci, R., Celentin, P. (a cura di) (2000). La formazione di base del docente. Roma: Bonacci.</td><td>1</td><td>available at the Department; in the possession of the teacher</td></tr>
<tr><td>Balboni, P. E. (1994). Didattica dell'italiano a stranieri. Roma: Bonacci.</td><td>1</td><td>available at the Department; in the possession of the teacher</td></tr>
<tr><td>Di Raimondo Giani, G. (1991). Introduzione alla didattica dell'italiano. Roma: Armando.</td><td>1</td><td>available at the Department; in the possession of the teacher</td></tr>
<tr><td>Bornetto, S. (1998). C'era una volta il metodo – Tendenze attuali nella didattica delle lingue straniere. Roma: Carocci.</td><td>1</td><td>available at the Department; in the possession of the teacher</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">- In.It, quadrimestrale, Perugia: Guerra; www.initonline.it
- Mezzadri, M. (2004). Il Quadro comune europeo a disposizione della classe. Un percorso verso l'eccellenza. Perugia: Guerra Edizioni.
- Cattana, A., Nesci, M.T. (2004). Analizzare e correggere gli errori. Perugia: Guerra Edizioni.
- Baldassarri, D. (2008). Lavorare in classe:Tecniche e attivita nelle classi di italiano seconda lingua/ Perugia:Guerra;Welland Ontario:Soleil.
- Rigo, R. (2005). Didattica delle abilità linguistiche: Percorsi di progettazione e di formazione/ Roma: Armando.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="3">- 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</td></tr>
</table>

Other (as the proposer wishes to add)	/

NAME OF THE COURSE	CROATIAN-ITALIAN CONTRASTIVE ANALYSIS						
Code	HZT804	Year of study	2nd year / IIIrd semester				
Course teacher	Andrea Rogošić, PhD, assistant professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	15	/	/	
Status of the course	Elective	Percentage of application of e-learning	/				

COURSE DESCRIPTION						
Course objectives	Contrastive analysis of differences and similarities between Croatian and Italian at the phonological, morphosyntactical and lexical level with the aim of avoiding literal translation from Croatian to Italian.					
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 expected at the level of the course are the following: -to be able to define the place of contrastive analysis within the field of linguistics -to describe the relations between linguistic aspects of contrastive studies and their pedagogical implications -to apply the methods of contrastive analysis in certain exercises at the lexical and grammatical levels which in turn has a direct impact on the further development of linguistic competences -to translate culturologically bound idiomatic expressions					
Course content broken down in detail by weekly class schedule (syllabus)	1.Contrastive analysis of the Croatian and Italian vowel systems 2. Contrastive analysis of the Croatian and Italian vowel systems 3. Contrastive analysis of the Croatian and Italian consonant systems 4. Contrastive analysis of the Croatian and Italian consonant systems 5. Pronunciation and muscular tension 6. Italian accentuation 7. Semivowels, semiconsonants and diphthongs 8. Syntactic doubling 9. Word and sentence intonation 10. Croatian and Italian phraseology 11. Croatian and Italian phraseology 12. Idiomatic expressions: contrastive analysis 13. Idiomatic expressions: contrastive analysis 14. The most frequent errors in the Italian language learning 15. The most frequent errors in the Italian language learning					
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)				
Student responsibilities	Students are required to attend lectures (70%) and seminars (80%), to write a seminar paper and to present it in class using PPT presentation. They are required to take two colloquia or a final written exam.					
Screening student work*(name the*	Class attendance	1 ECTS	Research		Practical training	

proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay	1 ECTS	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1 ECTS	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is based on active participation in seminars and lectures (15%), seminar essay (15%) and the final exam/colloquia (70%). 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)	Katerinov, K. (1997). *L'analisi contrastiva degli errori di lingua applicata all' insegnamento dell'italiano a stranieri.* Perugia: Guerra.	/	available at the Department; in the possession of the teacher
	Lapucci, C. (1987). *Modi di dire della lingua italiana.* Firenze: Valmartina E.	/	available at the Department; in the possession of the teacher
	Vučetić, Z. & Menac, A. (1995). *Frazeološki hrvatsko-talijanski rječnik*. Zagreb: Zavod za lingvistiku Filozofskog fakulteta Sveučilišta u Zagrebu.	/	available at the Department; in the possession of the teacher

Optional literature (at the time of submission of study programme proposal)	Canepari, L. (2003). *Manuale di fonetica*. München: Lincom Europa. Jernej, J. (1986). *Studi contrastivi croato-italiani*. Zagreb: Sveučilište u Zagrebu.
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	**COMPARATIVE HISTORY OF ITALIAN AND CROATIAN LITERATURE**					
Code	HZT805	Year of study	2nd year / IIIrd semester			
Course teacher	Nikica Mihaljević, PhD, full professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	/	/
Status of the course	Elective	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	The main focus in this subject is on the comparative analysis of the texts of Croatian and Italian authors which stimulates a critical approach to the interpretation of the					

	literary text. During the course students are prepared for an independent comparative analysis of the texts from different periods and literary movements. After introducing the students to the basic concepts of comparative studies (its aims, field of research, results of the research till today, etc.), the main part of the course focuses on the research of relations and reciprocal influence between Italian and Croatian authors from 14th till 20th century. During this course we focus on Italian authors who influenced mainly works of Croatian authors, like Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio, Jacopo Sannazzaro, Torquato Tasso, Niccolo Tommaseo, Alessandro Manzoni, etc.
Course enrolment requirements and entry competences required for the course	None.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course students will be able to: 1) learn the basic methodology of the comparative analysis and comparative studies in general; 2) set up a research problem; 3) be able to examine comparatively literary texts and to evaluate the comparative analysis.
Course content broken down in detail by weekly class schedule (syllabus)	1st week: Lessons: Introducing students to the main aspects of the course, their duties and obligations. Seminars: Assignment of student seminar essays. 2nd week: Lessons: Introduction to the comparative studies. The aims of comparative studies, its research area, achievements of previous research. Imagology: main characteristics. Seminars: Examples of comparative studies. Examples of imagology studies. 3rd week: Lessons: Imagology: definition, methodology, previous researches. Seminars: Examples of imagology studies in Croatian literary tradition. Examples of stereotypes and prejudices regarding Croatian literature in Italian authors' works.. 4th week: Lessons: Reflections of Dante' s work on Croatian literature. First contatcs of Croatian authors with Dante's work. Translations of *Divina commedia* into Croatian. Seminars: Examples of Dante's influence in Dalmatia. 5th week: Lessons: Dante' s influence on Petar Zoranić's work. Seminars: The influence of Guido Guinizelli and Guido Cavalcanti on Croatian authors. Comparative analysis of Croatian authors and authors of *Dolce stil novo*. 6th week: Lessons: Croatian contribution to the European Petrarchism. Š. Menčetić, Dž. Držić, N. Nalješković, H. Lucić, S. Bobaljević Mišetić. Seminars: Comparative analysis. Examples of Petrarchism in Dalmatia. 7th week: Lessons: Boccaccio's influence on Croatian literary texts. Intertextuality in the work by Juraj Baraković. Seminars: Comparative analysis: Boccaccio and Croatian authors. 8th week: Lessons: Sannazzaro's influence on Petar Zoranić's novel *Planine.* Seminars: Comparative analysis of the two texts.

<table>
<tr><td></td><td colspan="6">9th week:
Lessons: The elements of Italian literary tradition in the work by Marin Držić.
Seminars: Comparative analysis of Držić's and Boccaccio's literary work.

10th week:
Lessons: female characters in Marin Držić's commedies.
Seminars: Italian literary tradition influences on characters in Držić's plays. Comparative analysis of characters of Italian literary tradition with Držić's work.

11th week:
Lessons: Torquato Tasso's sonnets written for Cvijeta Zuzorić.
Seminars: Analysis of Tasso's sonnets.

12th week:
Lessons: N. Tommaseo's literary work written in Croatian language.
Seminars: The example of his poems. Analysis of his poems.

13th week:
Lessons: The influence of Manzoni's literary work (historical novel) on the tradition of historical novels in Dalmatia. The case of N. Jakšić, M. Kažotić, S. Ivačić, M. Pavlinović. Translations into Croatian of Manzoni's work (Il cinque maggio).
Seminars: Examples of the influence of Manzoni's literary work on Croatian authors. Analysis of "Il Berretto rosso ossia Scene della vita morlacca".

14th week:
Lessons: Dante's influences on Ante Tresić Pavičić's work.
Seminars: Comparative analysis of Dante's work with Tresić Pavičić's poetry.

15th week:
Lessons: Luigi Pirandello's influence on the following Croatian authors: Marinković, Vojnović, Begović. K. Š. Gjalski and C. Boito: comparative analysis.
Seminars: Comparative analysis; examples of Pirandello's influence on Croatian authors.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
☐ exercises
☐ on linein entirety
☐ partial e-learning
☐ field work</td><td colspan="3">X independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">- students are expected to participate actively in the class activities;
- it is obligatory to attend lectures (70%) and seminars (70%);
- to act accordingly to ethical and scientific principles during lectures at the university level;
- to participate in and to perform class and extra-class activities in order to achieve learning outcomes of the course;
- to write and to present seminar essay according to the previously established criteria;
- to pass the written test (minimum achieved result at the exam has to be 50%);
- to be informed, during individual consultations, regarding class activities and other students' obligations in the cases of students' absence;
- to respect deadlines necessary for performing course activities;
- to perform in time and successfully individual and group activities.</td></tr>
<tr><td rowspan="3">Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>1 ECTS</td><td>(Other)</td><td></td></tr>
</table>

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1 ECTS	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	50 % - oral exam 30 % - seminar essay 20 % - class attendance and activities during class lessons. Evaluation criteria and grading of single elements are available 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)	Čale, F. (eds.) (1984). *Dante i slavenski svijet* (radovi međunarodnog simpozija). Zagreb: Jugoslavenska akademija znanosti i umjetnosti.	/	/
	Čale, F. (1971). *Petrarca i petrarkizam*. Zagreb: Školska knjiga.	/	/
	Čale, F. (1968). *O književnim i kazališnim dodirima hrvatsko - talijanskim*. Dubrovnik: Matica hrvatska.	/	/
	Gnisci, A. (ed.) (2002). *Letteratura comparata*. Milano: Bruno Mondadori.	/	/
	Mihaljević, N. (2012). *La luna nell'acqua. La metamorfosi nel racconto fantastico tra Italia e Croazia.* Macerata: EUM.	1	/
	Mihaljević, N. – Carić, S. (2018). *The Centre Cannot Hold. Quattro scrittrici migranti interpretno i malanni moderni.* Split: Filozofski fakultet u Splitu.	5	/
	Mihaljević, N. (2018). "Gli atteggiamenti filogini? Le straordinarie raffigurazioni dei personaggi femminili nelle commedie di Marin Držić". U: Arriaga Florez, M.; Del Mastro, D.; Clavijo Martin, M.; Moreno Lago, E. M. (ur.). *Debating the Querelle des femmes. Literature, theatre and education*. Szczecin: Volumina.pl, str. 283-296.	/	/
	Švelec, F. (1990). *Iz naše književne prošlosti.* Split: Književni krug.	1	/
	Tomasović, M. (1993). *Komparatističke i romanističke teme*. Split: Književni krug.	/	/
	Tomasović, M. (1978). *O hrvatskoj književnosti i romanskoj tradiciji*. Zagreb: Mladost.	1	/
	Torbarina, J. (1997). *Kroatističke rasprave*. (priredio S. Prosperov Novak), Zagreb: Matica hrvatska.	/	/
	Zorić, M. (1992). *Književni dodiri hrvatsko-talijanski.* Split: Književni krug.	1	/
	Zorić, M. (1989, 1990, 1992, 1994). *Hrvatsko-talijanski književni odnosi*, Zbornik I, II, III i IV. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta u Zagrebu.	1	/
Optional literature (at the time of submission of study programme proposal)	Cronia, A. (1958). *La conoscenza del mondo slavo in Italia*. Padova: Officine grafiche Stediv. Galić Kakkonen – Mihaljević, N. (2016). "Globalizacija, svjetska književnost i prevođenje". U: Scotti Jurić, R.; Poropat Jeletić, N.; Matticchio, I. (ur.). *Studi filologici e interculturali tra traduzione e plurilinguismo*. Ariccia: Aracne editrice int.le S.r.l, str. 215-224.		

	Mihaljević, N. – Galić Kakkonen, G. (2019). "Odjeci djela Vittorija Alfierija u tragedijama *Nepomoceno Orsino* i *Damiano di Ragusa* Marka Antuna Vidovića". U: Lingua Montenegrina, 12/2, 24, str. 191-208. Raspudić, N. (2010). *Jadranski (polu)orijentalizam: prikazi Hrvata u talijanskoj književnosti.* Zagreb: Naklada Jurčić. Švelec, F. (1968). *Komički teatar Marina Držića*. Zagreb: Matica hrvatska. Zorić, M. (1999). *Dalle due sponde, contributi sulle relazioni letterarie italocroate.* Roma: Il Calamo. Zorić, M. (1989). *Italia e Slavia: contributi sulle relazioni letterarie italo-jugoslave dall'Ariosto al D'Annunzio.* Padova: Antenore.
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	**ITALIAN PROSE FROM THE NEO-AVANT-GARDE UNTIL THE PRESENT DAY**					
Code		Year of study	2			
Course teacher	Katarina Dalmatin, PhD, associate professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	15	0	/
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Introduction to the historical and cultural context and the main poetics, tendencies, and prose authors in Italian literature from the Neoavanguardia (The Neo-avant-garde) until the present day. The poetics of Postmodernism is approached interdisciplinarily (parallel overview of the elaboration of postmodernism in philosophy, architecture, and the theory of literature and culture). Students are trained to observe and analyze postmodern poetic elements in postmodern Italian prose, as well as to critically read Italian authors from the 1980s to the present day. After participating in lectures and presenting their seminar papers, students are trained in critical reading and analysis of texts in the original as well as in distinguishing different poetics and tendencies in contemporary Italian literature.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. The ability to distinguish the poetics of Modernism and Postmodernism in literature at the theoretical level. 2. Acquiring the terminology related to discussing Postmodernism in different fields (philosophy, literature, architecture).					

<table>
<tr><td></td><td colspan="6">3. The ability to analyze individual postmodern elements in selected prose works by Italian authors (intertextuality, self-referentiality, metanarrativeness, historiographical metafiction, double coding, irony).
4. Knowledge of the most important tendencies, authors, and their works in Italian literary prose at the end of the 20th century and the beginning of the 21st century.
5. The ability to critically read prose texts by contemporary Italian authors.
6. Expanding vocabulary by reading texts in Italian.
7. Developing communication skills through seminar analyses and discussions.
8. Developing presentation skills (presentation of seminar papers, PowerPoint presentations).</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">LECTURES:
Week 1: Attempts to define postmodernism as a historical epoch and an idea.
Week 2: Discourse on postmodernism in philosophy.
Week 3: Overview of the most relevant postmodern literary theories at the world level (L. Hutcheon, B. McHale, D. Lodge).
Week 4: Bio-bibliography of U. Eco; literary theory, narratology (Opera aperta and Lector in fabula).
Week 5: Main elements of postmodern poetics: intertextuality, metanarrative, self-referentiality.
Week 6: Main elements of postmodern poetics: double coding, historiographical metafiction, parody.
Week 7: Umberto Eco and postmodern Italian culture (essayistic writing)
Week 8 and 9: Umberto Eco and the Italian historiographic metafiction novel (The Name of the Rose)
Week 10: Bio-bibliography of Italo Calvino and the postmodern experimental novel.
Week 11: Bio-bibliography of Antonio Tabucchi and his postmodern prose.
Week 12 and 13: Main tendencies in Italian prose in the 1990s, authors, works.
Week 14 and 15: Italian prose of the 21st century, authors, works.
SEMINARS: Seminars include analyses and discussions related to chapters and excerpts from theoretical texts, essays, and prose written by selected Italian authors.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
☐exercises
☐on line in entirety
☐partial e-learning
☐field work</td><td colspan="3">X independent assignments
X multimedia
☐laboratory
X work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">1. Class participation and regular class attendance both in lectures and seminars (prerequisite for the exam is a minimum of 80% of lecture attendance and 80% of seminar attendance).
2. Comply with the ethical and scientific principles of the higher education institution.
3. Participate in and perform other extracurricular activities (read theoretical and literary texts and prepare for a seminar discussion).
4. Prepare a seminar paper according to the prescribed criteria.
5. Present a seminar paper using a PowerPoint presentation according to the prescribed criteria.
6. In case of missed classes, catch up on missed material by visiting the teacher during office hours and contacting other students.
7. Pass the written exam (equivalent to two mid-term exams) and score at least 50% at the exam/mid-term exams.
8. Pass the oral exam.</td></tr>
<tr><td rowspan="3">Screening student work(name the proportion of ECTS credits for each activity so that the total number of</td><td>Class attendance</td><td>1ECTS</td><td>Research</td><td>/</td><td>Practical training</td><td>/</td></tr>
<tr><td>Experimental work</td><td>/</td><td>Report</td><td>/</td><td>(Other)</td><td>/</td></tr>
<tr><td>Essay</td><td>/</td><td>Seminar essay</td><td>0.5 ECTS</td><td>(Other)</td><td>/</td></tr>
</table>

ECTS credits is equal to the ECTS value of the course)	Tests	/	Oral exam	0.5 ECTS	(Other)	/
	Written exam	1 ECTS	Project	/	(Other)	/

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes and the student`s obligations, the final grade is composed of the following elements: 1. Written exam or two successfully passed mid-term exams (positive grade on both mid-term exams equals the written exam) – 60% 2. The oral exam – 20% 3. Prepare and present a seminar paper in accordance with the teacher`s instructions – 20% 4. Active class participation during seminars and participation in the analysis of selected literary texts with previous preparations at home – students can earn up to a maximum of 25% of the total number of points of second mid-term exam and oral exam. These points are added to the final score achieved on the written exam and oral exam. Assessment and grading criteria of specific 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)	Casadei, A., Santagata, M. (2007) IV. *Dagli anni Ottanta al presente. Manuale di letteratura italiana contemporanea*. Bari: Laterza,	2	The book is available at the Department; it is in the possession of the subject teacher
	Ferroni, G. (2015) Letteratura italiana contemporanea, 1945-2014. Milano: Mondadori Università.	2	-II-
	Jansen, M. (2002) *Il dibattito sul postmoderno in Italia: in bilico tra dialettica e ambiguita*. Firenze; Cessati. (selected chapters) Pischedda, B. (1994) *Come leggere il Nome della rosa*. Milano: Mursia. (selected chapters)	2	-II-
	Ceserani, R. (1997) *Raccontare il postmoderno*. Torino: Bollati, Boringhieri. (selected chapters)	2	-II-
	Pischedda, B. (1994) *Come leggere il Nome della rosa*. Milano: Mursia. (selected chapters)	2	-II-
	Eco, U. (1980) *Il nome della rosa* (any edition with *Postscript*/*Postille*)	2	-II-
	Calvino, I. (1979) *Se una notte d`inverno un viaggiatore* (any edition)	1	-II-
	Tabucchi, A. (1984) *Notturno indiano* (any edition)	1	-II-

Optional literature (at the time of submission of study programme proposal)	Ammaniti, N. (1996) *Fango*; (2009) *Che la festa cominci*, Torino: Einaudi. Čale, M. (1993) *Demiurg nad tuđim djelom*. Zagreb, Hrvatsko filološko društvo. Peruško, T. (2000) *Roman u zrcalu*. Zagreb: Naklada MD. Peruško, T. (2008) Il rovescio del doppio non e mai uno: Il teorema di Tabucchi e la mise an abyme a rovescio nel "Notturno indiano". U: M. Čale, A. Iovinelli, T. Peruško, S. Roić (Ur.) *Il doppio nella lingua e nella letteratura italiana*. Zagreb: FF Press, 565-573 Raspudić, N. (2006) *Slaba misao - jaki pisci*. Zagreb: Naklada Jurčić Raspudić, N. (2008) Doppio, altro e diverso in *Notturno italiano.* U: M. Čale, A. Iovinelli, T. Peruško, S. Roić (Ur.) *Il doppio nella lingua e nella letteratura italiana*. Zagreb: FF Press, 575-579. Scarpa, D. (1999) *Italo Calvino*. Milano: Mondadori.
Quality assurance methods that	Class attendance, class participation, successfully completing tasks, completing the student questionnaire on the quality of teaching and teachers at the university level,

ensure the acquisition of exit competences	individual consultations, and students' self-assessment of the achieved learning outcomes.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	SEMANTICS					
Code	HZT808	Year of study	IInd year / IIIrd semester			
Course teacher	Antonia Luketin Alfirević, PhD, assistant professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	/	/
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The course objectives are to introduce the students to semantics as a linguistic discipline, to acquire main concepts relevant for the semantic description of the Italian lexis.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be trained for: - identification of units of semantic analysis - categorization of semantic units - identification of semantic hierarchy - description of the semantic and syntactic relation					
Course content broken down in detail by weekly class schedule (syllabus)	1. Main semantic concepts 2. Semantic problems 3. Classification of meanings 4. Semantics of words 5. Words organizing 6. Semantic fields 7. Hyponyms, hyperonyms 8. Polisemy, synonymy, homonymy 9. Inversion 10. Paradigmatic and syntagmatic relations 11.Hierarchy 12. Componential analysis 13. Semantics of phrase 14. Semantics of text 15. Semantic sphere					
Format of instruction	**X lectures** **X seminars and workshops** **X exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)				

Student responsibilities	Students are required to attend lectures (70%) and seminars (80%), to write one seminar essay which they are required to present orally with a PPT presentation. They are required to pass either two colloquia or take the final 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	1 ECTS	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5 ECTS	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5 ECTS	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final evaluation is based on class attendance and activity (15%), the quality of a seminar essay (25%), and success on a written exam or colloquia (semester preliminary exams are provided) - (60%). Evaluation criteria and grading of 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**
	Berruto, G. (1983). La semantica. Bologna: Zanichelli.	1	/
	De Mauro, T. (1989). Introduzione alla semantica. Roma-Bari: Laterza.	1	/
	Lyons, J. (1981). La semantica. Bari: Laterza.	1	/

Optional literature (at the time of submission of study programme proposal)	1. Aprile, M. (2013). Dalle parole ai dizionari. Bologna: Il Mulino. pp. 19. – 43. 2. Casadei, F. (2015.) Lessico e semantica: Roma: Carocci. 3. Dardano, M. (2008). Nuovo manualetto di linguistica italiana. Bologna: Zanichelli. pp. 146. - 171. 4. Marello, C. (1996). Le parole dell'italiano. Lessico e dizionari. Bologna: Il Mulino. 5. Ullmann, S. (1966). La semantica. Introduzione alla scienza del significato. Bologna: Il Mulino.
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 - student'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	**ITALIAN LITERATURE AND TV SERIES**					
Code	HZT911	Year of study	2./I			
Course teacher	Antonela Marić, PhD, Associate Prof.	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	P	P	P	P
			15	15		
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The students will acquire basic theorical knowledge regarding the development, forms, topics, and the narrative structure of TV series. Upon acquisition of the theorical basis, the students will discuss about the types, models and					

	communication power of TV series, and compare it to the literary text. The students are also expected to acquire knowledge about the growing social influence of TV series. A critical analyses, and a comparison with the literary text will be made on examination of the selected video material. A comparative socio-cultural study is expected to be made by students, about the influence of TV series/literary texts in the construction of reader's mindset.
Course enrolment requirements and entry competences required for the course	No requirements.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	On completion of the course, the students will learn to: - Master the theoretical content (from historical assumptions to the present day) - Determine the socio-cultural dimension of the TV series - Compare the development of TV series in the Mediterranean (especially Italian series) - Compare cross-cultural influences: Europe vs. America and analyze individual elements of TV series - Determine the semantic implications of the TV series (soap opera as an American product, South American telenovela or soap italiana) - Compare and interpret the elements of the series and its literary original
Course content broken down in detail by weekly class schedule (syllabus)	The course investigates the development of the television phenomenon, from the historical assumptions to the present day, especially the development and influence of TV series, their expansion, qualitative jump and normalization of the television "product". TV series have imposed themselves as an extremely important form of media influence, to the extent that they impose ideological themes and dictate trends and influence mindset. The course will examine the impact of relations towards some social phenomena and social groups (the concept of good and bad, influence on young people, social aspects, interpersonal relations and other topics such as corruption, social status, etc. in the Mediterranean (especially Italian) context), or what is actualized and processed in the series. The analyses of TV series will be approached at the beginning of the course, primarily from the theoretical aspect whereas, after gaining theoretical background, the students will be offered the selected TV templates, short video materials and clips that can be interpreted and compared with selected literary texts, based on which they were recorded. A practical analyses will be made, looking for differences between the literary source and the TV series, and the reasons and purpose, i.e. their influence, will be examined. Topics: 1.tjedan I precedenti storici della serialità televisiva. Serialità e sviluppo della civiltà industriale. 2.tjedan L'età classica: televisione, broadcasting e vita nazionale. Dalla diretta al telefilm. Trionfo della serie episodica e ghettizzazione del serial. Estetica televisiva dell'età classica. 3.tjedan L'età multicanale: la stagione dell'impegno. Crisi del Classic Network System. Serie di qualità. 4.tjedan L'età digitale. Questa non è televisione. Esplosione seriale. 5.tjedan La terza età della televisione. La televisione dopo televisione, Le serie Tv dell'età digitale. 6.tjedan La questione degli effetti. L'analisi dl contenuto. La lunga serialità come metafora del linguaggio televisivo. 7.tjedan

<table>
<tr><td></td><td colspan="6">Nuove prospettive: lunga serialità e costruzione sociale della realtà. Lunga serialità tra globale e locale.
8.tjedan
Le serie Tv in Italia: dal monopolio al duopolio. I formati della fiction del monopolio.
9.tjedan
L'Italia nell'età dell'abbondanza. Generi e contenuti. La televisione come industria.
10. tjedan
Narrazione e serie Tv (I Bastardi di Pizzofalcone, Rocco Schiavone)
11.tjedan
I formati della fiction: scieneggiato, originale, telefilm, serie Tv. (Gomorra, La Paranza dei Bambini)
12.tjedan
La lunga serialità italiana (Un posto al sole, Vivere, Centovetrine)
13.tjedan
La questione della qualità (Romanzo criminale, I delitti del Bar Lume)
14.tjedan
Forme della serialità (Petra, L'allieva)
15.tjedan
La serietà della serialità e letteratura</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☒ lectures
☒seminars and workshops
☐exercises
☐on line in entirety
☐partial e-learning
☐field work</td><td colspan="3">☒ independent assignments
☒ multimedia
☐laboratory
☐ work with mentor
☐(other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">- Act in accordance with ethical and scientific principles in high education institution
- Participate and perform tasks (curricular and extracurricular) and activities which enable the acquisition of learning outcomes (75%)
- Draft a seminar paper pursuant to the criteria and instructions by the teacher
- Pass the exam (passing grades in two tests will cumulatively be regarded as the equivalent of a written exam) and achieve at least a minimum of 50% of correct answers
- Inform oneself about the unattended classes either during consultation hours, or with other students
- Pass oral exam
- Respect the timeframe of the course activities
- Timely and correctly perform individual and group tasks and actively participate in class debates.</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>1</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0,5</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td>0,5</td><td>Oral exam</td><td>1</td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Pursuant to the learning outcomes and responsibilities of students, the final evaluation will result in an adequate grade. The grading system consists of the following elements:
- Successfully passed two written tests (passing grades in two tests is the equivalent of a written exam) – 50%
- Drafted and successfully presented seminar paper, based on teacher's instructions – 30%
- Independent tasks and group work – 10%
- Classroom activities, participation in debates during classes and seminars – 10%</td></tr>
</table>

	Evaluation and grading criteria of individual elements are described in the document uploaded 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. Daniela Cardini, *La lunga serialità televisiva. Origini e modelli.* Carocci, 2015.	1	Y
	2. Gianluigi Rossini, *Le serie TV,* Il Mulino, 2016.	1	Y
	3. Tommaso Ariemma, *La filosofia spiegata con le serie TV,* Mondadori, 2017.	-	Y
	4. Giorgio Grignaffini, Andrea Bernadelli, *Che cos'è una serie televisiva,* Carocci, 2017	-	Y
Optional literature (at the time of submission of study programme proposal)	1. Sue Turnbull, *Crime: Storia, miti e personaggi delle serie tv più popolari*, Minimum fax, 2019. 2. Luca Barra, Fabio Guarnaccia, *SuperTele. Come guardare la televisione*, Minimum fax, 2021. 3. Valentina Mallamaci, *TV di serie. Analisi delle pratiche e dei temi che hanno cambiato il medium,* Viola editrice, 2017. 4. Irving Singer, *Cinematic Mythmaking. Philosophy in Film*, The MIT Press, Cambridge Massachusetts, 2008.		
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	**SELECTION AND PREPARATION OF TEACHING MATERIALS FOR TEACHING AND LEARNING ITALIAN**					
Code	HZT812	Year of study	IInd year / IVth semester			
Course teacher	Marijana Alujević, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	/
Status of the course	Elective	Percentage of application of e-learning	Up to 20%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to develop the ability to apply criteria and parameters for critical review, selection and use and creation of teaching materials for learning Italian as a foreign language. The goal is to introduce students to a wide repertoire of authentiv materials and available prepared structured materials (textbooks) and guide them in their selection and adequate use.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the	Having attended the course, completed the obligations and passed the exam, the student will be able to:					

<table>
<tr><td>level of the course (4 to 10 learning outcomes)</td><td colspan="2">- critically estimate and independently select and/or create and prepare texts and tasks/activities that develop and evaluate receptive and productive language skills and introduce linguistic and cultural content
- notice the difference between authentic materials and materials created for didactic purposes and recognize potential of both types of material
- choose and apply different authentic materials in the teaching of the Italian language
- choose interactive digital content to supplement textual and visual materials</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="2">1. week
Criteria and parameters for estimating the quality and usability of approved textbooks for elementary and secondary schools
2. week
Compliance of teaching materials with the curriculum and the CEFR
3. week
Function and classification of authentic materials
Preparation and adaptation of authentic materials for didactic purpose
4. week
Selection of authentic materials for teaching adults
Selection of authentic materials for teaching children
5. week
Didactic function of illustrations and visual materials in classroom
6. week
Typology of glottodidactic techniques in textbooks
7. week
Typology of texts in textbooks
8. week
Selection and use of additional contents, manuals for teachers, workbooks
9. week
Selection and creation of materials for teaching linguistic contents
10. week
Selection and creation of materials for teaching cultural contents
11. week
Selection and creation of interactive contents
12. week
Tools for creating digital worksheets
13. week
Selection and creation of teaching materials for teaching Italian as a professional language
14. week
Selection and adaptation of materials for students with special needs
15. week
Selection and creation of teaching materials for students' independent work</td></tr>
<tr><td>Format of instruction</td><td>X lectures
X seminars and workshops
☐ exercises
☐ on linein entirety
X partial e-learning
☐ field work</td><td>X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="2">Preparation and presentation of the seminar paper are required to fulfill the obligations. If the seminar task consists of a theoretical presentation, then it is based on the further elaboration of the teaching units by the student on the basis of the recommended literature, which the teacher provides to the student. The seminar</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">work can consist of the implementation of a simple empirical research supported by relevant theoretical background that enables and facilitates the analysis of the obtained results. After successfully presenting the seminar work, the student takes the final written exam or two colloquia that cover the course contents.
Students are required to attend 70% of the lectures and seminar sessions and to prepare one seminar paper, which they are required to present orally with a PPT presentation.</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>1</td><td>Research</td><td></td><td>Practical training</td><td>0,5</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0,5</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>1</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Criteria for grading and evaluating are described in the repository of the course.
Continuous monitoring of active participation and understanding of the presented contents during classes. During the course, student participation is encouraged through various tasks and activities. In forming the final grade, the activity and participation in the discussion during the seminar sessions, the grade from the seminar paper and the grade from the final written exam are taken into account. The grade is formed on the basis of the following components: class activity 15%, seminar work 15% and success in the written exam 70%. Students are allowed to take exams through two colloquia during the semester.</td></tr>
<tr><td rowspan="6">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Balboni P.E. (2000) Le sfide di Babele, Torino, UTET Libreria.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Begotti P. (2004) La selezione dei materiali didattici, in Serragiotto G. (A cura di), CEDILS, Roma, Bonacci.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Bonvino, E. (2004) I materiali didattici per l'insegnamento dell'italiano L2: criteri di selezione, URL:http://grafiche.radioshock.info/uni/corsoscuolaita/2lezione/Criteri%20di%20selezione%20materiali%20didattici.pdf.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Comodi, A. (1995) Materiali autentici: selezione e uso nella didattica dell'italiano come lingua straniera, Perugia, Guerra Edizioni</td><td>1</td><td></td></tr>
<tr><td colspan="3">Mezzadri, M. (2004) Il Quadro comune europeo a disposizione della classe. Un percorso verso l'eccellenza. Perugia: Guerra Edizioni.</td><td>1</td><td></td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">https://www.guerraedizioni.com/initonline/</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">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.</td></tr>
</table>

Other (as the proposer wishes to add)	/

NAME OF THE COURSE	MYTH AND MYTHOPOIESIS IN ITALIAN LITERATURE					
Code	HZT911	Year of study	I[st] year / II[nd] semester			
Course teacher	Antonela Marić, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	/
Status of the course	Elective	Percentage of application of e-learning	20%			

COURSE DESCRIPTION	
Course objectives	The students are expected to acquire knowledge of manifestations of myth in Italian literature. They will learn about the specific features of myth, both in theory and by analysing literary texts. The students will compare and analyse the selected contents, compare myths and their presence in fairy tales, legends, etc. The students will develop a critical approach to the manifestations of myth in the selected texts.
Course enrolment requirements and entry competences required for the course	No requirements.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will learn how to – Theoreticaly approach and didacticize myth – Compare classical and modern myths – Comparatively analyze texts – Analyze the structure of the selected text, interpret myths, fairytales and legends – Independently express opinion, based on the acquired knowledge and participate in a debate.
Course content broken down in detail by weekly class schedule (syllabus)	The course researches myths and mythopoiesis in Italian literature. In the introductory part, the selected topics will be approached primarily from the theoretic point of wiev, in order to provide a solid basis for interpretation and further analyses. The forms of mythopoiesis will be researched in individual authors, and its cultural, sociological and literary implictions. The function and the purpose of myth will be questioned, from archetypes, classical to modern myths and related legends. At the same time, on selected texts, the elements of fairy tales and fantastic features related to myth will be questioned, as well as their features, purpose and reasons for their repetition. Topics: 1.week Il mito e la metamorfosi: da Dante al rinascimento 2.week La funzione del mito nell'opera dantesca 3. week Le novelle boccacciane e il grottesco, il fantastico e il macabro 4.week Il mito e il fantastico nella letteratura barocca 5.week Il breve percorso dal neoclassicismo al decadentismo 6.week La mitologia classica nella letteratura dell'Ottocento; la mitizzazione dei personaggi della storia antica

<table>
<tr><td></td><td colspan="6">7.week
I Promessi sposi e la scomparsa del mito: modi d'uso del mito
8.week
Il teatro dell'Ottocento e le scene del mito
9.week
Il riuso del mito nel Novecento: frantumazione e nuova mitopoiesi
10. week
Luigi Pirandello e il mito moderno
11.week
Italo Svevo e i miti personali: Eros e Thanatos
12.week
Massimo Bontempelli e la reinterpretazione del mito di Narciso
13.week
La rielaborazione del mito nel teatro sansecondiano
14.week
Il mito e il Mediterraneo nell'opus antonelliano
15.week
Pier Paolo Pasolini tra il mito e la realtà</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
☐ exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">- Act in accordance with ethical and scientific principles in high education institution
- Participate and perform tasks (curricular and extracurricular) and activities which enable the acquisition of learning outcomes (75%)
- Draft a seminar paper pursuant to the criteria and instructions by the teacher
- Pass the exam (passing grades in two tests will cumulatively be regarded as the equivalent of a written exam) and achieve at least a minimum of 50% of correct answers
- Inform oneself about the unattended classes either during consultation hours, or with other students
- Pass oral exam
- Respect the timeframe of the course activities
- Timely and correctly perform individual and group tasks and actively participate in class debates.</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0,5 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td>0,5 ECTS</td><td>Oral exam</td><td>1 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Pursuant to the learning outcomes and responsibilities of students, the final evaluation will result in an adequate grade. The grading system consists of the following elements:
- Successfully passed two written tests (passing grades in two tests is the equivalent of a written exam) – 50%
- Drafted and successfully presented seminar paper, based on teacher's instructions – 30%
- Independent tasks and group work – 10%</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">- Classroom activities, participation in debates during classes and seminars – 10%
Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.</td></tr>
<tr><td rowspan="5">Required literature (available in the library and via other media)</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td>1. Il mito nella letteratura italiana, Vol. 3: Dal Neoclassicimo al Decadentismo, (ur.) P. Gibellini, R. Bertazzoli, Morcelliana, 2003.</td><td>1</td><td>Y</td></tr>
<tr><td>2. Il mito nella letteratura italiana, Vol 4: L'età contemporanea, (ur.) P. Gibellini, M. Cantelmo, Morcelliana, 2007.</td><td>1</td><td>Y</td></tr>
<tr><td>3. Il mito nella letteratura italiana. Vol 5/1: Percorsi. Miti senza frontiere. (ur.) P. Gibellini, R. Bertazzoli, Morcelliana, 2010.</td><td>1</td><td>Y</td></tr>
<tr><td>1. Il mito nella letteratura italiana, Vol. 3: Dal Neoclassicimo al Decadentismo, (ur.) P. Gibellini, R. Bertazzoli, Morcelliana, 2003.</td><td>1</td><td>Y</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">1. Bart van den Bossche, Il mito nella letteratura italiana del Novecento: trasformazioni e elaborazioni, Firenze, Franco Cesati Editore, 2007.
2. Eros e mito : Rosso di San Secondo espressione del Novecento europeo, Marić, Antonela, Trobia, Maria Grazia (ur.), Roma-Caltanisetta, Sciascia editore, 2018.
3. Lucilla Sergiacomo, L' assoluta libertà del fantastico. Un viaggio nella fantasia da Omero a Calvino, Bologna, Odoya, 2018.
4. Jean-Pierre Vernant, Figure, idoli, maschere, Milano, Il Saggiatore, 2018.
5. Stefano Calabrese, Letteratura per l'infanzia. Fiaba, romanzo di formazione, crossover, Milano, Mondadori, 2013.
6. Racconti di orchi, di fate e di streghe : la fiaba letteraria in Italia, Anna Buia (ur.), Milano, Mondadori, 2008.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="3">- 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</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="3"></td></tr>
</table>

<table>
<tr><td>NAME OF THE COURSE</td><td colspan="5">PROFESSIONAL PRACTICE AT A TEACHING BASE</td></tr>
<tr><td>Code</td><td>HZX009</td><td>Year of study</td><td colspan="3">IInd year / IIIrd semester</td></tr>
<tr><td>Course teacher</td><td>All teachers in scientific-teaching professions who participate in teaching</td><td>Credits (ECTS)</td><td colspan="3">5</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2"></td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>F</td></tr>
<tr><td>0</td><td>30</td><td>40</td><td>80</td></tr>
</table>

Status of the course	Elective	Percentage of application of e-learning	20%

COURSE DESCRIPTION

Course objectives	Introduce students to specific practical conditions in the teaching base and train 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 have the right to apply for the Internship Competition before the beginning of the second year of graduate study. Considering the available places for internships in teaching bases, in the case of a larger number of registered students than the number of available places for internships in host organizations, a selection procedure is carried out according to the Ordinance on professional internships at the Faculty of Humanities and Social Sciences.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Course learning outcomes: 1. Apply the knowledge and skills acquired during the undergraduate and graduate studies necessary for independent observation and solving more complex specific problems in a real work environment. 2. Prepare a Report on Professional Practice Prepare a Report on Professional Practice and explain and critically evaluate the performed tasks with the attachment of relevant documentation Individual learning outcomes: 1. Explain the structure of the selected teaching base. 2. Identify and illustrate the challenges posed by the work environment and create processes to deal with specific challenges. 3. Analyze and evaluate specific practical situations based on recent scientific sources. 4. (Co) organize, monitor, document and evaluate processes in the teaching base. 5. Analyze the problems arising from specific work tasks in the teaching base and suggest processes for solving them. 6. Document personal practice and reflexively evaluate it critically.
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work tasks with work with a mentor from the teaching base. Professional practice lasts 80 working hours. With the consent of the mentor from the Faculty the mentor from the teaching base plans work tasks. The remaining 70 working hours relate to mentoring (10 hours mentor / teacher from the Faculty, 20 working hours mentor from the teaching base), literature research (10 working hours), preparation of the Report on professional practice (20 working hours), preparation and implementation of defense Reports to the mentor from the Faculty (10 working hours).
Format of instruction	☐ lectures **X seminars and workshops** **X exercises** **X independent tasks** ☐ partial e-learning **X field work** **X independent assignments** **X multimedia** ☐ laboratory **X work with mentor** ☐ (other)
Student responsibilities	- Behave in accordance with ethical and scientific principles in higher education and the principles of organization / teaching base in accordance with the instructions of the mentor. - Participate in the work of the teaching base and perform the obligations of professional practice defined in accordance with the schedule by the professional mentor, which enables the acquisition of learning outcomes provided by the course. - Adhere to the time frames required to perform professional practice.

<table>
<tr><td></td><td colspan="6">- Actively and constructively act in the teaching base and report to the mentor on Faculty during the performance of this course.
- Develop and defend a Report on Professional Practice.</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>1 ECTS</td><td>Literature research and consultation with mentors</td><td>0,5 ECTS</td><td>Practical training</td><td>3 ECTS</td></tr>
<tr><td>Experimental work</td><td></td><td>Preparation and defense of professional practice Report</td><td>0,5 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Professional practice is descriptively evaluated by mentors of the teaching base and of the Faculty. The mentor from the teaching base continuously monitors the regularity of coming to practice, diligence and success in solving the set work tasks.
At the end of the internship, the mentor assigns one of the following two descriptive grades to the student:
• The student has successfully completed a professional internship
• The student did not successfully complete the internship.
In case the student has not successfully completed the internship, the internship mentor should explain the grade in writing, and the mentor from the Faculty enters the grade of the internship "Not passed".

If the mentor's grade from the teaching base "Student has successfully completed a professional internship" is a mentor from the Faculty, analyzes the Professional Practice Report, discusses work assignments with the student and assigns one of the following two descriptive grades:

• The student has successfully prepared and defended the Internship Report
• The student did not successfully prepare and defend the Professional Practice Report.

If the mentor from the Faculty gave the grade "Student did not successfully prepare and defend the Report on professional practice" the grade should be explained in writing.

The subject Professional Practice is considered passed only if the descriptive grades of both mentors have confirmed the successful implementation of professional practice / Report on professional practice. If the descriptive grades of both mentors are positive, the mentor from the Faculty enters the descriptive grade "Passed" in the student index.

In accordance with the learning outcomes of the course and the obligations of the student, a descriptive grade is formed with regard to the realization of the following elements:
1. Achieved practical work, - 60%
2. Prepared and presented Report, in accordance with the instructions of mentors - 20%
3. Consultations with mentors and independent research - 20%</td></tr>
<tr><td>Required literature</td><td colspan="6">Professional literature is defined by the mentor from the teaching base.</td></tr>
<tr><td>Optional literature</td><td colspan="6">Optional literature is defined by the mentor from the teaching base.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">Before joining the professional practice in the teaching base the mentor / teacher from the Faculty explains the instructions for performing the practice, documenting the process and compiling the Report on professional practice.
During the professional practice, the mentor / teacher from the Faculty, the mentor in the teaching base and the student hold consultations on the process, records are kept on the student's presence and activities. The realized professional practice is continuously monitored as a team through discussion, (self) analysis and (self) evaluation</td></tr>
</table>

	After completing the internship, the student fills out a survey on the quality of the internship in accordance with the Rules.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**SPANISH LANGUAGE 1**					
Code	HZT407	Year of study	II[nd] year / III[rd] semester			
Course teacher	Antonia Luketin Alfirević, PhD, assistant professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	/	15	/
Status of the course	Facultative	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Introduction to Spanish language with emphasis on understanding, speaking, reading, and writing.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To explain and to understand basic morpho-syntactical structures of Spanish. To analyse and to translate texts. To apply basic morpho-syntactic structures in speech and writing. To develop oral and written skills of communication in Spanish.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introducción a la asignatura. 2. Introducción a las reglas de la ortografía y acentuación. 3. El alfabeto. Presentes: *ser*, *tener*, *trabajar*, *llamarse*. *Yo creo que* + opinión. Saludar formal e informalmente. Presentar (se). Adjetivos de nacionalidad. Dar una opinión. 4. Números 0-101. Los demostrativos: *este*, *esta*, *estos*, *estas*. Interrogativos: *¿Cómo/De dónde/Cuántos?* Identificar (se): decir la nacionalidad, el origen, la profesión, la edad…Despedirse. Profesiones. 5. Presentes regulares: -ar/-er/-ir. Usos tú/usted. Género y número en los sustantivos y adjetivos. Preguntar y decir la dirección. Describir objetos y lugares. Objetos de clase y personales. 6. Uso de artículo determinado e indeterminado. Interrogativos: *¿Dónde/Qué/Quién…?* Contraste *hay/está-n.* 7. Adjetivos calificativos. Adjetivos y pronombres posesivos. Describir personas. 8. Los verbos: *ser*, *tener*, *llevar*. Concordancia adjetivo-sustantivo. 9. Uso de los comparativos: igualdad, superioridad e inferioridad con adjetivos. Comparativo irregulares. Expresar necesidades, deseos y preferencias. 10. Verbos: *necesitar*, *querer*, *preferir* + infinitivo/sustantivo. Pedir y dar información espacial. 11. Presente de indicativo (verbos irregulares). Preguntar y decir la hora. Describir acciones y actividades habituales: horarios, fechas, localización temporal. 12. Verbos reflexivos. Adverbios y expresiones de frecuencia. Partes del día. Días de la semana. Meses del año. 13. Verbos *gustar*, *encantar*, *doler*. Expresar gustos y preferencias. / 14. Pronombres de objeto directo e indirecto. Adverbios: *también/tampoco*. Expresar acuerdo y desacuerdo. Partes del cuerpo. 15. Repaso y preparación para el examen.					
Format of instruction	**X lectures**		**X independent assignments**			

	☐ seminars and workshops **X exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work	**X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students are required to participate in the teaching process: 70% in lectures and 90% in exercises and pass 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	1 ECTS	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5 ECTS	Oral exam		(Other)	
	Written exam	0,5 ECTS	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The overall grade is based on attendance and activities at lectures and exercises (20%) performing tasks (20%), and success on exam (60%). Evaluation and evaluation criteria 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. Es español 1 - libro del alumno, Madrid: Espasa Calpe.	/	Yes
	2. Es español 1 - cuderno de recursos y ejercicios, Madrid: Espasa Calpe.	/	Yes
Optional literature (at the time of submission of study programme proposal)	1. S. Cortés Ramirez: Nuevo ¿adónde?, ELI, Recanati, 2008. 2. F. Castro Viúdez: Aprende gramática y vocabulario 1, SGEL, Madrid 2004. 3. L. Gómez Torrego: Gramática didáctica del español, Ediciones SM, Madrid, 2000. 4. Gramática práctica de español para extranjeros, SGEL, Madrid, 2000.		
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 - student'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	**PRACTICUM AND TEACHING PRACTICE**					
Code	HZT903	Year of study	IInd year / IVth semester			
Course teacher	Marijana Alujević, PhD, associate professor	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	45	/
Status of the course	Mandatory	Percentage of application of e-learning	Up to 20%			
COURSE DESCRIPTION						

Course objectives	The main objective of the course is to enable students to: observe objectively and notice elements of the teaching process, plan lessons and teach according to the plan, master basic classroom management skills and reflect critically on own lessons.
Course enrolment requirements and entry competences required for the course	No requirements.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Having attended the course, completed the obligations and passed the exam, the student will be able to: - design teaching unit of Italian as a foreign language at different levels of learning; write a lesson plan; - choose appropriate teaching methods; - define functional and educational objectives; - select and prepare teaching materials; - report on the progress and quality of the observed lessons and his/her own lessons as well as lessons of other students; - analyse and discuss lessons with mentors; - create a portfolio.
Course content broken down in detail by weekly class schedule (syllabus)	**1.** a) Lecture b) Seminar session Introductory lecture; introduction of the students to the content of the course, their responsibilities and obligations; division of students into groups for the field work. **2**. a) Lecture b) Seminar session Preparation of the observation sheet. **3**. a) Lecture b) Seminar session EPONAJ - Reflection tool for a language teacher education. **4-10.** a) Lecture Objectives of the lesson; stages of the lesson; selection of learning materials, techniques and activities. b) Seminar session Lesson planning **11-15.** a) Lecture b) Seminar session Self-evaluation; Presentation of Portfolio.
Format of instruction	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning **X field work** **X independent assignments** **X multimedia** ☐ laboratory **X work with mentor** ☐ (other)
Student responsibilities	Students are required to attend 70 % of classes at the faculty, and if the lessons at the university collide with school practice, the absence of a student from university classes is justified. School practice includes student's observation of the mentor's teaching (20 lessons – 10 lessons in elementary school and 10 lessons in secondary school) and the student's

<table>
<tr><td></td><td colspan="6">own teaching (2 lessons – 1 lesson in elementary school and 1 lesson in secondary school).
Students observe the mentor's lessons, fill in observation sheets, interpret data collected by observation sheets, keep diary, write lesson plans, prepare teaching materials and discuss lessons with mentors.
The student gets a grade for teaching practice. The grade reflects the student's teaching practice grades (90%) and portfolio grade (10%). The portfolio contains the student's lesson plans, mentor's reports, the student's interpretation of data collected by observation sheets and the student's diary.</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>2</td><td>Research</td><td></td><td>Practical training</td><td>2,5 ECTS</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0,5</td><td>(Other)</td><td></td></tr>
<tr><td>Tests (2 preliminary tests)</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td></td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">The final evaluation is based on class participation and activity and presentation of portfolio and student's grade during the school practice. In other words, the grade reflects the student's teaching practice grades (90%) and portfolio grade (10%). The portfolio contains the student's lesson plans, teaching materials, mentor's reports, the student’s interpretation of data collected by observation sheets and the student's diary. The student is familiar with the elements of evaluation and has insight into the form on the basis of which he/she gets evaluated.
Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.</td></tr>
<tr><td rowspan="5">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Saperi per insegnare:formare insegnanti di italiano per stranieri, un’esperienza di collaborazione fra università e scuola/a cura di Franca Bosc, Carla Marello, Silvana Mosca. Torino: Loescher, 2006.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Leopold Paquay…[et al.] (2006). Formare gli insegnanti professionisti: Quali strategie? Quali competenze?/ prefazione e revisione a cura di Roberta Rigo. Roma: Armando.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Corda Alessandra, Marello Carla (2004). Lessico - Insegnarlo e impararlo, Perugia: Guerra.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Andorno Cecilia, Bosc Franca, Ribotta Paola (2005). Grammatica - Insegnarla e impararla/ Perugia: Guerra.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Ceragioli Marisa (1993). La programmazione didattica nell'insegnamento della lingua straniera, La Nuova Italia, Firenze.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">- 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</td></tr>
</table>

Other (as the proposer wishes to add)	/

NAME OF THE COURSE	SPANISH LANGUAGE 2					
Code	HZT408	Year of study	II nd year / IV th semester			
Course teacher	Antonia Luketin Alfirević, PhD, assistant professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	/
Status of the course	Elective	Percentage of application of e-learning	/			

COURSE DESCRIPTION

Course objectives	Practice in speaking, understanding, reading and writing Spanish. Reading and discussion of works of Hispanic literature.
Course enrolment requirements and entry competences required for the course	To attend the *Spanish language 1* course.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To explain and to understand basic morpho-syntactical structures of Spanish. To analyse and to translate texts. To apply basic morpho-syntactic structures in speech and writing. To develop oral and written skills of communication in Spanish. To make a summary in Spanish.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introducción. 2./3. El pretérito perfecto – uso y formación, el uso de *ya* y *todavía;* Expresar sensaciones físicas y dolor. 4. El imperativo; la posición de los pronombres; aceptar y rechazar ofrecimientos 5. El pretérito indefinido – uso y formación; los marcadores temporales 6./7. El pretérito indefinido – verbos irregulares; referirse a hechos y circustancias del pasado; expresar conocimiento y desconocimiento 8. El pretérito imperfecto - uso y formación; hablar del tiempo atmosférico 9./10. El contraste del pretérito imperfecto respecto al pretérito indefinido y el pretérito perfecto – ejercicios; el orden de relato: *primero, después de, luego, al final* 11. *Lazarillo de Tormes* (lectura graduada - adaptación didáctica del testo) – lectura y repaso de los tiempos pasados 12. Las formas de referirse al futuro (*ir a + infinitivo, querer + infinitivo*); los marcadores temporales de futuro; el uso de *algo, nada, alguien, nadie, alguno, ninguno* 13. El presente con valor de futuro; los verbos con preposición (*ir a, pasar por, salir de, volver a / volver de, llegar a…*) 14. Hablar de planes de futuro, referirse a planes y proyectos – lectura y conversación (*El beso* - lectura graduada) 15. Repaso y preparación para el examen.
Format of instruction	**X lectures** ☐ seminars and workshops **X exercises** ☐ *on line*in entirety ☐ partial e-learning ☐ field work **X independent assignments** **X multimedia** ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students are required to participate in the teaching process: 70% in lectures and 90% in exercises and pass a written exam.

Screening student work*(name the*	Class attendance	1 ECTS	Research		Practical training	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5 ECTS	Oral exam		(Other)	
	Written exam	0,5 ECTS	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The overall grade is based on attendance and activities at lectures and exercises (20%) performing tasks (20%), and success on exam (60%). Evaluation and evaluation criteria 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. Es español 1 - libro del alumno, Madrid: Espasa Calpe.	/	Yes
	2. Es español 1 - cuderno de recursos y ejercicios, Madrid: Espasa Calpe.	/	Yes
	3. Imágenes de España, Madrid: Edelsa, 2001.	/	Yes
Optional literature (at the time of submission of study programme proposal)	1. S. Cortés Ramirez: Nuevo ¿adónde?, ELI, Recanati, 2008. 2. F. Castro Viúdez: Aprende gramática y vocabulario 1, SGEL, Madrid 2004. 3. L. Gómez Torrego: Gramática didáctica del español, Ediciones SM, Madrid, 2000. 4. Gramática práctica de español para extranjeros, SGEL, Madrid, 2000. 5. Lazarillo de Tormes (adaptación didactica de Isabel Mendoza), Cideb Editrice, Génova, 2001. 6. Bécquer, G. A., El beso (Lecturas clásicas graduadas), Edelsa, Madrid, 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 - student'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**					
Code	HZT601	Year of study	Ist year / Ist semester			
Course teacher	Antonela Marić, PhD, associate professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	/	/
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The course will take in consideration historical background and scientific aspects of the translation studies. Issues and difficulties related to this discipline are described in the first part of the course, focusing on critical and theoretical thought and its development throughout the history. The translation procedure from theoretical and scientific point of view will be taken in consideration, as well. In the second part, the					

	students will discuss and evaluate criteria and translation methods, evaluate the quality of the translated text, and competences of the translator.	
Course enrolment requirements and entry competences required for the course	No requirements.	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- adopt the theoretical elements of the translation studies, - learn about the historical background, with particular emphasis on inter – cultural issues. - adopt the translation strategies, accepting and understanding the translator as mediator between the cultures.	
Course content broken down in detail by weekly class schedule (syllabus)	1. week Traductology as a discipline: constitution and development. Definition. Modern translation. Translation as a metaphor. Interpreters and translations in the past and today. 2. week Translation in Medieval times. Renaissance and revival of translation. Translation and classicism. Translation in romanticism. 3 week: Cultural connotation and translation issues: translation as correlation of two languages. Linguistics and translation. 4 week Text scheme and systematic organization – interventions, adaptation. Translation and communication, Bilingual and multilingual communication, communication between cultures. 5 week Discussion on methodological principles. Translation of religious texts. Literary translation. Translation for children. Translation of theatrical works. 6 week Translation and modification of linguistic systems. Poetic translation. Fidelity in translation. Difficulties in translation of poetical texts. 7 week Translation for the cinema. Dubbing and translation of audio texts. 8 week Translation techniques, capabilities of the translator, different theories. 9 week Machines and computers in translation. Translation of commercial, electronic data. Dictionaries, Logical operations. Micro-glossary. 10 week Discussion on methodology in translation, translation and modification of linguistic systems. Translation and rewriting. 11. week Text organization: organization of phrases and text interpretation. Actual tendencies in TS. Translation process. 12 week Style – stylistics of translation: cultural context. Problem of equivalence. How to combine theoretical and practical? 13 week Verbal aspects: time and tenses: present, past tense and future. Organisation of a text. Transposition. 14. week Cultural translation. Adaptation of a text. Figures of speech. Phonological level. 15. week Text analyses and problems in translation. Translator as co-writer. Translator in the 20th century. Legal aspects.	
Class type performance:	**X lectures** **X seminars and workshops** ☐ exercises ☐ *on line* in entirety	**X indipendent assignments** **X multimedia** ☐ laboratory ☐ work with mentor

	☐ partial e-learning ☐ field work	☐ (other)
Student responsibilities	- Act in accordance with ethical and scientific principles in high education institution - Participate and perform tasks (curricular and extracurricular) and activities which enable the acquisition of learning outcomes (75%) - Draft a seminar paper pursuant to the criteria and instructions by the teacher - Pass the exam (passing grades in two tests will cumulatively be regarded as the equivalent of a written exam) and achieve at least a minimum of 50% of correct answers - Inform oneself about the unattended classes either during consultation hours, or with other students - Pass oral exam - Respect the timeframe of the course activities - Timely and correctly perform individual and group tasks and actively participate in class debates.	

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 ECTS	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5 ECTS	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5 ECTS	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Pursuant to the learning outcomes and responsibilities of students, the final evaluation will result in an adequate grade. The grading system consists of the following elements: - Successfully passed two written tests (passing grades in two tests is the equivalent of a written exam) – 50% - Drafted and successfully presented seminar paper, based on teacher's instructions – 30% - Independent tasks and group work – 10% - Classroom activities, participation in debates during classes and seminars – 10% *Evaluation and grading criteria of individual elements are described in the document uploaded 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**
	Mounin, R. (2002). *Teoria e Storia della Traduzione*. Torino: Einaudi.	/	Y
	Osimo, B. (2004). *Manuale del traduttore*. Milano: Hoepli	1	Y
	Salmon, L. (2003). *Teoria della traduzione. Storia, scienza e professione*. Milano: Antonio Vallardi.	/	Y
	Eco, U. (2003). *Dire quasi la stessa cosa. Esperienze di traduzione*. Milano: Bompiani.	/	Y
	Faini, P. (2004). Tradurre, Roma, Carocci	1	Y

Optional literature (at the time of submission of study programme proposal)	Scarpa, F. (2001). *La traduzione specializzata. Lingue speciali e mediazione linguistica.* Milano: Hoepli. Osimo, B. (2000). *Corso di traduzion. Volume I.* Modena: Guaraldi Logos. Osimo, B. (2000). *Corso di traduzione. Volume II.* Rimini: Yema.

	Borello, E. (1999). *Teorie della traduzione. Glottodidattica e scienze della comunicazione*. Urbino: Quattroventi.
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	**BUSINESS TRANSLATION**					
Code	HZT608	Year of study	Ist year / Ist semester			
Course teacher/s	Maja Bilić, Senior Language Instructor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	45	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The course aims to develop knowledges and skills required in modern business communication in Italian especially in the filed of Economy and Tourism. The course provides practice and terminology of business correspondence: offers, orders, transport, customs operations and payments; promotional activities in tourism; leaflets, service offers, reservations, travel plan,; types of companies and basic notions in banking; job offer, curriculum vitae, letter of recommandation, letters for various occasions.					
Course enrolment requirements and entry competences required for the course	BA in Italian language and Literature					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: 1) understand and analyse texts in modern Italian for business; 2) recognize features of written and spoken text as well distinguish formal from unformal communication and correspondence; write a business letter; 3) write a CV and business letters of various types (request, letter of reccommendation, inquiry, offer, order, solicitation letter, complaint, answer to complaint); 4) make written resenvation for hotel accoomodation, confirm or cancel a reservation 5) Translate orally and in writing chosen texts regarding current business matters (trade, tourism, banking)					
Course content broken down in detail by weekly	**1st week** Principi fondamentali di scrittura professionale. Sul registro dell'italiano professionale. Riformulare dal parlato allo scritto. Protagonisti della scrittura: mittente e destinatario, indirizzo e titoli di cortesia. Esercizi di riformulazione. **2nd week**					

<table>
<tr><td>class schedule (syllabus)</td><td colspan="2">Lettera (busta, impostazione, formule di inizio e di conclusione), sigle. Lettura e analisi di vari modelli di lettere. Esercizi di riformulazione.Il fax e la posta elettronica. Promozione dei prodotti: lettere circolari, esercizi di traduzione.
3rd week
Cercare un lavoro: dall'annuncio di lavoro fino al colloquio. Come scrivere un CV e lettera di accompagnamento). Lettura e analisi CV diversi. Scrittura: Cercare un annuncio sul sito www.lavoro.org e scrivere un CV con lettera di accompagnamento.
4th week
La scrittura di impresa. Rapporti esterni all'azienda: clienti e fornitori. Richiesta di offerta, invio di offerta, condizioni di vendita. Esercizi di redazione e traduzione.
5th week
Ordinazione (conferma, evasione). Esercizi. Lettura. Reclami: ritardo nelle consegne, errori nei documenti, forniture non corrispondenti all'ordine. Traduzioni. Esercizi di riformulazione.
6th week
Contratto di compravendita: qualità e quantità della merce (peso netto, lordo, tara, imballaggio), prezzo, esempi di contratto, modifica al contratto. I prova intermedia.
7th week
Analisi della prova. Le merci in viaggio: consegna o resa della merce.La spedizione (lettera di vettura, polizza di carico). Conferma di spedizione, risarcimento danni. Esercizi di traduzione e di composizione di lettere.
8th week
Modalità di pagamento e rapporti con le banche (documenti, credito documentario, bonifico, assegno, conto corrente). Esercizi di traduzione e riformulazione.
9th week
Società commerciali: società per azioni, società a responsabilita limitata, società in nome collettivo, societa in accomandita. Esercizi di traduzione.
10th week
Trasporti (ferroviari, aerei, marittimi). Contratto di noleggio, nolo, conferma di spedizione, risarcimento danni. INCOTERMS. Esercizi relativi alle clausole più frequenti: f.a.w., f.ob., f.a.s., f.o.r. ecc.)
11th week
Assicurazioni. Polizza di assicurazione. Esempi di polizza: assicurazione vita, assicurazione responsabilita' civile, assicurazione contro infortuni. Esercizi di traduzione.
12th week
Agenzie di viaggi: come scrivere un itinerario, offerte promozionali, vaucher, mezzi di trasporto. Programmazione attivita' culturali. Pieghevole. Esercizi di redazione.
13th week
In albergo: corrispondenza alberghiera (richieste di offerta, offerta richieste di prenotazione, lettere di prenotazione, annullamento di prenotazione)
14th week
Lettere private varie: verbale di condominio, lettere di denuncia, oggetti smarriti, richiesta di documenti presso un ufficio pubblico, lettere di ringraziamento, reclami, lettere di presentazione.
15th week
Riepilogo dei contenuti del corso. II prova intermedia</td></tr>
<tr><td>Format of instruction</td><td>☐ lectures
☐ seminars and workshops
X exercises
☐ on line entirely
☐ partial e-learning
☐ field work</td><td>X independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="2">In accordance with learning outcomes and student responsibilities final grade is based upon following elements:
-written and presented individual translation as per teacher's instructions- 40%
- passed written exam – 40%
- activity during classes, participation in discussions – 20%</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">Criteria for grading and evaluating are described in the repository of each course.</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>1,5 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>Individual translations</td><td>0,5 ECTS</td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam (or 2 tests)</td><td>1 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">In accordance with learning outcomes and student responsibilities, final grade is based upon following elements:
- written and presented individual translation following teacher's instructions - 40%
- passed written exam – 40%
- activity during classes, participation in discussions – 20%
Class attendance, studying for continuous testing, two half-semestar test and final written exam.
Criteria for grading and evaluating are described in the repository of the course.</td></tr>
<tr><td rowspan="5">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Luppi, A. – Jernej, A. (2007). Hrvatsko talijanski poslovni rječnik/Dizionario commerciale italianocroato. Zagreb: Školska knjiga.</td><td>/</td><td colspan="2">Department of Italian Studies (M.Bilić)</td></tr>
<tr><td colspan="3">Luppi, A.. (2004). Talijansko poslovno dopisivanje. Corrispondenza commerciale italiana, Zagreb: Školska knjiga</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">L'italiano al lavoro, (2004). Certificato di conoscenza dell'italiano commerciale, Livello intermedio, Perugia: Guerra ed</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Pelizza, G. - Mezzadri, M. (2002). L'italiano in azienda, Perugia: Guerra</td><td>1</td><td colspan="2">/</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Ballarin, E. - Begotti, P. (1999). Destinazione Italia, l'italiano per operatori turistici, Roma: Bonacci.
Bruni, F., Fornasiero, S., Tamiozzo, S. Goldmann, (1999). Manuale di scritttura professionale: dal curriculum vitae ai documenti aziendali. Bologna: Zanichelli.
Bruni, F. – Raso, T. (a cura di) (2002). Manuale dell'italiano professionale. Bologna: Zanichelli.
Bruni, F. et al., (2006). Manuale di scrittura e comicazione; per la cultura personale, per la scuola, per l'università, (2006). Bologna: Zanichelli.
Cherubini, N. (1992). L'italiano per gli affari, Roma: Bonacci.
Dictionaries:
Deanović, M. – Jernej J., (2008). Hrvatsko talijanski rječnik. Zagreb: Školska knjiga.
Deanović, M. – Jernej J., (2006). Talijansko hrvatski rječnik. Zagreb: Školska knjiga.
Luppi, A. - Jernej A. (2000). Talijansko hrvatski poslovni rječnik/Dizionario commerciale croato-italiano. Zagreb: Školska knjiga.
Zingarelli N., (2008). Lo Zingarelli, Vocabolario della lingua italiana, Bologna: Zanichelli.
Enciclopedia Zanichelli, Dizionario enciclopedico di arti, scienze, tecniche, lettere, filosofia, storia, geografia, diritto, economia. (2007). Bologna: Zanichelli.
Grammar books: Salvi, G. - Vanelli, (2004). Nuova grammatica italiana, Bologna: Il Mulino.
Sensini, M. (1997). La grammatica della lingua italiana, Milano: Mondadori.
Serianni, L. (1991). Grammatica italiana, Torino, UTET.</td></tr>
</table>

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 consultation - 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	**TECHNIQUES OF INTERPRETATION**					
Code	HZT701	Year of study	Ist year / IInd semester			
Course teacher	Andrea Rogošić, PhD, assistant professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30	/	/
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The course will analyse the historical aspects and theories, from the first studies in 1950 to the intensive scientific researches in the last decades, taking into consideration the increased interest in interpretation science and related cognitive processes. The techniques of consecutive interpretation (introduction to the consecutive interpretation, performance and voice, voice control, stress management, memorizing and note–taking, symbols, etc.), will be analysed, as well as the techniques of simultaneous interpretation (cabin, asymmetrical, *chuchotage, cavallo, pivot, relais,* etc.), and conference interpretation combinations, offering explanation of the role of the interpreter, with the assumption of adequate linguistic and communicative competences. The course also aims to introduce the basics of audiovisual translation (subtitling and dubbing). By means of practical assignments students will acquire subtitling skills and will also learn to use subtitling programmes. Special attention is devoted to extralinguistic cultural references (ECR) as well as to techniques required for translating humour and slang. This course will also encompass the introduction to computer-assisted translation and the use of CAT tools (TRADOS).					
Course enrolment requirements and entry competences required for the course	Completed requirements for enrolling in undergraduate study. Prerequisites defined by the Faculty Statute.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- adopt the theoretical elements of interpretation, - learn about the historical background, with particular emphasis on inter – cultural issues. - master techniques of professional interpretation - ability to select adequate strategies, presuming the adequate terminological preparation, - work in team or individually, mediation and oral interpretation in different sectors (political, juridical, commercial), - accept and understand the interpreter as a mediator between cultures - analyze audiovisual text and make necessary socio-cultural adaptations					

<table>
<tr><td></td><td colspan="6">- to apply audiovisual texts in foreign language teaching
- using CAT tools</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">1) Introduction to interpretation. Interpretation as communication, Interpreter vs. translator. Conference interpretation.

2) Consecutive interpretation. Memory. Note taking. Rephrasing and reformulating the text. Simultaneous interpretation, Compression and expansion. Synonyms.

3) Text synthesis in another language. Intra-linguistic consecutive interpretation (with and without notes). Interpretation at „first sight“, Interpretation and translation. Interpreter vs. translator. Communication process.

4) Types of conference interpretation, methods of interpretation.
5) Consecutive interpretation. Outfit and physical aspect: dress code. Behaviour, voice, and contact to the participants, etc.

6)Note taking. Stenography. Logical units. Language of symbols.

7) Audiovisual translation: introduction and historical overview

8) Subtitling and dubbing; translation strategies

9) Subtitling programmes (subtitle editor)

10) AVT: Approaches to various film genres

11) Translation of culturally-bound references

12) Humour, slang and dialect: translation strategies

13) Official subtitles vs. fansubs

14) Computer-assisted translation (CAT): introduction

15) CAT tools (TRADOS)</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
X exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Students are required to attend lectures (70%) and seminars (80%) and present a seminar paper. They are required to actively participate in independent assignments and exercises and to pass two colloquia (one oral and one written) or to pass a final written and oral exam.</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>1,5 ECTS</td><td>Research</td><td></td><td>Practical training</td><td>0,5 ECTS</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td>1 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>1 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Grading and evaluating student</td><td colspan="6">Final vote is based on:
- active participation during classes (20%)</td></tr>
</table>

<table>
<tr><td>work in class and at the final exam</td><td colspan="3">- practical training (20%)
- written exam (30%)
- oral exam (30%).
Criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature (available in the library and via other media)</td><td>Title</td><td>Number of copies in the library</td><td>Availability via other media</td></tr>
<tr><td>Faini, P. (2004). Tradurre. Roma: Carocci.</td><td>1</td><td>/</td></tr>
<tr><td>Perego, E. (2013). La traduzione audiovisiva. Roma: Carocci.</td><td>1</td><td>/</td></tr>
<tr><td>Paolinelli, M.; Di Fortunato, E: (2005). Tradurre per il doppiaggio. La trasposizione linguistica dell'audiovisivo: teoria e pratica di un'arte imperfetta. Milano:Hoepli.</td><td>1</td><td>/</td></tr>
<tr><td>Ranzato, I. (2010). La traduzione audiovisiva: Analisi degli elementi culturospecifici. Roma: Bulzoni.</td><td>1</td><td>/</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="3">Falbo, C. &Russo, M. & Straniero, F. S. (1999). Interpretazione simultanea e consecutiva. Milano: Hoepli.

Monacelli, C. (1997).Interpreti si diventa! Milano: Franco Angeli

Monacelli, C. (1999). Messaggi in codice. Milano: Franco Angeli.

Osimo, B. (2004). Manuale del traduttore. Milano: Hoepli.

Pavesi, M. (2006). La traduzione filmica. Aspetti del parlato doppiato dall'inglese all'italiano. Roma: Carocci.

Riccardi, A. (2001). Dalla Traduzione all'Interpretazione. Udine: Il Campo

Roland, R. A. (1999). Interpreters as diplomats: a diplomatic history of the role of interpreters in world politics. Ottawa: University Press.

Volli, U. (1994). Il libro della communicazione. Milano: Saggiatore.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="3">- 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</td></tr>
<tr><td>Other (as the proposer wishes to add)</td><td colspan="3">/</td></tr>
</table>

NAME OF THE COURSE	SPECIALIST TRANSLATION		
Code	HZT704	Year of study	Ist year / IInd semester

<table>
<tr><td>Course teacher</td><td>Danijel Tonkić, Senior Language Instructor</td><td>Credits (ECTS)</td><td colspan="4">3</td></tr>
<tr><td rowspan="2">Associate teachers</td><td rowspan="2">/</td><td rowspan="2">Type of instruction (number of hours)</td><td>L</td><td>S</td><td>E</td><td>F</td></tr>
<tr><td>0</td><td>0</td><td>45</td><td>/</td></tr>
<tr><td>Status of the course</td><td>Mandatory</td><td>Percentage of application of e-learning</td><td colspan="4">/</td></tr>
<tr><td colspan="7">COURSE DESCRIPTION</td></tr>
<tr><td>Course objectives</td><td colspan="6">The students should become familiar with basic features of translation skill and will be introduced to specialist texts of the kind they will be expected to handle in a professional context.</td></tr>
<tr><td>Course enrolment requirements and entry competences required for the course</td><td colspan="6">No preconditions.</td></tr>
<tr><td>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</td><td colspan="6">Students will be able to:
1) Analyse a wide variety of text types
2) Recognize the characteristic features of specialized texts
3) Distinguish specific linguistic aspect of specialized texts
4) Compare syntactic, semantic and lexical features of specialized texts
5) Use practical translation skills independently</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">1st week: Overview
Exercises involving translation, working on the chosen texts, types of translation problems

2nd week: Legal and administrative language: written words as mediators between institutions and public: sentence, order, enforcement etc.
Exercises involving translation, working on the chosen texts, types of translation problems

3rd week: Linguistic characteristic of specialized texts. Passive and Impersonal Construction
Exercises involving translation, working on the chosen texts, types of translation problems

4th week: Linguistic characteristic of specialist language: Imperatives and Modals
Exercises involving translation, working on the chosen texts, types of translation problems

5th week: Linguistic characteristic of specialist language: Epistemic and Deontic readings in the specialist language
Exercises involving translation, working on the chosen texts, types of translation problems

6th week: Semantic characteristics of specialist language: mono-referential expressions, hypernym, semantic empathy, coherency and cohesion
Exercises involving translation, working on the chosen texts, types of translation problems

7th week: Lexical characteristic of specialist language: nomina actionis, nomina instrumenti, nomina acti, collocations, invariant terminology, specialist koiné
Exercises involving translation, working on the chosen texts, types of translation problems

8th week: Stylistic features of specialist language: stile commatico (point to point translation)</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">Exercises involving translation, working on the chosen texts, types of translation problems

9th week: Models of Translation: Supported Translation, Automatic Translation, Corpora

Exercises involving translation, working on the chosen texts, types of translation problems

10th week: Translation for Institutions from Croatian into Italian and vice versa. Glossary.
Exercises involving translation, working on the chosen texts, types of translation problems

11th week: Test

12th week: Revision of Texts. Rules for Translator. Index of legibility (gulpease)
Exercises involving translation, working on the chosen texts, types of translation problems

13th week: Translation Midterm Exam

14th week: Identification, description and explanation of errors: syntactic, semantic and lexical errors.

15th week: Course Summary</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☐ seminars and workshops
X exercises
☐ online in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">X independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Participate in classes.
Conduct themselves in line with ethical and scientific principles of higher education.
Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes.
Write a translation in line with previously determined criteria.
Pass a written exam and carry out a translation task.
Make inquiries about missed classes during the course teacher’s office hours or by consulting other students. u
Meet deadlines for activities within the course.</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>1,5 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>Translation</td><td>0,5 ECTS</td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>1 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:
4. written and presented translation in line with the course teacher’s instructions – 40%
5. a passing grade in the written exam – 40%
6. activity in class, participation in discussions during lectures – 20%
The assessment and marking criteria of individual elements can be found in the course repository.</td></tr>
</table>

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Scarpa, F. (2001). *La traduzione specializzata. Lingue speciali e mediazione linguistica*. Milano: Hoepli.	/	yes
Optional literature (at the time of submission of study programme proposal)	Cortelazzo A. M. (2007). (III ediz.). *Lingue speciali. La dimensione verticale*. Padova: Unipress. Gualdo, R.; Telve, S. (2012). *Linguaggi specialistici dell'italiano*. Roma: Carocci.		
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	**ESSAY TRANSLATION**					
Code	HZT710	Year of study	Ist year / IInd semester			
Course teacher	Renata Hace-Citra, Senior language instructor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	30	/
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Through the analysis and translation from the Croatian in Italian and vice versa of sectoral language essays, this course aims to reflect on lexical, semantic and pragmatic dimensions of the languages that are being compared as well as to develop a competence in translation. The student is guided towards the acquisition of basic techniques and strategies in translation of essays, in cultural and linguistic mediation in the field of linguistic sciences, philosophy, social sciences (theory and critical studies, Linguistic Theory and Applied Linguistics, Pedagogy, Anthropology, Art History and Literature). Specific objectives and skills: sectoral language terminology, lexical, textual, situational and contextual aspects; morphological aspects (nominalisation, use of passive voice, use of articles and prepositions, choice of tenses, depersonalisation, use of hypotactic and paratactic sentence structure)					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the end of the course the student will be able to: - organize a specific translation and communication process, - to explain language choices and their rules, - to estimate and evaluate lexical, morphological and syntactic choices. - to recognize and apply different strategies and techniques while teaching and translating					

<table>
<tr><td></td><td colspan="6">language and translation.
- to use the normative manuals required for working in the profession.
- analyze materials, texts and sources for teaching and translation purposes.</td></tr>
<tr><td>Course content broken down in detail by weekly class schedule (syllabus)</td><td colspan="6">1st week
Lezione introduttiva. Presentazione del corso e dei suoi obiettivi.
2nd week
Gli strumenti per tradurre: analisi dei vari ausili all'attività traduttiva (dizionario bilingue, monolingue e dei sinonimi, enciclopedia, risorse informatiche e telematiche.
3rd week
Premesse teoriche: Le fasi del processo traduttivo.
4th week
Il testo di linguistica applicata
5th week
Il testo di linguistica teorica
6th week
Il testo di critica letteraria
7th week
Il testo di critica letteraria e breve prova scritta in classe
8th week
Il testo storico-antropologico
9th week
Il testo storico
10th week
Il testo storico-filosofico
11th week
Il testo pedagogico, didattico
12th week
Il testo botanica/zoologia/ geografia
13th week
Il testo botanica/zoologia/ geografia
14th week
Test di verifica finale
15th week
Commento sul lavoro svolto. Conclusioni: valutazione e l'autovalutazione degli studenti</td></tr>
<tr><td>Format of instruction</td><td colspan="3">☐ lectures
☐ seminars and workshops
X exercises
☐ on linein entirety
☐ partial e-learning
☐ field work</td><td colspan="3">☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Class attendance, practice for the continuous testing, progress test, final exam (written).
1. actively and constructively participate in teaching
2. participate in and perform teaching and extracurricular (individual and group) activities and tasks that enable the acquisition of learning outcomes provided by the course
3. passed the written exam
4. pass the oral exam
5. to be informed about the classes he / she missed during the consultations with the teacher and other students</td></tr>
<tr><td rowspan="4">Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td>1 ECTS</td><td>(Other)</td><td></td></tr>
</table>

<table>
<tr><td>equal to the ECTS value of the course)</td><td>Written exam</td><td>1 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Continuous testing during the course (checking homework assignments in class, comparison of different translations, setting criteria for choosing the best ones). Progress testing (skills and knowledge): written translation and discussion (oral part), homework, analysis and comparison of the translations in the class. Individual consultations.
Detailed evaluation criteria can be found in the course repository.</td></tr>
<tr><td rowspan="3">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Eco, U. (2006). Otprilike isto: iskustva prevođenja. Zagreb : Algoritam.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Osimo, B. (2006). La traduzione saggistica dall'inglese. Guida pratica con versioni guidate e glossario, Milano: Hoepli.</td><td>1</td><td colspan="2">yes</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">Osimo, B. (2008). Corso di traduzione in http://courses.logos.it/IT/index.html (3.05.2010.)
Enciclopedia multimediale delle scienze filosofiche: http://www.emsf.rai.it/
Enciclopedia delle scienze sociali Treccani: http://www.treccani.it/Portale/sito/catalogo/grandi_temi/scienze_sociali/
http://www.dizionario-italiano.it
http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1 http://dizionari.corriere.it/
http://www.dizionario.rai.it/
http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/
http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58
http://www.italicon.it
http://www.hrvatskiplus.org/index.php?option=com_content&id=340%3Amarkovic-rjecnici&Itemid=48
Balboni, P.E., (2000). Le microlingue scientifico-professionali. Natura e insegnamento. UTET: Torino
Osimo, B. (2008). Corso di traduzione in http://courses.logos.it/IT/index.html (3.05.2010.)
Cap. 3: paragrafi 26-31 L'analisi del testo da tradurre
Cap. 4: paragrafi 16 Tipi di testo; 22 Terminologia; 23 Traduzione settoriale
Cap. 5: paragrafi 4 Il dizionario; 5 Dal dizionario ai corpora; 6 - L'uso dei corpora 9 - La wordtheque 11 - Altri corpora (le concordanze) 12 Altri corpora 18 Dizionari settoriali on line 19 Il motore di ricerca 25 Memorie di traduzione.
Lesina R. (2002). Il nuovo manuale di stile, Guida alla redazione di documenti relazioni, articoli, manuali, tesi di laurea, Bologna: Zanichelli.
Renzi L. (1989). Grande grammatica italiana di consultazione, Bologna: Il Mulino.
Sensini M. (1997). La grammatica della lingua italiana. Milano: Mondadori.
Serianni L. (1989). Grammatica italiana. Torino: UTET.
Zolli P. (1973), Bibliografia dei dizionari specializzati italiani del XX secolo, Firenze: Olschki.
Pittano G. (20063º ed.) Sinonimi e contrari, Dizionario fraseologico delle parole equivalenti, Bologna: Zanichelli.
Zingarelli N. (2008) Lo Zingarelli, Vocabolario della lingua italiana, Bologna: Zanichelli.
«Le Garzantine», Milano, Garzanti: Italiano, Letteratura, Musica, Religioni, Mitologia, Arte, Filosofia ecc.
Encicolopedia Zanichelli, Dizionario enciclopedico di arti, scienze, tecniche, lettere, filosofia, storia, geografia, diritto, economia (2000), Bologna: Zanichelli.
Šulek B. (reprint 1990) Hrvatsko njemačko talijanski rječnik znanstvenog nazivlja A-N, O-Ž, Zagreb: Nakladni zavod Globus.
Hrvatski enciklopedijski rječnik, Novi Liber: Zagreb 2002.
Enciclopedia multimediale delle scienze filosofiche http://www.emsf.rai.it/</td></tr>
</table>

	Enciclopedia delle scienze sociali Treccani http://www.treccani.it/Portale/sito/catalogo/grandi_temi/scienze_sociali/ http://www.dizionario-italiano.it http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1 http://dizionari.corriere.it/ http://www.dizionario.rai.it/ http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/ http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58 http://www.italicon.it http://www.hrvatskiplus.org/index.php?option=com_content&id=340%3Amarkovic-rjecnici&Itemid=48 http://struna.ihjj.hr/ http://pravopis.hr/
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	**SEMANTICS**					
Code	HZT808	Year of study	IInd year / IIIrd semester			
Course teacher	Antonia Luketin Alfirević, PhD, assistant professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	/	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The course objectives are to introduce the students to semantics as a linguistic discipline, to acquire main concepts relevant for the semantic description of the Italian lexis					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be trained for: - identification of units of semantic analysis - categorization of semantic units - identification of semantic hierarchy - description of the semantic and syntactic relation					
Course content broken down in detail by weekly	1. Main semantic concepts 2. Semantic problems 3. Classification of meanings					

<table>
<tr><td>class schedule (syllabus)</td><td colspan="6">4. Semantics of words
5. Words organizing
6. Semantic fields
7. Hyponyms, hyperonyms
8. Polisemy, synonymy, homonymy
9. Inversion
10. Paradigmatic and syntagmatic relations
11.Hierarchy
12. Componential analysis
13. Semantics of phrase
14. Semantics of text
15. Semantic sphere</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
X exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Students are required to attend lectures (70%) and seminars (80%), to write one seminar essay which they are required to present orally with a PPT presentation. They are required to pass either two colloquia or take the final written exam.</td></tr>
<tr><td rowspan="6">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)</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td>0,5 ECTS</td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>0,5 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">The final evaluation is based on class attendance and activity (15%), the quality of a seminar essay (25%), and success on a written exam or colloquia (semester preliminary exams are provided) - (60%). Evaluation criteria and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature (available in the library and via other media)</td><td colspan="3">Title</td><td>Number of copies in the library</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Berruto, G. (1983). La semantica. Bologna: Zanichelli.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">De Mauro, T. (1989). Introduzione alla semantica. Roma-Bari: Laterza.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td colspan="3">Lyons, J. (1981). La semantica. Bari: Laterza.</td><td>1</td><td colspan="2">/</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td colspan="6">1. Aprile, M. (2013). Dalle parole ai dizionari. Bologna: Il Mulino. pp. 19. – 43.
2. Casadei, F. (2015.) Lessico e semantica: Roma: Carocci.
3. Dardano, M. (2008). Nuovo manualetto di linguistica italiana. Bologna: Zanichelli. pp. 146. - 171.
4. Marello, C. (1996). Le parole dell'italiano. Lessico e dizionari. Bologna: Il Mulino.
5. Ullmann, S. (1966). La semantica. Introduzione alla scienza del significato. Bologna: Il Mulino.</td></tr>
<tr><td>Quality assurance methods that ensure the acquisition of exit competences</td><td colspan="6">- 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
- student'self-assessment of the learning outcomes they achieved
- collaborative assessment of the implementation and quality of the teaching process</td></tr>
</table>

Other (as the proposer wishes to add)	/

NAME OF THE COURSE	TRANSLATION OF LITERARY TEXTS – CONTRASTIVE ANALYSIS					
Code	HZT801	Year of study	II[nd] year / III[rd] semester			
Course teacher	Antonela Marić, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	30	/
Status of the course	Mandatory	Percentage of application of e-learning	20%			

COURSE DESCRIPTION	
Course objectives	The basic goal of the course is to teach students about the modern theories and practical aspects of literary text analysis and to adopt techniques and strategies of translation through exercises and text analysis. Students will transpose the given text respecting all stylistic, linguistic, but also cultural characteristics of the text.
Course enrolment requirements and entry competences required for the course	No requirements
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course, obligations and having passed the exam, the students will acquire relevant knowledge about the translation strategies. They will know how to: - differentiate the type of text and choose the appropriate style and translation strategy, - differentiate and compare the offered linguistic and stylistic combinations, - transpose the text from the source language to the target language, - independently adapt and understand possible cultural nuances with the aim of applying and adapting the language to its objective.
Course content broken down in detail by weekly class schedule (syllabus)	1) Introductory part, analysis of the literary text 2) Text and content of literary text, topics and models 3) Literary genres / narration / narrative 4) Levels of narration: plot, plot, faces, time, space, narrator. 5) The author and his function, the relationship between author and reader, the actual reader and the ideal reader 6) Forms of narrative communication, forms of literary discourse, subjective narration and referential narration 7) Thought and word display techniques; monologue, administrative and non-administrative speech 8) Translation and gradation of adjectives, translation of personal names, translation of words and thoughts of characters 9) Stylistics - historical overview, types of style, translation stylistics 10) Translation of the text: Giovanni Verga (Eros) - linguistic and stylistic analysis 11) Translation of the text: Giovanni Verga (I Malavoglia) - linguistic and stylistic analysis 12) Translation of the text: Tomasi di Lampedusa (Il gattopardo) - linguistic and stylistic analysis 13) Translation of the text: Umberto Eco (Il nome della rosa) - linguistic and stylistic analysis 14) Translation of the text: Pier Paolo Pasolini (Pilade) - linguistic and stylistic analysis 15) Translation of the text: Giovanni Verga (Cavalleria rusticana) - linguistic and stylistic analysis 16) Text translation: short story: Elsa Morante (Il ladro dei lumi) 17) Linguistic and stylistic analysis

<table>
<tr><td></td><td colspan="6">18) Translation of the text: contemporary writers: - Susanna Tamaro (Va 'dove ti porta il cuore)
19) Linguistic and stylistic analysis
20) Text translation: contemporary writers: - Andrea de Carlo (Due di due)
21) Linguistic and stylistic analysis
22) Translation of the text: contemporary writers: - Andrea de Carlo (Tecniche di seduzione)
23) Translation of the text: contemporary writers: - Andrea de Carlo (Tecniche di seduzione)
24) Linguistic and stylistic analysis
25) Translation of the text: contemporary writers: - Niccolo 'Ammaniti (Fango)
26) Linguistic and stylistic analysis
27) Translation of the text: contemporary writers: - Niccolo 'Ammaniti (Ti prendo e ti porto via)
28) Linguistic and stylistic analysis
29) Translation of the text: contemporary writers: - Alessandro Baricco (City)
30) Linguistic and stylistic analysis</td></tr>
<tr><td>Class type performance:</td><td colspan="3">☐ lectures
☐ seminars and workshops
X exercises
☐ on line in entirety
☐ partial e-learning
☐ field work</td><td colspan="3">X indipendent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">- Act in accordance with ethical and scientific principles in high education institution
- Participate and perform tasks (curricular and extracurricular) and activities which enable the acquisition of learning outcomes (75%)
- Draft a seminar paper pursuant to the criteria and instructions by the teacher
- Pass the exam (passing grades in two tests will cumulatively be regarded as the equivalent of a written exam) and achieve at least a minimum of 50% of correct answers
- Inform oneself about the unattended classes either during consultation hours, or with other students
- Respect the timeframe of the course activities
- Timely and correctly perform individual and group tasks and actively participate in class debates.</td></tr>
<tr><td rowspan="5">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)</td><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td>1 ECTS</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td>0,5 ECTS</td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>0,5 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td colspan="6">Pursuant to the learning outcomes and responsibilities of students, the final evaluation will result in an adequate grade. The grading system consists of the following elements:
- Successfully passed two written tests (passing grades in two tests is the equivalent of a written exam) – 50%
- Drafted and successfully presented seminar paper, based on teacher's instructions – 30%
- Independent tasks and group work – 10%
- Classroom activities, participation in debates during classes and seminars – 10%</td></tr>
</table>

	Evaluation and grading criteria of individual elements are described in the document uploaded 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. Segre, C. (1985). *Avviamento all'analisi del testo letterario*. Einaudi. Torino.	1	Y
	2. Panebianco, B., Pulega P. (1997).*Il lettore consapevole.Manuale di analisi del testo narrativo.* Bologna: Clio	0	Y
	3. Faini, P. (2004). Tradurre, Roma, Carocci	1	Y
	4. Eco, U. (2003). *Dire quasi la stessa cosa. Esperienze di traduzione*. Milano: Bompiani.	1	Y
	5. Mounin, R. (2002). *Teoria e Storia della Traduzione.* Torino: Einaudi.	0	Y
	6. Salmon, L. (2003). *Teoria della traduzione. Storia, scienza e professione*. Milano: Antonio Vallardi.	1	Y
	7. Osimo, B. (2004). *Manuale del traduttore*. Milano: Hoepli	1	Y
Optional literature (at the time of submission of study programme proposal)	Osimo, B. (2000). *Corso di traduzione. Volume I.* Modena: Guaraldi Logos. Osimo, B. (2000). *Corso di traduzione. Volume II.* Rimini: Yema. Borello, E. (1999). *Teorie della traduzione. Glottodidattica e scienze della comunicazione*. Urbino: Quattroventi		
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 CRITICISM**					
Code	HZT810	Year of study	IInd year / IIIrd semester			
Course teacher	Andrea Rogošić, PhD, assistant professor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	30	/
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The main objective is to introduce students to the concept of the quality of translation and the differences in the evaluation of translation within the academic institutions and professional circles. Students are introduced to the wider scope of translation					

	theories and criticism, and is thus enabled to adopt critical competences in comparative and value analysis of own and other people's translations.
Course enrolment requirements and entry competences required for the course	Enrolment in the second year of graduate study: no special requirements.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam student will be able to: 1) distinguish between the concepts of quality and evaluation of translations in the labour market, academic institutions, science; 2) recognize the influence of the theory of translation criticism to the terminology and evaluation of translation; 3) recognize authorship and cultural norms through the comparison of several translations of the same text; 4) conduct independent comparative analysis of the original text and its translation; 5) use arguments to evaluate own and other people's translation.
Course content broken down in detail by weekly class schedule (syllabus)	**1st week** - Exercises: Introduction: The concept of quality – definition – other definitions. How to measure the quality of translation. Different examples of "non-translation". **2nd week** - Exercises: What dose evaluation mean? – Docimology – Test types, systematization of objectives and measurements. Systematization table and measurement scales. **3rd week** - Exercises: The theory of translation criticism – Common framework – Toury and the system of translated literature: constants and regularities of translated literature - Constants and regularities of the translation activity that are culture-specific (typical for certain culture). **4th week** - Exercises: Popovic's contrastive diachronic approach - historical contextualizing – modernizing translation. Translation obsolescence. **5th week** - Exercises: Even-Zohar's polysystem theory – literary polysystem and reciprocal influences between national systems - innovation and conservative function of translated literature and influence on translation strategies. Comparison of translations of the same original text - authorship and cultural conventions. **6th week** - Exercises: Reconstruction of the metatext; Levý, Holmes and Popovic - Levý and the reconstruction of methods and understanding the translator – Holmes and reverse translation mental maps. Table of the described model in the translation process according to Popovic. **7th week** - Exercises: Systematization of translation changes - translation changes and classification categories – morphosyntactic and stylistic change; implicit and explicit intertextual references – the concept of revision and self-criticism within translation criticism. Tables of the categories of change and intertextual references are explained – they are applied to original and translated extracts from various text typologies. **8th week** - Exercises: Examples and application of comparative analysis. Translation into Italian: '*The Betrothed*' by Anton Cehov. All the three proposed analysis are based on the following parameters and concepts: deixis and viewpoint – intertextuality and its translatability – translation actualization of keywords; conceptual and functional – translatability and actualization of the expressive fields – translatability and actualization of realia – the issue of publishing manipulation. **9th week** - Exercises: Examples and application of comparative analysis. Translation into Italian: '*The Betrothed*' by Anton Cehov. All the three proposed analysis are based on the following parameters and concepts: deixis and viewpoint – intertextuality and its translatability – translation actualization of keywords; conceptual

<table>
<tr><td></td><td>and functional – translatability and actualization of the expressive fields – translatability and actualization of realia – the issue of publishing manipulation.

10th week - Exercises: Examples and application of comparative analysis. Translation into Croatian: ‘The Ghost’ by Luigi Antonelli.

11th week - Exercises: Examples and application of comparative analysis. Translation into Croatian: ‘The Tiraboschi Spouses’ by Luigi Antonelli.

12th week - Exercises: Examples and application of comparative analysis. Translation into Croatian: ‘The Tiraboschi Spouses’ by Luigi Antonelli.

13th week - Exercises: Delabatista’s model taken over from Torop – Translation strategies and the concepts of cultural analogy and homology. Table of the types of translational relations applied to the language, culture and text.

14th week - Exercises: Delabatista’s model taken over from Torop – Translation strategies and the concepts of cultural analogy and homology. Table of the types of translational relations applied to the language, culture and text.

15th week - Exercises: The Torop model and the Osimo’s synthetic model– nine types of translation criticism according to Torop – Translation criticism as science. Synthetic model of translation changes. Table for correction and assessment of translations.</td></tr>
<tr><td>Format of instruction</td><td>☐ lectures
☐ seminars and workshops
X exercises
☐ online entirety
☐ partial e-learning
☐ field work

☐ independent assignments
X multimedia
☐ laboratory
☐ work with mentor
X independent comparative analysis</td></tr>
<tr><td>Student responsibilities</td><td>Class attendance (90%) and active participation in classes. Students are required to pass a written final exam or two colloquia.</td></tr>
<tr><td>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)</td><td>
<table>
<tr><td>Class attendance</td><td>1 ECTS</td><td>Research</td><td></td><td>Practical training</td><td></td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>Independent comparative analysis</td><td></td></tr>
<tr><td>Essay</td><td></td><td>Seminar essay</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Tests</td><td></td><td>Oral exam</td><td></td><td>(Other)</td><td></td></tr>
<tr><td>Written exam</td><td>1 ECTS</td><td>Project</td><td></td><td>(Other)</td><td></td></tr>
</table>
</td></tr>
<tr><td>Grading and evaluating student work in class and at the final exam</td><td>80% - oral exam
20% - active participation in class activities
Criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td>Required literature (available in the library and via other media)</td><td>
<table>
<tr><th>Title</th><th>Number of copies in the library</th><th>Availability via other media</th></tr>
<tr><td>Osimo, B. (2002). Storia della traduzione:riflesioni sul linguaggio traduttivo dall’antichita dall’antichita ai contemporanei. Milano: Hoepli</td><td>1</td><td>/</td></tr>
</table>
</td></tr>
<tr><td>Optional literature (at the time of submission of study programme proposal)</td><td>NANNONI C., "La critica della traduzione", in: «Scritti in ricordo di Carmen Sanchez Montero», TRIESTE, Centro Stampa del Dipartimento di Scienze del Linguaggio, 2006, pp. 263 - 279 [capitolo di libro oppure: http://www.openstarts.units.it/dspace/bitstream/10077/7900/1/Nannoni.pdf]
Nadiani, G. (2000). "La critica della traduzione letteraria nell’epoca della letteratura digitale", inTRAlinea Vol. 3.</td></tr>
</table>

	http://www.intralinea.org/archive/article/1629 http://www.intralinea.org/archive/article/La_critica_della_traduzione_letteraria_nellepoca_della_letteratura_digitale
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	**LINGUISTIC AND CULTURAL MEDIATION**					
Code	HZT901	Year of study	IInd year / IVth semester			
Course teacher	Andrea Rogošić, PhD, asistant professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	There are two main objectives of the course. The first one is to introduce students with the concept of complete (total) translation and inter-semiotic translation with special review of prose transition – film and other arts on one side and mental translation as the basis for text reception on the other. The second objective is to familiarize students with the concept of interculturality which characterizes audio-visual translation and translation of newspaper articles in a special way.					
Course enrolment requirements and entry competences required for the course	Enrolment in the second year of graduate study - no special requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam student will be able to: 1) recognize cultural and linguistic elements of text as well as the linguistic continuity between editorial and specialized translations; 2) analyse translations of editorial, newspapers and audio-visual texts; 3) choose and elaborate translation methodology and strategy; 4) recognize through translation culture-specific words and translation “losses”; 5) conduct independent critical analysis and revision of translation.					
Course content broken down in detail by weekly class schedule (syllabus)	**1st week** – Lecture: First part – basic concepts: 1) Language, culture, translation; Translation as cultural mediation. Seminar: Linguistic and/or cultural mediation? Translation and imagology as areas in the study of comparative literature. Critical review of presenting collective identities in literature. **2nd week** – Lecture: audio-visual translation: subtitling and dubbing; The quality of audio-visual translation and intertextuality. Seminar: Total translation: textual, intertextual, intratextual, extra-textual. Figurativeness as the key literary component and its transfer to the film. Critical review of the film version of a literary text. **3rd week** – Lecture: Editorial and specialized translations. Seminar: Continuity between literary language and specialized language. Biography as a literary form and as an encyclopaedic entry. Biography of a director.					

<table>
<tr><td></td><td colspan="6">4th week – Lecture: Contextual theory of interpretation; Semiosis. Seminar: From an encyclopaedic entry to terminology and film glossary. Authored film.

5th week – Lecture: Translation analysis 1. Seminar: Encyclopaedic entries and essayistic notions about the film in relation to semiotic understanding of total translation and mental translation. Encyclopaedic and essayistic notion of film.

6th week – Lecture: Translation analysis 2. Seminar: From specialized to essayistic translation. Essay on film as an inter-semiotic process of dissembling and transmutation of the original. Selected extracts form P. Torop's Total Translation.

7th week – Lecture: Content analysis. Seminar: Essay on coherence and semiotic sense of literary and film text: the re-establishment of linguistic, acoustic and visual text coherence. Selected extracts form P. Torop's Total Translation.

8th week – Lecture: Meaning and sense. Seminar: Literary translation – textual / intratextual / intertextual coherence. Endless translation semiosis and the theory of "reader's response". Selected extracts from I. Calvino's The Road to San Giovanni. Comparative Italian-English-Croatian analysis of the sense with regard to literary didactics through inter-semiotic translation.

9th week – Lecture: Third part – Production (1): Adaptation, loyalty, literality, free translation. Seminar: Literary translation. Literary criticism and translation didactics. Essay on the definition of literature and the concepts of isotopy and textual transcoding: literary competence as aesthetic-semiotic translation competence. Selected extracts from M. Strada's Theory of Literary Education and the analysis of G. Leopardi's 'The Broom'.

10th week – Lecture: Realia. Translation losses - time and cultural factors. Seminar: Translation of a newspaper article: Editorial.

11th week – Lecture: Translation and journalism. Seminar: translation of a newspaper article: Culture

12th week – Lecture: Translation and journalism. Seminar: translation of a newspaper article: Show

13th week – Lecture: The quality of translation of audio-visual contents. Seminar: Comparative analysis of documentaries.

14th week – Lecture: The quality of translation of audio-visual contents. Seminar: Comparative analysis of films.

15th week – Lecture: Translation criticism from Toury to Torop: the new evaluation model. Seminar: Self-evaluation of students' achievements.</td></tr>
<tr><td>Format of instruction</td><td colspan="3">X lectures
X seminars and workshops
☐ exercises
☐ online entirety
☐ partial e-learning
☐ field work</td><td colspan="3">X independent assignments
X multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
<tr><td>Student responsibilities</td><td colspan="6">Students are required to attend lectures (70%) and seminars (80%), to actively participate in various class activities and to present one seminar essay. They are required to take two colloquia or a final written exam.</td></tr>
<tr><td rowspan="2">Screening student work (name the proportion of ECTS credits for each</td><td>Class attendance</td><td>1,5 ECTS</td><td>Research</td><td></td><td>Practical training</td><td>1 ECTS</td></tr>
<tr><td>Experimental work</td><td></td><td>Report</td><td></td><td>(Other)</td><td></td></tr>
</table>

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	1 ECTS	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5 ECTS	Project		(Other)	

Grading and evaluating student work in class and at the final exam	40% - written exam (or both colloquia) 20% - active participation in class 20% - seminar essay 20% - practical training 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)	Stojić, A., (2015), *Priručnik za prevoditelje*, Filozofski fakultet Rijeka, Cap. 9, *Audiovizualno prevodenje*, Rijeka, pp. 181-200.	1	/
	Perego, E. (2005). *La traduzione audiovisiva*. Cap. 3, *Le fasi di realizzazione dei sottotitoli*, Roma: Carocci, pp. 73-120.	1	/
	Bani, S., (2007), *Un caso di traduzione giornalistica letteraria Mario Vargas Llosa*, Alma Mater Studiorum Universita di Bologna, Dottorato di Ricerca in Scienza della Traduzione. Parte 1 *La traduzione giornalistica*, pp. 1-84**.** In**:** http://amsdottorato.unibo.it/567/	/	yes

Optional literature (at the time of submission of study programme proposal)	Battisti, C., (2008). *La traduzione filmica. Il romanzo e la sua trasposizione cinematografica,* Verona: Ombre corte. pp. 44-70. Torop, P. (2004). *La traduzione totale. Spunti per lo sviluppo della scienza della traduzione,* tradotto a cura di Osimo, B. Udine: Forum. Rossi, A., (2003), *La lingua del cinema* in Bonomi Ilaria e Silvia Morgana, *La lingua italiana e i mass media*, Carocci, Roma, pp. 94-126. Bonomi, I., (2010), *Lingua dei giornali*, Enciclopedia dell'Italiano. http://www.treccani.it/enciclopedia/lingua-dei-giornali_(Enciclopedia_dell'Italiano)/ Manzoli, G. (2003), *Cinema e letteratura*, Cap. 3, *Momenti di passaggio: Sceneggiatura e adattamento*, Roma, Carocci, pp. 57-93. Raffaelli, S., (2003), *Lingua del film*, http://www.treccani.it/enciclopedia/lingua-del-film_(Enciclopedia-del-Cinema)/ Rossi, F., (2010), *Cinema e lingua* http://www.treccani.it/enciclopedia/cinema-e-lingua_(Enciclopedia-dell'Italiano)/ Rossi, F., (2010), *Doppiaggese, filmese e lingua italiana* http://www.treccani.it/magazine/lingua_italiana/speciali/doppiaggio/Rossi.html
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

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Cadastral parcel 7840/28 K.O. Split
Location of building	Poljička cesta 35, 21000 Split, Croatia
Year of completion	1991.
Total square area in m^2	7967,10 m^2

3.2. List of teachers and associate teachers

Course	Teachers and associate teachers
Business Translation	Maja Bilić, Senior Language Instructor
Comparative History of Italian and Croatian Literature	Nikica Mihaljević, PhD, full professor
Contemporary Italian Language	Magdalena Nigoević, PhD, full professor
Croatian-Italian Contrastive Analysis	Andrea Rogošić, PhD, assistant professor
Didactics	Morana Koludrović, PhD, associate professor Ante Grčić, teaching assistant
Diploma (Master) Thesis	
Essay Translation	Renata Hace Citra, Senior Language Instructor
Fundamentals of Pedagogy	Tonća Jukić, PhD, associate professor Sani Ćavar, teaching assistant
Glottodidactics	Marijana Alujević, PhD, associate professor
History of Italian Theatre and Drama	Srećko Jurišić, PhD, full professor
Introduction to Italian Onomastics	Antonia Luketin Alfirević, PhD, assistant professor
Italian Language Teaching Methodology	Marijana Alujević, PhD, associate professor
Italian Literature And Tv Series	Antonela Marić, PhD, associate professor
Italian prose from the neo-avant-garde unitl the present day	Katarina Dalmatin, PhD, associate professor
Italian Short Story	Antonela Marić, PhD, associate professor
Language Contacts between Croatian and Italian in Dalmatia	Maja Bezić, PhD, associate professor
Linguistic and Cultural Mediation	Andrea Rogošić, PhD, assistant professor
Linguistic Competences in Teaching and Translation Practice I	Renata Hace Citra, Senior Language Instructor
Linguistic Competences in Teaching and Translation Practice II	Renata Hace Citra, Senior Language Instructor
Linguistic Competences in Teaching and Translation Practice III	Renata Hace Citra, Senior Language Instructor
Myth and mythopoiesis in Italian Literature	Antonela Marić, PhD, associate professor
Italian Literature and Film	Srećko Jurišić, PhD, full professor
Practicum and Teaching Practice	Marijana Alujević, PhD, associate professor
Psychology of Nurture and Education	Goran Kardum, PhD, full professor Linda Lušić Kalcina, PhD, senior assistant
Romantic Literature written in Italian language in Dalmatia	Nikica Mihaljević, PhD, full professor
Selection and preparation of teaching materials for teaching and learning italian	Marijana Alujević, PhD, associate professor
Semantics	Antonia Luketin Alfirević, PhD, assistant professor
Sociology of Education	Ivanka Buzov, PhD, assistant professor Toni Popović, PhD, senior assistant Darija Ivošević, teaching assistant
Spanish Language 1	Antonia Luketin Alfirević, PhD, assistant professor
Spanish Language 2	Antonia Luketin Alfirević, PhD, assistant professor
Specialist Translation	Danijel Tonkić, Senior Language Instructor
Techniques of Interpretation	Andrea Rogošić, PhD, assistant professor

Translation Criticism	Andrea Rogošić, PhD, assistant professor
Translation of Literary Texts – Contrastive Analysis	Antonela Marić, PhD, associate professor
Translation Studies	Antonela Marić, PhD, associate professor

3.3. Curriculum vitae of the course teacher

First and last name and title of teacher	**Marijana Alujević, PhD, associate professor**
The course he/she teaches in the proposed study programme	*Glottodidactics* *Italian Language Teaching Methodology* *Practicum and Teaching Practice*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 576
E-mail address	marijana@ffst.hr
Personal web page	https://inet1.ffst.hr/marijana.alujevic?@=21he5#profile_prikaz_101179
Year of birth	
Scientist ID	290190
Research or art rank, and date of last rank appointment	Research associate 9.5.2013.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor 14.3.2016.
Area and field of election into research or art rank	Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Poljička cesta 35, Faculty of Humanities and Social Sciences, University of Split.
Date of employment	1.12.2006.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Glottodidactics; Language Teaching Methodology (Lectures and scientific research)
Function	Head of Department of Italian Language and Literature (from 2020./2021.)
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD/Assistant professor
Institution	Faculty of Philosophy, University of Zagreb/ Faculty of Philosophy, University of Split
Place	Zagreb/ Split
Date	10.10.2012./ 20.12.2013.
INFORMATION ON ADDITIONAL TRAINING	
Year	2005; 2008; 2010; 2012.
Place	Perugia; Rome; Pula; Zagreb; Split.

Institution	Università per stranieri di Perugia; Torre di Babele (Rome); The *Juraj Dobrila University* of Pula; Faculty of Philosophy, University of Split.
Field of training	Glottodidactics; Language Teaching Methodology.
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)	
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)	Glottodidactics; Language Teaching Methodology; Practicum and Teaching Practice.
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)	- Alujević, Marijana; Braović Plavša, Mira (2020). L'uso dei proverbi nell'insegnamento della lingua italiana. // Zbornik radova Filozofskoga fakulteta u Splitu. 13 (2020); 185-200. - Braović Plavša, Mira; Alujević, Marijana (2020). Students' Perception of Nonverbal Elements in Intercultural Communication. // CULTURAL PERSPECTIVES, JOURNAL FOR LITERARY AND BRITISH CULTURAL STUDIES IN ROMANIA, Volume 25 - 2020, Publisher: "Alma Mater" Publishing House. 25 (2020); 55-86. - Alujević, Marijana (2020). Iskoristivost romanskoga leksičkoga fonda splitskoga govora u glotodidaktičke svrhe / The Use of the Romance Origin Lexis of the Local Speech of Split in Italian Language Acquisition; Čakavština: Čakavski idiomi i hrvatski jezični identitet, Književni krug, Split, 57 - 74. - Alujević, Marijana; Brešan Ančić, Tanja; Vinčić, Dijana (2020). Komparativni prikaz odabranih leksičkih kolokacija (lagani glagol + imenica) u hrvatskom, talijanskom i engleskom jeziku i njihova primjena u nastavi. // Školski vjesnik : časopis za pedagoška i školska pitanja. 69 (2020) 2; 313-330. - Alujević, Marijana (2018). The impact of cognates in the Croatian local idiom on the development of receptive competence of Italian native speakers. Zbornik radova filozofskog fakulteta u Splitu, no. 11, Split, 2018.
Professional and scholarly articles published in the	Above mentioned.

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)	Participation in the project designed by Croatian Academic and Research network – CARNET and its partner Školska knjiga (2019), developing digital educational content.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Postgraduate studies in Glottodidactics, University of Zagreb. Graduate degree programme in Italian Language and Literature and in English Language and Literature at the University of Zadar, Croatia. Teacher training (Corso di aggiornamento per insegnanti d'italiano all'estero in Perugia, Seminario di aggiornamento professionale per docenti universitari in Pula, Seminario Tecniche di insegnamento/apprendimento delle strutture linguistiche e preparazione di materiali didattici in Split).
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	**Maja Bezić, PhD, associate professor**
The course he/she teaches in the proposed study programme	*Language contacts between Croatian and Italian in Dalmatia*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 573
E-mail address	mbezic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	276236
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 1/10/2017
Area and field of election into research or art rank	Humanities, Philology, Romance Studies
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Studies, University of Split
Date of employment	30/1/2002

Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Italian Language and Linguistics
Function	Member of the Board for Quality Assurance
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	7/5/2011
INFORMATION ON ADDITIONAL TRAINING	
Year	2006
Place	Trieste, Italy
Institution	University of Trieste
Field of training	Italian language and linguistics
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)	
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)	The course assistant and teacher of the courses offered as part of the non-reformed graduate degree programme in Italian Language and Literature: *Introduction to Italian Linguistics with Phonology, Italian Civilization and Culture, Romance Philology and Vulgar Latin, Historical Grammar of Italian Language, Italian Syntax, Introduction to Theory of Translation.*
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)	Bralić, Snježana; Bezić, Maja (2020). La rappresentazione mediatica del migrante tra accoglienza e diffidenza. *Folia Linguistica et Litteraria*, 30, 301–317. Bezić, Maja; Bralić, Sježana; Bilić, Maja (2019). Le parole in cammino: il fenomeno della migrazione nel lessico italiano. *Sguardo sull'immaginario italiano. Aspetti linguistici, letterari e culturali* (ur. E.Moscarda Mirković i T. Habrle). Pula: Sveučilište "Juraj Dobrila" u Puli, 177–192. Bezić, Maja; Granić, Ivana (2017). Prilog klasifikaciji slavizama u talijanskom jeziku. *Zbornik radova Filozofskog fakulteta u Splitu*, 10, 83–93. Bezić, Maja (2016). Semantička adaptacija talijanizama u splitskom govoru. *Fluminensia: časopis za filološka istraživanja* 28, 2; 39–51. Bezić, Maja; Kalebić, Lovorka (2015). Gli italianismi nella fraseologia dialettale croata: il caso della parlata di Spalato. *Quaestiones Romanicae III/2*, 428–435.
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?-pedagoške kompetencije?	Graduate degree programme in Italian Language and Literature and in English Language and Literature at the University of Zadar, Croatia.
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	**Maja Bilić, Senior Language Instructor**
The course he/she teaches in the proposed study programme	*Business Translation*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 570
E-mail address	mbilic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior Language Instructor, October, 2016
Area and field of election into research or art rank	Humanities, Romance Philology, Italian Language
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	November 1, 2005
Name of position (professor, researcher, associate teacher, etc.)	
Field of research	Italian Language: Phonology and Morphology, Syntax, Teaching Methodology
Function	Senior Language Instructor
INFORMATION ON EDUCATION – Highest degree earned	

Degree	MA
Institution	University of Zadar, Faculty of Philosophy and Arts
Place	Zadar
Date	July 5, 1993
INFORMATION ON ADDITIONAL TRAINING	
Year	2008 2020
Place	Venice Siena
Institution	University Ca' Foscari of Venice - *Master in Didattica e promozione della Lingua e cultura italiane a stranieri* Università per Stranieri di Siena – Scuola di Specializzazione -enrolled in post graduate course of study in November 2020
Field of training	Teaching Italian as Foreign Language, Language Assessment and Certification
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 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Italian Language - elementary and intermediate courses in different schools, Italian for Business (elementary and high public and private school), Italian Language in Tourism at University Department of Professional Studies, Split Faculty of Philosophy and Arts: Language exercises I , Language excercise III (undergraduate course of studies), Business Translation (graduate course of studies)
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) Bralić, Bezić, Bilić (2015) *Leksik svijeta rada : nove riječi za nove trendove* (Labour market lexis: new words for new trends). In: Zbornik radova Filozofskog fakulteta u Splitu, No. 6/7 ISSN 1846-9426, str. 133-142 2) Bralić, S.-Bilić, M. (2017) *Italian political speech between the Old and the New* U: New Insight into Argumentation, Faculty of Humanities and Social Sciences n. 6/7, p. 133 -156 ISBN 978-953-7395-99-5 3) Bezić, M. – Bralić, S. – Bilić, M. (2019) *Le parole in cammino: il fenomeno della migrazione nel lessico italiano.* Atti del covegno: Sguardo all'immaginario italiano. Aspetti linguistici, letterari e culturali, University Juraj Dobrila, Pula. ISBN 978-953-8278-25-9
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	*Cooperative Learning s osvrtom na aktualnu situaciju u Hrvatskoj* (Cooperative learning in Croatian schools). Paper in Metodički obzori, Vol.7 n.16, Pula

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?	Faculty of Philosophy and Arts in Zadar, graduate course of studies (English Language and Literature, Italian Language and Literature)
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	**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)	1. 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. 2. Buzov, I., Cvitković, E., Rončević, N. (2020). Prema mogućnostima implementacije obrazovanja za održivi razvoj na sveučilištu, *Socijalna ekologija*, 29(1):3-25. 3. 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. 4. 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)	1. 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) 2. 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). 3. 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. 4. 2014-2016: Boys' reading **(**ERASMUS plus - Strategic Partnerships – University of Split and research centres and faculties form Austria, Cyprus, Greece, Poland, Portugal and Romania. 5. 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	**Katarina Dalmatin, PhD, associate professor**
The course he/she teaches in the proposed study programme	*Italian prose from the neo-avant-garde unitl the present day*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 541 915
E-mail address	kdalmati@ffst.hr
Personal web page	https://inet1.ffst.hr/katarina.dalmatin?@=20o1c#profile_prikaz_75591
Year of birth	
Scientist ID	276214
Research or art rank, and date of last rank appointment	Research associate, 17.10.2012.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 2.12. 2015.
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	1.10.2004.

Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor, Department of Italian language and literature
Field of research	Literary theory, Italian literature, Comparative croatian-italian literature
Function	Assistant Professor, Department of Italian language and literature
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	21.11.2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2005,2006, 2009. and 2010.
Place	Rome, Perugia, Genova
Institution	Università per Stranieri, Faculty of Humanities and Social Sciences, University of Genova
Field of training	Italian language and 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 4/5
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)	2004.- 2006. assistant on the following courses: Literary Theory, Theoretical study of Italian literature. 2007.-2012. assistant on the following courses: Croatian-Italian comparative literature.
Authorship of university/faculty textbooks in the field of the course	Dalmatin, K. (2020) *Autobiografski diskurs u književnoj teoriji dvadesetog stoljeća i prozi Grytzka Mascionija*. Split, Sveučilište u Splitu, Filozofski fakultet.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Dalmatin, K. (2016) Hermeutička recepcija lika Jorgea da Burgosa u romanu „Ime ruže“ Umberta Eca. *Zbornik radova filozofskog fakulteta u Splitu*. (8): 25-36. 2. Dalmatin, K. (2016) Il dolore dello spaesamento nella narrativa italiana postmoderna: „“Notturno indiano“ di A. Tabucchi e „Puck“ di G. Mascioni. U: N. Mihaljević, L. Toppan (Ur.) *Dire il dolore. Prismi* (15): 119-144. 3. Dalmatin, K. (2018) Roma nel romanzo "Che la festa cominci" di Niccolò Ammaniti. U: S. Jurišić, A. Marić, N. Mihaljević, K. Dalmatin (Ur.) *La città italiana come spazio letterario nel contesto mediterraneo (1990-2015).* Firenca, Franco Cesati Editore, 41-49. 3. Dalmatin, K. (2020) Spalato e la Dalmazia in "Esilio" di Enzo Bettiza. U. C. Placido, L. Spera, M. Storini (Ur.) *Idee, forme e racconto della città nella narrativa italiana*. Firenca, Franco Cesati, 177-185. 5. Dalmatin, K. (2020) Il ruolo dell"Apocalisse" e della figura di Giuda Iscariota nella ricezione ermeneutica di Jorge da Burgos ne "Il nome della rosa". U: A. Baldacci, A. Malgorzata Brysiak, T. Skocki (Ur.). *Il*

	futuro della fine ; rappresentazioni dell'apocalisse nella letteratura italiana dal Novecento a oggi. Berlin, Peter Lang, 111-120.
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?-pedagoške kompetencije?	Degree (MA level) in Italian Language and Literature and Comparative Literature, University of Zagreb. Exams passed: pedagogy, psicology, didactics and methodics,
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)	4.5

First and last name and title of teacher	**Renata Hace-Citra, Senior Language Instructor**
The course he/she teaches in the proposed study programme	*Linguistic Competences in Teaching and Translation Practice I* *Linguistic Competences in Teaching and Translation Practice II* *Linguistic Competences in Teaching and Translation Practice III* *Essay Translation*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split Poljička cesta 35, 21000 Split, Croatia
Telephone number	+ 385 21 545 570
E-mail address	rhcitra@ffst.hr
Personal web page	
Year of birth	
Scientist ID	

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 12/12/2018 Faculty of Humanities and Social Sciences, University of Split Department of Italian Language and Literature
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	01/11/2008
Name of position (professor, researcher, associate teacher, etc.)	
Field of research	Philology, Italian studies (language), teaching
Function	Language instructor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Graduate Professor of History of Art and Italian Language and Literature (equivalent of MA)
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	7/7/1984
INFORMATION ON ADDITIONAL TRAINING	
Year	1988/1989
Place	Triest
Institution	Faculty of Humanities and Social Sciences University of Triest
Field of training	Italian literature
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language 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)	2006-2008 Department of Italian, Faculty of Philosophy University of Zagreb, Senior Lecturer: Italian Language I.1; Italian Language I.2; Italian Language II.1; Italian Language II.2 2001-2006 Italian Language I and the Italian Language II (pre-Bologna study) -Department of Italian, Faculty of Philosophy University of Zagreb 2004/05. and 2005-06. as part of the Postgraduate professional translation studies (FFZG) class training in *specialised translation*. 1992-2002 Università degli Studi di Udine (CLAV) / University of Udine (CLAV) - lecturer for the Croatian language 1998/99 Faculty Scuola Superiore di Lingue Moderne per Interpreti e Traduttori – Università degli Studi di Trieste - contractual lecturer: Translation from Serbo-Croatian to Italian; Specialised Translation from Serbo-Croatian to Italian;

	Translation from Italian to Serbo-Croatian; Specialised Translation from Italian to Serbo-Croatian
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)	Translation and Proofreading 1. Dalmazia Centrale, Il cuore dell'Adriatico. Guida turistica, Split, TZ, 2014 2. "Tragovima napuljskog slikarstva u Hrvatskoj" (di Mario Alberto Pavone) in *Sveto i profano* (catalogo) Zagreb, 2015, pp. 61-82. 3. *Outdoor Nel segno dell'avventura, Diventa attivo! pedala : cammina : scala : esplora*, Split, Ente per il Turismo della Regione Spalatino-dalmata, 2017, str 7
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Tekst supervisor for italian language: „Strani jezici", 44 (2015), 4 Zagreb. 1. Ana Maroević, Un racconto di natale di Dino Buzzati nell'insegnamento della lingua e cultura italiana (stručni članak) u "Strani jezici", 44 (2015) , 4 Zagreb, str. 244-259. 2. Danijela Berišić Antić, Le collocazioni italiane nell'insegnamento dell'italiano come L2 (stručni članak) u "Strani juezici" 44(2015), 4 Zagreb str. 260-278.
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 university study
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)	1. 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). 2. 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. 3. 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)	1. 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). 2. 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). 3. 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	
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	**Srećko Jurišić, PhD, Full professor**
The course he/she teaches in the proposed study programme	*History of Italian Theatre and Drama* *Italian Literature and Film*
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	*Psychology of Nurture and Education*
GENERAL INFORMATION ON COURSE TEACHER	

Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 591
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 advisor, 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	
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	**Morana Koludrović, PhD, associate 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 (udžbenička 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	
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	**Sani Ćavar, 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)	1. 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	
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	**Antonia Luketin Alfirević, PhD, assistant professor**
The course he/she teaches in the proposed study programme	*Introduction to Italian Onomastics* *Semantics* *Spanish Language 1* *Spanish Language 2*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 597
E-mail address	aluketin@ffst.hr
Personal web page	
Year of birth	
Scientist ID	309832
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 16/10/2019
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Philosophy, University of Split
Date of employment	1/10/2008
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	philology
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Philosophy, University of Split
Place	Split
Date	24/06/2015
INFORMATION ON ADDITIONAL TRAINING	
Year	2020
Place	Siena, Italy
Institution	University for Foreigners of Siena
Field of training	Teaching Italian as a foreign language
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)	Spanish 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name	

title of course, study programme where it is/was offered, and level of study programme)	
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)	- Luketin Alfirević, A. (2018). *Italianità nello spazio urbano croato: sulla presenza degli elementi italiani nelle insegne dei ristoranti croati.* U: Civiltà italiana, Collana dell'A.I.P.I., Terza serie 23, Atti del convegno del XXII Congresso A.I.P.I., *La stessa goccia del fiume – il futuro del passato*. Firenze: Franco Cesati Editore str. 151-158 (ISBN: 978-88-7667-713-7) - Luketin Alfirević, A.; Filippi, M. (2015.) *Xe nato el picio – È nato il bambino.* O okomitoj višejezičnosti u današnjem Trstu. U: Zbornik radova s međunarodnog znanstvenog skupa HDPL-a: Višejezičnost kao predmet multidisciplinarnih istraživanja. (ur. Udier, S. L. i Cergol Kovačević, K.), Zagreb : Srednja Europa i HDPL, str. 421-435 (ISBN: 978-953-7963-27-9)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Luketin Alfirević, A. (2020.) *Io mai mi abituerò alla tua voce – Come affrontare la sfida dell'uso della canzone in classe di italiano LS ai croatofoni*. U: L'italiano lungo le vie della musica: la canzone / Coveri, Lorenzo ; Diadori, Pierangela (ur.). Firenze: Franco Cesati Editore, str. 197-207 (ISBN:978-88-7667-832-5)
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?	Methodical and psycho-didactic-pedagogic group of subjects within the study program (double major program - Italian and Spanish language and literature) at the Faculty of Humanities and Social Sciences in Zagreb.
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	**Antonela Marić, PhD, associate professor**
The course he/she teaches in the proposed study programme	*Italian Short Story* *Myth and Mythopoiesis in Italian Literature* *Translation of Literary Texts – Contrastive Analysis* *Translation Studies* *Italian Literature And Tv Series*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 597

E-mail address	antonela@ffst.hr
Personal web page	https://www.bib.irb.hr/pregled/znanstvenici/297704
Scientist ID	297704
Research or art rank, and date of last rank appointment	Senior Scientific Associate, 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 2019.
Area and field of election into research or art rank	Humanities and Social Sciences, Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01.09.2007
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Italian Literature, Theatre, Translation Studies
Function	Vice-Dean for Science and International Cooperation
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	2012
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)	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)	German, 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)	Marić, Antonela, Visioni mediteranee dei grotteschi in Oceano Mediterraneo. Naufraghi, esili, derive, approdi, migrazione e isole lungo le rotte mediterranee della letteratura italiana / Gialloreto, Andrea ; Jurišić, Srećko; Moscarda Mirković, Eliana (ur.). Firenze: Franco Cesati Editore, 2020., 97-105 Marić, Antonela; Alujević, Marijana, Organski idiomi i stilistička načela // Čakavska rič : polugodišnjak za proučavanje čakavske riječi, 1 (2018), 1-2; 199-216

	Marić, Antonela, Luigi Antonelli: Prodavaonica snova, Split: Naklada Bošković, 2018. Marić, Antonela, Maria Grazia Trobia, Eros e mito. Rosso di San Secondo espressione del Novecento europeo., Caltanisetta-Roma: Salvatore Sciascia Editore, 2018. Marić, Antonela, La geografia dell'umorismo: scenari letterari come luoghi comuni della città mediterranea in La città italiana come spazio letterario nel contesto mediterraneo (1990-2015) / Jurišić, Srećko; Marić, Antonela; Mihaljević, Nikica; Dalmatin, Katarina (ur.), Firenze: Franco Cesati Editore, 2018. Marić, Antonela, Groteskni elementi u odabranim hrvatskim i talijanskim dramama s početka XX. stoljeća. Interpretacija i intertekstualnost. // Lingua Montenegrina, 1 (2018), 21; 243-261 Marić, Antonela, Igra bezgranična. Talijanski groteskni teatar u Hrvatskoj (1924.-1944.), Split: Naklada Bošković, 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)	
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, 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	**Nikica Mihaljević, PhD, full professor**
The course he/she teaches in the proposed study programme	*Comparative History of Italian and Croatian literature* *Romantic Literature written in Italian Language in Dalmatia*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 576
E-mail address	nikica@ffst.hr

Personal web page	
Year of birth	
Scientist ID	263074
Research or art rank, and date of last rank appointment	Research Adviser, 17th November 2022
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 26th Januar 2023
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1st February 2004
Name of position (professor, researcher, associate teacher, etc.)	Full professor
Field of research	Italian Literature
Function	Editor-in-Chief of faculty scholarly journal *Zbornik radova Filozofskog fakulteta u Splitu*
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Macerata
Place	Macerata, Italy
Date	2009.
INFORMATION ON ADDITIONAL TRAINING	
Year	Visiting Professor
Place	Macerata, Italy
Institution	University of Macerata
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, 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
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)	Mihaljević, N. - Todorović, D., *Evoluzione pericolosa. Studi sul rapporto madre-figlia nella letteratura italiana*, Split, Filozofski fakultet u Splitu, 2016. Mihaljević, N. - Toppan, L., (eds.) *«Dire il dolore». Scrittori e poeti italiani interpreti dell'esperienza umana :itinerari tra XVI e XXI secolo*, Université de Lorraine, Centre de Recherche L.I.S. (Littératures, Imaginaire, Sociétés), Éditions Chemins de Tr@averse, 2016.

	Mihaljević, N. (ed.), *Gender In(Equality): Literary, Linguistic, and Artistic Responses to Gendered Dominance*, Warsaw, IRF Press, 2017. Mihaljević, N. – Carić, S., *"The centre cannot hold": Quattro scrittrici migranti interpretano i malanni moderni*, Split, Filozofski fakultet u Splitu, 2018. Jurišić, S. – Marić, A. – Mihaljević, N. – Dalmatin, K. (eds.), *La città italiana come spazio letterario nel contesto mediterraneo (1990-2015)*, Firenze, Franco Cesati, 2018.
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	Italian Language and Literature Undergraduate Studies and English Language and Literature Undergraduate Studies, University of Zadar
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	**Magdalena Nigoević, PhD, full professor**
The course he/she teaches in the proposed study programme	*Contemporary Italian Language*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 541 915
E-mail address	magda@ffst.hr
Personal web page	https://inet1.ffst.hr/magdalena.nigoevic?@=20o4s#profile_prikaz_75649
Year of birth	1963
Scientist ID	276225
Research or art rank, and date of last rank appointment	Senior Research Scientist 9. 7. 2020.
Research-and-teaching, art-and-teaching or	Full Professor 15. 12. 2021.

teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	Area humanities, field philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1. 4. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	linguistics, Italian language
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	University of Zadar
Place	Zadar
Date	2010.
INFORMATION ON ADDITIONAL TRAINING	
Year	2007 // 2013, 2016, 2017
Place	Bologna, Italy // Warsaw and Katowice, Poland
Institution	University of Bologna // University of Warsaw and University of Silesia
Field of training	Italian Linguistics // Teacher Mobility
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 – 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish – 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociolinguistics – Department of Italian language and literature, Faculty of Humanities and Social Sciences, University of Split; undergraduate study Language and Media, Textual linguistics – Department of Italian language and literature, Faculty of Humanities and Social Sciences, University of Split; graduate study Sociolinguistics, Language and Media – Doctoral studies, Faculty of Humanities and Social Sciences, University of Split; postgraduate study
Authorship of university/faculty textbooks in the field of the course	Peer-reviewed lectures – web publications: *Il linguaggio della pubblicità* (2019) and *Analisi dei messaggi pubblicitari* (2019) (Available at: https://www.ffst.unist.hr/izdavastvo/#1526736037018-47ea29e2-a357e1b9-477d).
Professional, scholarly and artistic articles published in the last five	Nigoević, M. (2020). *Intenzifikacija u jeziku: S primjerima iz hrvatskog i talijanskog jezika*. Split: Filozofski fakultet Sveučilišta u Splitu (196 pages). [ISBN: 978-953-352-043-8]

years in the field of the course (5 works at most)	Nigoević, M.; Vukančić, N. (2020). Representation of the Slavic ethnicity in the Italian newspaper „La Repubblica". *Epiphany*, 13/1, 9-16. [e-ISSN 1840-3719; p-ISSN 2303-6850] Nigoević, M.; De Pol, V. (2019). Politicamente corretto nei due maggiori quotidiani italiani. *Italica Belgradensia*, 1, 25-48. [ISSN 0353-4766] Nigoević, M.; Vušković, M. (2019). Sull'uso del vocabolo 'balcanizzare' nell'italiano contemporaneo. In: Matešić, M.; Vlastelić, A. (eds.), *Jezik i um*. Zagreb: Srednja Europa i HDPL, 119-131. [ISBN: 978-953-8281-01-3] Lončar, M.; Šuljug Vučica, Z.; Nigoević, M. (2017). Language in the service of advertising images: textual analysis. *4th International Multidisciplinary Scientific Conferences on Social Sciences & Arts SGEM 2017;* Extended Scientific Section Vienna, Austria, Hofburg Congress Center, 28-31 March 2017, *Conference Proceedings, Volume I, Language and Linguistics*, 111-118. [ISBN: 978-619-7105-95-7; ISSN: 2367-5659; DOI: 10.5593/sgemsocial2017HB31]
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	During the under/graduate studies at the Faculty of Humanities and Social Sciences in Zadar (titles awarded: B.A. and M.A. in Italian Language and Literature). From 2001 lectures at the University of Split (Department of Italian Language and Literature of the Faculty of Humanities and Social Sciences and Department of Musical Arts of the Arts Academy).
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)	The results of student evaluation survey conducted by the institutional research on the quality of teaching at the Faculty of Humanities and Social Sciences of the University of Split confirm that in the period 2016-2020 Magdalena Nigoević was evaluated with positive marks. The evaluation of the quality of her teaching was carried out within various courses and the values of the summary assessment, the so-called *global index* ranges from 4.2-5.0.

First and last name and title of teacher	**Andrea Rogošić, PhD, assistant professor**
The course he/she teaches in the proposed study programme	*Techniques of interpretation* *Croatian-Italian contrastive analysis*

	Linguistic and cultural mediation *Translation criticism*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 597
E-mail address	arogosic@ffst.hr
Personal web page	https://inet1.ffst.hr/andrea.rogosic
Year of birth	
Scientist ID	320086
Research or art rank, and date of last rank appointment	Research Associate, 10/11/2016
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 26/06/2018
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	01.11.2009.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Italian language
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD in Linguistics
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	07.03.2014.
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)	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)	
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	1) Rogošić, Andrea (2019). Britanski humor na hrvatski način: prijevodne strategije u podslovljavanju TV serije Only fools and

years in the field of the course (5 works at most)	horses // *Lingua Montenegrina. Časopis za jezikoslovna, književna i kulturna pitanja,* XII (2) , 24; 115-140. 2) Rogošić, Andrea; Bosanac, Antonija (2018). Kulturološki elementi u talijanskoj sinkronizaciji američkih humorističnih serija // *Jezik i njegovi učinci* / Stolac, D ; Vlastelić, A. (ur.). Rijeka, str. 289-301. 3) Rogošić, Andrea (2017). Osobna imena u Splitu u razdoblju preporodnoga pokreta // *Folia onomastica Croatica,* 25, 143-165. 4) Rogošić, Andrea (2015). Odrazi hrvatsko-talijanskih jezičnih dodira u splitskoj antroponimiji devetnaestoga stoljeća // *Višejezičnost kao predmet multidisciplinarnih istraživanja* / Udier, Sanda Lucija ; Cergol Kovačević, Kristina (ur.). Zagreb: Srednja Europa i HDPL, str. 451-463. 5) Rogošić, Andrea; Marasović-Alujević, Marina (2015). Elementi italiani nei cognomi di Spalato // *Quaderni Internazionali di RIOn 5 ; Studi internazionali per i 20 anni della "Rivista Italiana di Onomastica",* V, 171-181
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	
PRIZES AND AWARDS, 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	**Danijel Tonkić, Senior Language Instructor**
The course he/she teaches in the proposed study programme	*Specialist Translation*
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 570
E-mail address	dtonkic@ffst.hr

Personal web page	https://inet1.ffst.hr/danijel.tonkic?@=20o6h#profile_prikaz_75612
Year of birth	
Scientist ID	
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, 12th October 2016 (reelection in teaching rank of senior language instructor)
Area and field of election into research or art rank	The scientific area of Humanities, the field of Philology, the branch of Romanistics
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	The Faculty of Humanities and Social Sciences-Split
Date of employment	2006
Name of position (professor, researcher, associate teacher, etc.)	Senior Language Instructor
Field of research	Italian language
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MA of Italian language and literature
Institution	University of Zadar
Place	Zadar
Date	1992
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language 5 (excellent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian language 4 (very good)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language 3 (good)
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)	The University of Zadar, October 1994 – February 2006 Italian language (exercises) I, II; Translation Exercises; Level – University language courses From 2006 he has been teaching these courses at the Department of Italian language and literature, Faculty of Humanities and Social Sciences, University of Split – undergraduate and graduate studies
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the	Tonkić, D.; Bilić, M. (in press) "Gramatičko označavanje habitualnosti u hrvatskom i talijanskom jeziku". In: Nigoević, M.;

last five years in the field of the course (5 works at most)	Matešić, M. (eds.), *Jezično i izvanjezično u međudjelovanju*. Zagreb: Srednja Europa i HDPL. Tonkić, D.; Bilić, M. (in press). "Gramatičko označavanje sadašnjost u hrvatskom i talijanskom jeziku". In: Bezić, M.; Bralić, S. (eds.). *Zbornik u čast profesorici emeriti dr. sc. Ljerki Šimunković*. Split: Filozofski fakultet Sveučilišta u Splitu.
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	The competences acquired through the university degree programmes: the Italian Language and Literature; the Russian Language and Literature. From 2001 lectures at the University of Split – Department of Italian Language and Literature of the Faculty of Humanities and Social Sciences.
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)	The results of student evaluation survey conducted by the institutional research on the quality of teaching at the Faculty of Humanities and Social Sciences of the University of Split confirm that Danijel Tonkić was evaluated with positive marks.

3.4. The optimal number of students

The enrolment quota for the first year of the graduate programme is 40 students, which is the ideal number of students to work in small groups in seminars and practical classes. The enrolment quota for elective courses is 15 students

3.3. Estimate of costs per student

Costs per student are calculated according to the equivalent criteria (total expenditure of the study programme in relation to the number of students on an annual basis) for all double-major and single-major study programmes that are conducted at the Faculty of Humanities and Social Sciences in Split. According to all the above criteria, the annual cost per student in the Italian language and literature graduate study programme is 12,500.00 kuna.

3.6. Plan of procedures of study programme quality assurance

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to "Standards and Guidelines of Quality Assurance in the European Higher Education Area") on the basis of which the University of Zagreb defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.	
Documentation on which the quality assurance system of the constituent part of the University is based:	
• Regulations on the quality assurance system of the 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 *Slobodne Dalmacija* daily newspaper Participation of teachers and students at the Festival of Science and other similar events