



**UNIVERSITY OF SPLIT**

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**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**UNDERGRADUATE STUDY PROGRAMME**

*English Language and Literature (double-major)*

Klasa: 602-04/16-02/0002

Ur. broj: 2181-190-02-1/1-16-0001

Split, 23. prosinca 2015. godine

## GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of the higher education institution	<b>Faculty of Humanities and Social Sciences in Split</b>
Address	Poljička cesta 35, 21000 Split
Phone	+385(0)21 329 284
Fax	+385(0)21 329 288
E.mail	<a href="mailto:dekanat@ffst.hr">dekanat@ffst.hr</a>
Internet address	<a href="http://www.ffst.unist.hr">www.ffst.unist.hr</a>

## GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	Undergraduate university study programme <i>English Language and Literature</i> (double-major)		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	N/A		
Type of study programme	Vocational study programme <input type="checkbox"/>	<b>University study programme x</b>	
Level of study programme	<b>Undergraduate x</b>	Graduate <input type="checkbox"/>	<b>Undergraduate x</b>
	Postgraduate <input type="checkbox"/>	Postgraduate specialis t <input type="checkbox"/>	Postgraduate <input type="checkbox"/>
Academic/vocational title earned at completion of study	Bachelor (baccalaureus/baccalaurea) of Arts (BA) in English Language and Literature (univ. bacc. philol. angl.)		

# 1. INTRODUCTION

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## 1.1. Reasons for starting the study programme

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

Prior to the introduction of the study of humanities at the University of Split in 2001, a growing need for teachers, translators and other experts in the field of English studies was researched and proven to exist in Split-Dalmatian County, as well as in the wider Split area. Taking into consideration the continuing educational needs of the local community, as well as the economic trends in Split and Split-Dalmatia County (with its stress on tourism, the development of cultural tourism, and the promotion of cultural heritage in particular), there has been a growing demand for teachers, translators and other experts in the field of English studies. The need for such experts had long been present in the labour market due to the internationalisation of the economy and all other areas of modern society. With Croatia's accession to the EU, such a need has become even more apparent.

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

The rapid development of cultural and creative industries in the local community – within the city of Split itself as well as in Split-Dalmatia County – depends also on the quality of its university educated staff specializing in languages and communication. Upon the completion of their undergraduate study programme in English studies, graduates will be able to take on jobs requiring a high command of English and work in various institutions in the area of culture, economy and administration, such as tourist and other business agencies, publishing companies, and other cultural institutions.

## 1.3. Compatibility with requirements of professional organizations

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

requirements of professional organizations such as HUPE (Croatian Association of Teachers of English) and EALTA (European Association for Language.

Testing and Assessment). The general programme of each course-unit or module is constructed out of contemporary sources and includes fundamental topics from specific academic disciplines as well as recent research insights. Teaching methods and techniques to be implemented within the study programme encourage critical thinking and creativity which are essential to students' professional development.

The teaching staff at the Department of English Language and Literature are members of numerous Croatian and international professional organizations and bodies. We would like to single out the following: Croatian Applied Linguistics Association (HDPL), Croatian Philological Society (HFD), Croatian Association of Teachers of English (HUPE), Croatian Association for American Studies (HUAmS), The Croatian Association for the Study of English (HDAS, the national branch of ESSE), the Association of Adaptation Studies, the Modern Language Association; the Croatian National Board for Philology, etc. They are also active members of editorial boards and peer reviewers for a number of professional and academic journals.

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

Primary and secondary schools within the educational system; private language schools; Split - Dalmatia County; Croatian Chamber of Commerce; Split Tourist Board and various cultural and creative industries.

#### **1.5. Financing**

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

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

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

The undergraduate study programme *English Language and Literature* is indirectly comparable to the undergraduate study programme in English/American Studies in Graz, Austria, or the double-major undergraduate study programme in English Language and Literature at the University of Ljubljana, Slovenia. They contain similar courses, with a significant overlap in content in a number of courses. Due to this, the knowledge, skills and competencies acquired at the end of undergraduate studies also greatly overlap. Compare:

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

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

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

The undergraduate study programme in English language and literature is open to student mobility with equivalent study programmes in Croatia and the EU via transfers within a given study year, or by continuing education through enrollment into MA programmes elsewhere. Within Croatia, such student mobility has been established with the University of Zagreb, University of Zadar, University of Rijeka, University of Osijek, University of Ljubljana, and University of Maribor.

Furthermore, students can achieve mobility with a number of universities abroad with which the Faculty has established mobility agreements. During the academic year 2013/2014 the Department of English Language and Literature in Split established two Erasmus+ agreements for teacher mobility with the English Departments at the University of Amsterdam and Glasgow University. Teacher and student mobility agreements were signed with the English Department of Technische Universität Braunschweig, Germany, Eötvös Loránd University in Budapest, Hungary, the Institutes of English Studies in Opole and Lodz, Poland, and extended with the universities with which the Faculty had already had successful exchanges in the previous Erasmus cycle.

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

The programme is compatible with the Development Strategy of the Faculty of Humanities and Social Sciences, University of Split.

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

The Bologna-style double-major undergraduate programme in English Language and Literature has successfully been implemented at the Department of English, Faculty of Humanities and Social Sciences in Split, since the academic year 2006/2007. A similar double-major undergraduate course in English Language and Literature was successfully implemented in the Department of English within the School of Humanities, Split University, between the academic years 2001/2002 and 2005/2006.

## 2. DESCRIPTION OF THE STUDY PROGRAMME

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### 2.1. General information

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

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

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

- exploit a comprehensive and reliable mastery of a wide range of English to express him/herself clearly, precisely and appropriately;
- undertake basic research;
- learn and study independently, critically evaluating their own work;
- understand and explain the sociolinguistic implications of language use;
- understand and explain the cultural implications of language use;
- understand and explain the pragmatic implications of language use;
- understand and explain the importance of social, historical and cultural contexts for the development of literary movements;
- react accordingly in speech and writing in English language;
- apply a variety of reading strategies;
- understand, distinguish, and apply theoretical approaches when interpreting literary texts;
- understand and explain the importance of social, historical and cultural context in the development of literary movements and genres in English;
- follow and understand specialised lectures and presentations on complex topics in English;
- converse effectively in English for both social and professional purposes;
- write clear, well-structured texts in English, adapting style and register to various contexts and study subjects.

These outcomes and competences, together with the acquisition of basic insights into English linguistics and literature, will qualify them to pursue graduate English studies.

### 2.3. Employment possibilities

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

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

The Bachelor of Arts can enrol in a two-year single-major research graduate study programme *Language and Communication* or in a two-year double-major graduate study programme *English Studies* either in teacher education or translator/ interpreter education offered at the Department of English at the Faculty of Humanities and Social Sciences in Split. The Bachelor of Arts can enrol in comparable graduate studies offered at other universities in Croatia and abroad.

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

N/A

### 2.6. Structure of the study

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

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

Students from other departments and faculties can enrol into some elective courses provided their level of English is equivalent to C1+ or C2.

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

Most of the courses are intended for work in small groups. Students are expected to consult course instructors regularly during office hours regarding the writing of their essays, presentations and exams. During the winter semester of their third year

students choose their supervisor who will then supervise their research and the writing of their final thesis during the summer semester.

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

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

Students of *English Language and Literature* during their studies can take one elective course at other study programmes at the Faculty of Humanities and Social Sciences. The list of courses is available on the Faculty's website.

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

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

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

Students who have achieved more than 42 ECTS in a preceding academic year are considered students of the following year. Students who did not pass all the courses in a given year in the next year have to enrol first into those courses they had failed. Students who accomplish the minimum of 60 ECTS in the preceding year are allowed to enrol into courses, the sum of which is 75 ECTS in the following year.

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





STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE201	Morphology and Morphosyntax	15	30	0	/	5
	HZE202	English Literature from Renaissance to Neo-Classicism	15	30	0	/	5
	HZE203	English language – Communication Skills 2/Module 3	0	0	60	/	5
	Total		30	60	60	/	15
Elective	/	/	/	/	/	/	/
	Indicate how many elective courses are chosen: 0						

List of courses							
Year of study: 2							
Semester: 4							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE301	English Syntax	30	30	0	/	5
	HZE302	English Literature of Romanticism and the Victorian Era	15	30	0	/	5
	HZE303	English Language – Communication Skills 2/Module 4	0	0	60	/	5
	Total		45	60	60	/	15
Elective	/	/	/	/	/	/	/
	Indicate how many elective courses are chosen: 0						

List of courses							
Year of study: 3							
Semester: 5							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE401	Introduction to Semantics	30	30	0	/	5
	HZE402	20th century British and Irish Literature	15	30	0	/	5
	HZE403	English Language – Communication Skills 3/Module 5a	0	0	30	/	3
	HZE404	English Language – Communication Skills 3/Module 5b	0	0	30	/	2
	Total		45	60	60	/	15
Elective	HZX008	Professional Practice at a Teaching Base**	0	30	40	80	5
	Indicate how many elective courses are chosen: 0						

List of courses				
Year of study: 3				
Semester: 6				
STATUS	CODE	COURSE	HOURS IN SEMESTER	ECTS

			L	S	E	F	
Mandatory	HZE504	American Literature	15	30	0	/	5
	HZE505	English Language – Communication Skills 3/Module 6	0	0	30	/	3
	HZE506	Final Thesis*	0	0	0	/	5
	Total		15	30	30	/	13
Elective	HZE502	Language for Specific Purposes	15	15	0	/	2
	HZE503	Business Communication	15	15	0	/	2
	HZE507	American Society and Culture	15	15	0	/	2
	HZE508	Aspects of British Culture	15	15	0	/	2
	HZE509	Introduction to Creative Writing	0	30	0	/	2
	HZX008	Professional Practice at a Teaching Base**	0	30	40	80	5
Student chooses one elective course.							Total: 15

\* Final thesis in undergraduate double major program = 10 ECTS credits: 5 credits per study program.

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

## 2.13. Course descriptions

NAME OF THE COURSE		INTRODUCTION TO LINGUISTICS				
Code	HZE001	Year of study	1			
Course teacher	Mirjana Semren, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Insight into the nature of human language. Knowledge of basic linguistic concepts and essential terminology. Ability to apply such knowledge and understanding to the solution of simple problems of familiar nature. Ability to follow other linguistic courses in undergraduate study programme in <i>English language and literature</i> .					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing this course, the students will be able to: - explain the basic concepts and theoretical principles of contemporary linguistics - describe and explain basic features, origin and functions of language - define the basic tenets of different linguistic disciplines and directions in linguistics - describe the structure of the English language at all levels of linguistic analysis (phonological, morphological, syntactic, semantic, pragmatic/discourse, sociolinguistic) - describe the basic features of first and second language acquisition process					
Course content	Week 1 Introduction					

broken down in detail by weekly class schedule (syllabus)	Definitions of language Week 2      Design features of human language – theoretical concepts Origins of language Week 3      Functions of language Linguistics vs. traditional grammar Week 4      Linguistic disciplines Directions in linguistics: historical linguistics Week 5      Directions in linguistics: descriptive linguistics Directions in linguistics: generative linguistics Week 6      Sounds of English Week 7      Segmental phonology Suprasegmental phonology Week 8      Morphology Week 9      Word formation processes Week 10     Syntax – immediate constituents analysis, tree diagram Week 11     Semantics – meaning of words, meaning of sentences Week 12     Pragmatics Week 13     Discourse analysis Week 14     Sociolinguistics Week 15     Psycholinguistics – first language acquisition, second language acquisition, language disorders					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> <b>tutorials</b>		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1.5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	2 Tests (or written exam)	/	Oral exam	/	(Other)	/
	Written exam (or two tests)	3.5	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam (or two colloquia). Students' knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Finch, G. (2005). <i>Key Concepts in Language and Linguistics</i> . (2nd edition), Basingstoke and New York: Palgrave Macmillan.				1	yes
	Yule, G. (2020). <i>The Study of Language</i> . (7th edition), Cambridge: Cambridge University Press.				1	yes

	Widdowson, H. G. (1996). <i>Linguistics</i> . Oxford: Oxford University Press.	2	yes
Optional literature (at the time of submission of study programme proposal)	Crystal, D. (1997). <i>A Dictionary of Linguistics and Phonetics</i> . (4th edition), Oxford: Blackwell Publishers. Čurković Kalebić, S. (2003). <i>Jezik i društvena situacija-istraživanje govora u nastavi stranog jezika</i> . Zagreb: Školska knjiga. (chapters 1-5) Fromkin, V., Rodman, R. (1993). <i>An Introduction to Language</i> . (5th edition), New York: Holt, Reinehart and Winston. Lyons, J. (1981). <i>Language and Linguistics. An introduction</i> . Cambridge: Cambridge University Press.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		INTRODUCTION TO THE STUDY OF LITERATURE: KEY CONCEPTS					
Code	HZE002	Year of study	1				
Course teacher	Brian Willems, PhD, Associate Professor	Credits (ECTS)	5				
Associate teachers	Victoria Vestić, Assistant	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	By completing the course students become familiarized with a series of key concepts in the study of literature. Students can thus understand, recognize and apply these concepts with respect to text, context and intertextuality. This takes place through an understanding of the basic genres and periods of literature in English. At the end of the course students will have also improved their critical thinking abilities and oral and written skills.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completing the course students are able to: 1. use and analyze key concepts in the area of literary studies; 2. understand and interpret key literary texts from the beginnings of English literature to the end of the 18th century both in terms of textual analysis and cultural contexts; 3. critically integrate key theoretical concepts into a literary analysis 4. begin grappling with the complexity of fundamental concepts in literary studies.						

<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> <li>1. Addresser, address, addressee: Look at Jakobson's model of communication and apply such concepts as context, contact, message and code to a short reading from Beowulf. Reading from Geoffrey Chaucer as homework.</li> <li>2. Auto/biography and travel writing: self and other: Look at concepts such as self/other, realism and representation and identities. Apply concepts of Auto/biography and travel writing to Geoffrey Chaucer's "The Nun's Priest's Tale". Reading from Sir Philip Sidney as homework.</li> <li>3. Character and characterisation: look at kinds of character derived through the process of characterisation via discourse and representation, fact and fiction and roles in literature. Apply the concepts discussed in Character and characterisation to the ideas of courtly love poetry in selected sonnets from Sir Philip Sidney's <i>Astrophel and Stella</i>. Reading from William Shakespeare as homework.</li> <li>4. Comedy and tragedy, carnival and the absurd: look at the concepts of aesthetics, drama, word-play and carnival. Apply the ideas discussed in Comedy and tragedy, carnival and the absurd to two sonnets by William Shakespeare. Reading from William Shakespeare as homework.</li> <li>5. Drama and theatre, film and TV: examine the differences between speech, text and writing, genres and modes of production/transmission/reception. Apply the concepts from Drama and theatre, film and TV to selections from William Shakespeare's <i>The Taming of the Shrew</i>. Reading from John Milton as homework.</li> <li>6. Bibles, holy books and myths: look at the Bible as not one but many languages (biblia = 'books'), looking at multiple interpretations within and without a number of religious texts. Apply the themes of Bibles, holy books and myths to two selections from John Milton's <i>Paradise Lost</i>. Reading from Thomas Gray as homework.</li> <li>7. Foreground, background and point of view: look at how these three concepts can apply to poetry, focusing on the gaps and silences that creep forth. Apply concepts of Foreground, background and point of view to Thomas Gray's "Elegy Written in a Country Churchyard". Reading from Lawrence Sterne as homework.</li> <li>8. Genre and kinds of text--Canon and classic: while looking at the differences and similarities of genres we will also look at intertextuality and the role of the canon. Apply ideas from Genre and kinds of text--Canon and classic to an early subversion of genre, a selection from Lawrence Sterne's <i>Tristram Shandy</i>. Reading from Samuel Coleridge as homework.</li> <li>9. Narrative in story and history: novels, news and film: applying some of the previous concepts of points of view, addresser-addressee, fore ground and background to types of narrator and the concepts of history and story. Apply the ideas from Narrative in story and history: novels, news and film to selections from Samuel Coleridge's "The Rime of the Ancient Mariner". Reading from John Keats as homework.</li> <li>10. Realism and representation--fiction, fact, faction and metafiction: look at questions of mis- and under-representation, de-and re-centering, absence and discourse. Apply the concepts from Realism and representation--fiction, fact, faction and metafiction to John Keats' "Ode on a Grecian Urn". Reading from William Wordsworth as homework.</li> <li>11. Speech and conversation, monologue and dialogue, Accent and dialect: look at these concepts alongside ideas of text and context and Bakhtin's thinking of heteroglossia. Apply the ideas of Speech and conversation, monologue and dialogue, Accent and dialect to selections from William Wordsworth's "Preface" to <i>Lyrical Ballads</i>. Reading from Lord Byron as homework.</li> <li>12. Subject and agent, role and identity: look at intertwining of language, literature and culture when examining roles of author, character, and identities. Apply the concepts from Subject and agent, role and identity to selections from Lord Byron's <i>Don Juan</i>. Reading from Percy Bysshe Shelley as homework.</li> </ol>
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	<p>13. Versification: rhythm, response and rewriting: look at basic ideas of scanning verse and recognisable forms. Apply the ideas of Versification: rhythm, response and rewriting to selections from Percy Bysshe Shelley's <i>Adonias</i>. Reading from Mary Shelley as homework.</p> <p>14. Text, context and intertextuality: look at the variations of 'with-texts' and 'between-texts' along with roles of readers. Apply the ideas from Text, context and intertextuality to selections from Mary Shelley's <i>Frankenstein</i>. Reading from 3 versions of a Basho haiku and Psalm 137 as homework.</p> <p>15. Translation and translation studies: an introduction to the theory, history and practice of translation as exchange (dialogue) and change (metaphor). Apply the concepts of Translation and translation studies to 3 translations of a Basho haiku and Psalm 137.</p>					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> <b>independent assignments</b> <input checked="" type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; writing an essay; passing the final oral exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECST credits of the course)	Class attendance	1.5	Research	0.5	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	1	Seminar essay	1	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of the quality of the essay (20%), seminar paper (30%) and final exam (50%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>		<b>Number of copies in the library</b>		<b>Availability via other media</b>	
	Rivkin, J., Ryan, M. (2017). <i>Literary Theory: An Anthology</i> . Blackwell.		3		yes	
	Bertens, H. (2013). <i>Literary Theory: The Basics</i> . Routledge.		1		yes	
	Handouts		/		yes	
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"><li>- Abrams, M.H. &amp; Greenblatt, S. (Eds.) (2001). <i>The Norton Anthology of English Literature: The Major Authors</i>. 7th ed. New York &amp; London: W. W. Norton.</li><li>- Bradford, R. (1997). <i>Stylistics</i>. London and New York: Routledge.</li><li>- Groden, M. (Ed.). (2004). <i>John Hopkins Guide to Literary Theory and Criticism</i>. 2nd edition. Baltimore, MA: The John Hopkins University Press.</li></ul>					



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

NAME OF THE COURSE		ENGLISH LANGUAGE – COMMUNICATION SKILLS 1/MODULE 1																																		
Code	HZE003	Year of study	1																																	
Course teacher	Ana Bakašun, Senior Language Instructor	Credits (ECTS)	5																																	
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F																														
			0	0	60	0																														
Status of the course	Mandatory	Percentage of application of e-learning	/																																	
COURSE DESCRIPTION																																				
Course objectives	The development of language skills (reading, writing, speaking, listening). Work on fluency and accuracy at B2+ to C1 level. The development of study skills and strategies for independent learning. Raising language awareness.																																			
Course enrolment requirements and entry competences required for the course	/																																			
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completion of the module, the student is expected to be able to read with a large degree of independence, adapting style and speed of reading to different texts and purposes. S/he should have a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. Orthographic competence is at C1 level and spelling is accurate, apart from occasional minor mistakes which do not impede comprehension. The student is familiar with standard text layout and paragraphing conventions. Overall language competence is at B2+.																																			
Course content broken down in detail by weekly class schedule (syllabus)	<table><tr><th>HOURS</th><th>CONTENT</th></tr><tr><td>0-4</td><td>Introduction.</td></tr><tr><td colspan="2">Development of all language skills (reading, writing, speaking, listening). Work on fluency, accuracy and appropriate use of language at B2+ to C1 level. Development of academic skills and strategies for independent study. Critical self-assessment. Raising language awareness.</td></tr><tr><td>4-8</td><td>Exam format, exam content and assessment criteria.</td></tr><tr><td colspan="2">Introduction to writing: how to develop orthographic competence</td></tr><tr><td>8-12</td><td>Study skills and strategies. Dictionary skills. Use of self-study resources.</td></tr><tr><td colspan="2">Orthographic competence and self-correction skills.</td></tr><tr><td>12-16</td><td>Reading techniques and strategies.</td></tr><tr><td colspan="2">Speaking skills: fluency and accuracy.</td></tr><tr><td>16-20</td><td>Vocabulary development: collocations, synonyms, paraphrasing.</td></tr><tr><td colspan="2">Parts of speech. Word formation.</td></tr><tr><td>20-24</td><td>Tenses. Sentence structure.</td></tr><tr><td colspan="2">Linking words: text cohesion.</td></tr><tr><td>24-28</td><td>Question formation. Negative statements.</td></tr><tr><td colspan="2">Speaking skills: fluency and accuracy.</td></tr></table>						HOURS	CONTENT	0-4	Introduction.	Development of all language skills (reading, writing, speaking, listening). Work on fluency, accuracy and appropriate use of language at B2+ to C1 level. Development of academic skills and strategies for independent study. Critical self-assessment. Raising language awareness.		4-8	Exam format, exam content and assessment criteria.	Introduction to writing: how to develop orthographic competence		8-12	Study skills and strategies. Dictionary skills. Use of self-study resources.	Orthographic competence and self-correction skills.		12-16	Reading techniques and strategies.	Speaking skills: fluency and accuracy.		16-20	Vocabulary development: collocations, synonyms, paraphrasing.	Parts of speech. Word formation.		20-24	Tenses. Sentence structure.	Linking words: text cohesion.		24-28	Question formation. Negative statements.	Speaking skills: fluency and accuracy.	
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	28-32 Passive. Formal and informal register. Speaking skills: appropriate style. 32-36 Modals. Writing skills: developing orthographic competence. 36-40 Conditionals. Writing skills: developing orthographic competence. 40-44 Nouns, pronouns, articles. Speaking skills: organisation and planning. 44-48 Adjectives, adverbs, prepositions. Writing skills: developing orthographic competence. 48-52 Prepositional and phrasal verbs. Revision and exam preparation. 52-56 Revision and exam preparation. 56-60 Revision and exam preparation.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	2	Research	/	Practical training	/
	Experimental work	/	Report	/	Student study time	2
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam. Students' knowledge is continuously monitored and checked during classes (diagnostic tests, achievement tests, evaluating oral expression skills, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Norris, R., French, A. (2014). <i>Ready for Advanced</i> . Oxford: Macmillan				2	/
	Yule, G. (2019). <i>Oxford Practice Grammar (Advanced)</i> . Oxford: OUP.				2	/
Optional literature (at the time of submission of study programme proposal)	Chapters from: Eastwood, J. (2005). <i>Oxford Learner's Grammar Finder</i> . Oxford: OUP. Eastwood, J. (2005). <i>Oxford Learner's Grammar Builder</i> . Oxford: OUP. McCarthy, M. & O'Dell, F. (2017). <i>English Vocabulary in Use (Advanced)</i> . Cambridge: CUP. Hewings, M. (2013). <i>Advanced Grammar in Use</i> . Cambridge: CUP. Vince, M. (2007). <i>New Advanced Language Practice</i> . Oxford: Macmillan. Dictionaries: English-Croatian, Croatian-English, English-English.					
Quality assurance methods that ensure the	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;					

acquisition of exit competences	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		PHONETICS AND PHONOLOGY				
Code	HZE101	Year of study	1			
Course teacher	Ivana Petrović, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	0	30	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The main goal of this course is to introduce students to the study of phonetics (how speech sounds are articulated, transmitted, and perceived) and phonology (how speech sounds pattern together).					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: <ul style="list-style-type: none"><li>- demonstrate a knowledge of the basic concepts of phonetics and phonology using appropriate terminology;</li><li>- understand the basic mechanisms of speech production;</li><li>- analyse, describe, and classify the speech sounds of English, both in terms of articulation and audition;</li><li>- transcribe speech sounds of English using the International Phonetic Alphabet;</li><li>- understand the sound system of English.</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"><li>1. Speech production. Speech organs. International Phonetic Alphabet (IPA).</li><li>2. English vowels – monophthongs, diphthongs, and triphthongs.</li><li>3. English consonant phonemes according to the place and manner of articulation I.</li><li>4. English consonant phonemes according to the place and manner of articulation II.</li><li>5. The structure of the English syllable. Consonant clusters.</li><li>6. Strong and weak syllables. Syllabic consonants.</li><li>7. Mid-term exam.</li><li>8. Word stress (simple, complex, and compound words).</li><li>9. Weak forms.</li><li>10. Aspects of connected speech I.</li><li>11. Aspects of connected speech II.</li><li>12. Intonation I.</li><li>13. Intonation II.</li><li>14. Functions of intonation.</li><li>15. End-term exam.</li></ol>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory			

	<input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1.5	Research	/	Practical training	/
	Experimental work	/	Report	/	Participation in class	1
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	2.5	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Roach, P. (2000). <i>English Phonetics and Phonology</i> . Cambridge: Cambridge University Press.				3	/
	Collins, B. and Mees, I. (2013). <i>Practical Phonetics and Phonology: A Resource Book for Students</i> . New York: Routledge.				1	/
Optional literature (at the time of submission of study programme proposal)	Carr, P. (2013). <i>English Phonetics and Phonology: An Introduction</i> . Malden, MA: Wiley Blackwell.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		INTRODUCTION TO THE STUDY OF LITERATURE: TEXTUAL ANALYSIS			
Code	HZE102	Year of study	1		
Course teacher	Brian Willems, PhD, Associate Professor	Credits (ECTS)	5		
Associate teachers	Victoria Vestić, Assistant	Type of instruction (number of hours)	L	S	E
			15	30	0
Status of the course	Mandatory	Percentage of application of e-	/		

	learning
<b>COURSE DESCRIPTION</b>	
Course objectives	By completing the course students deepen and develop their understanding of a series of theoretical viewpoints and practical approaches to literature along with their ability to apply them. Students gain insight into the application of the concepts and theories of the analysis of literary texts. Through further awareness of the main periods and genres of literature in English students acquire the abilities to read and understands significant texts of those periods and genres. At the end of the course students will have also improved their and oral and written skills.
Course enrolment requirements and entry competences required for the course	/
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completing the courses students are able to: 1. use basic analytical skills in the practice of literary analysis; 2. engage with key theoretical texts from the scholarly field; 3. develop sustained arguments integrating theoretical and secondary sources; 4. discuss a wide variety of literature from the 19th century until today.
Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Absence and presence, gaps and silences, centres and margins: Look at Macherey's notion of gaps and silences along with the idea of 'wholes' and 'holes'. Apply these ideas to a short reading from Jane Austen's <i>Mansfield Park</i>. Reading from Charles Dickens as homework.</p> <p>2. Author and authority: look at ideas of writer, artist and artisan along with the role of readers/audience in the constructing of meanings and values. Apply concepts of Author and authority to selections from Charles Dickens's <i>Great Expectations</i>. Reading from George Eliot as homework.</p> <p>3. Difference and similarity, preference and re-valuation: look at ideas of absolute and relative worth alongside a reading of Saussure's <i>valet</i>. Apply the concepts of Difference and similarity, preference and re-valuation to selections from George Eliot's <i>Middlemarch</i>. Reading from Oscar Wilde as homework.</p> <p>4. Aesthetics and pleasure, art and beauty: look at concepts of <i>ars/artis</i>, canon and classics, realism and pleasure. Apply the concepts discussed in <i>Aesthetics and pleasure, art and beauty</i> to selections from Oscar Wilde's <i>Picture of Dorian Gray</i>. Reading from Thomas Hardy as homework.</p> <p>5. Discourse and discourse analysis: an introduction to the subject paying special attention to power relations and alternative ways of saying. Apply some of the ideas of Discourse and discourse analysis to selections from Thomas Hardy's <i>Tess of the D'Urbervilles</i>. Reading from Gerard Hopkins as homework.</p> <p>6. Images, imagery and imagination: discuss ideas of optical effect, mental construct, figurative language, trope and personification. Apply the concepts from <i>Images, imagery and imagination</i> to selections from Gerard Hopkins's "The Wreck of the <i>Deutschland</i>". Reading from T. S. Eliot as homework.</p> <p>7. Theory in practice-a working model: take a look at the processes of producers, texts as products, and receivers along with relations to the rest of the world. Apply concepts of Theory in practice-a working model to T. S. Eliot's "The Love Song of J. Alfred Prufrock". Reading from D. H. Lawrence as homework.</p> <p>8. Practical Criticism and (old) New Criticism: a brief look at the approaches of a</p>

	<p>text-centered reading and aspects of strategies, devices, localised texture and overall structure. Apply ideas from Practical Criticism and (old) New Criticism to the first chapter of D. H. Lawrence's <i>Lady Chatterley's Lover</i>. Reading from Virginia Woolf as homework.</p> <p>9. Formalism into Functionalism: look at 'Russian Formalism' and 'Prague School Functionalism', or, poetry and poetics versus 'ordinary language'. Apply the ideas from Formalism into Functionalism to selections from Virginia Woolf's <i>The Waves</i>. Reading from Samuel Beckett as homework.</p> <p>10. Psychological approaches: look at Holland's notion of transactional analysis, manifest and latent contents, imagery and the 'end' of psychology. Apply the concepts from Psychological approaches to selections from Samuel Beckett's <i>Not I</i>. Reading from Sylvia Plath as homework.</p> <p>11. Feminism, Gender and Sexuality: look at politics of language, many feminisms, writing as wo/man (Cixous: <i>écriture féminine</i>). Apply the ideas of Feminism, Gender and Sexuality to Sylvia Plath's "Morning Song". Readings from Ian McEwan and Arundhati Roy as homework.</p> <p>12. Marxism, Cultural Materialism and New Historicism: look at questions of modes of production, concept of shock and reconciliation, the 'not-said', ideological subjects and agents adn emergent ideologies. Apply the concepts from Marxism, Cultural Materialism and New Historicism to selections from Ian McEwan's "Only Love and then Oblivion" and Arundhati Roy's "The Algebra of Infinite Justice". Reading from Alain de Botton as homework.</p> <p>13. Postructuralism and Postmodernism: a very brief introduction to Barthes's opening up of modern myths, Foucault's discourse and historical discontinuity and Derrida's deconstruction. Apply the ideas of Postructuralism and Postmodernism to selections from Alain de Botton's <i>Kiss and Tell</i>. Reading from Hanif Kureishi as homework.</p> <p>14. Postcolonialism and multiculturalism: look at Rushdie's mongrelisation, literacy, illiteracy and language politics, others and identity. Apply the ideas from Postcolonialism and multiculturalism to Hanif Kureishi's "My Son the Fanatic". Reading from Zadie Smith as homework.</p> <p>15. Towards a new eclecticism: Ethics, Aesthetics, Ecology...: look at some contemporary trends in textual analysis: ideas of the city as second nature, local and global, science fiction utopias and dystopias. Apply the concepts of Towards a new eclecticism: Ethics, Aesthetics, Ecology... to selections from Zadie Smith's <i>White Teeth</i>.</p>					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; writing an essay; seminar; passing the final oral exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work(name the proportion of ECTS credits for	Class attendance	1.5	Research	0.5	Practical training	/
	Experimental work	/	Report	/	(Other)	/

each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay	1	Seminar essay	1	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of an essay (20%); seminar (30%) and final exam (50%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Rivkin, J., Ryan, M.. (2017). <i>Literary Theory: An Anthology</i> . Blackwell.			3	yes	
	Bertens, H. (2013). <i>Literary Theory: The Basics</i> : Routledge.			1	yes	
	Handouts			/	yes	
Optional literature (at the time of submission of study programme proposal)	Abrams, M.H. & Greenblatt, S. (Eds.) (2001). <i>The Norton Anthology of English Literature: The Major Authors</i> . 7th ed. New York, London: W. W. Norton.  Bradford, R. (1997). <i>Stylistics</i> . London and New York: Routledge.  Brooker, P. (1992). <i>Modernism/Postmodernism</i> . London and New York: Longman Publishing Group.  Connor, S. (1996). <i>The English Novel in History: 1950-1995</i> . London and New York: Routledge.  Green, K. & LeBihan, J. (1995). <i>Critical Theory &amp; Practice: A Coursebook</i> . London and New York: Routledge.  Grodén, M. (Ed.). (2004). <i>John Hopkins Guide to Literary Theory and Criticism</i> . 2nd edition. Baltimore, MA: The John Hopkins University Press.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		ENGLISH LANGUAGE – COMMUNICATION SKILLS 1/MODULE 2					
Code	HZE103	Year of study	1				
Course teacher	Ana Bakašun, Senior Language Instructor	Credits (ECTS)	5				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			0	0	60	/	
Status of the	Mandatory	Percentage of	/				



course		application of e-learning	
<b>COURSE DESCRIPTION</b>			
Course objectives	Module 2 builds on the content of Module 1 by further developing language skills (reading, writing, speaking, listening). Work on fluency and accuracy at C1 to C1+ level. Further development of study skills and strategies for independent learning. Identifying and teaching cultural aspects of language use. Raising language awareness.		
Course enrolment requirements and entry competences required for the course	/		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	In addition to and building on competences and skills acquired in Module 1, the student should be able to give clear, systematically developed oral descriptions and presentations of set topics, and write clear, well-structured texts, synthesising and evaluating information and arguments. Good grammatical control; the student can self-correct occasional slips or non-systematic errors. Overall language competence is at C1 level.		
Course content broken down in detail by weekly class schedule (syllabus)	<p><b>HOURS                      CONTENT</b></p> <p>0-4      Introduction. Further development of all language skills (reading, writing, speaking, listening). Work on fluency, accuracy and appropriate use of language at C1 level. Further development of academic skills and strategies for independent study. Critical self-assessment. Raising language awareness.</p> <p>4-8      Exam format, exam content and assessment criteria. Mother tongue interference.</p> <p>8-12    Complex sentences. Vocabulary and grammar in context. How to avoid mother tongue interference.</p> <p>12-16   Indirect speech. Tenses. Word order. Prepositions.</p> <p>16-20   Language and culture. Vocabulary and grammar in context. Words with multiple meanings.</p> <p>20-24   Speaking skills: fluency and accuracy. Interactive communication strategies.</p> <p>24-28   Text cohesion: vocabulary and grammar in context. Speaking skills: avoiding inclarities, self-correction.</p> <p>28-32   Complex sentences. Vocabulary and grammar in context.</p> <p>32-36   Speaking skills: vocabulary and grammar in context, avoiding inclarities, self-correction.</p> <p>36-40   Error correction strategies in speech and writing.</p> <p>40-44   Error correction strategies in speech.</p> <p>44-48   Practice test: final exam format.</p> <p>48-52   Test correction. Error analysis. Error correction strategies in writing.</p> <p>52-56   Revision and exam preparation.</p> <p>56-60   Revision and exam preparation.</p>		
Format of instruction	<div> <input type="checkbox"/> lectures  <input type="checkbox"/> seminars and workshops  <input checked="" type="checkbox"/> <b>exercises</b>  <input type="checkbox"/> <i>on line</i> in entirety  <input type="checkbox"/> partial e-learning  <input type="checkbox"/> field work </div> <div> <input checked="" type="checkbox"/> <b>independent assignments</b>  <input type="checkbox"/> multimedia  <input type="checkbox"/> laboratory  <input type="checkbox"/> work with mentor  <input type="checkbox"/> (other) </div>		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.		
Screening student work(name the	Class attendance	2	Research / Practical training /

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work	/	Report	/	Student study time	2
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam. Students' knowledge is continuously monitored and checked during classes (diagnostic tests, checking homework, achievement tests, evaluation of written and oral language skills). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Norris, R., French, A. (2014). <i>Ready for Advanced</i> . Oxford: Macmillan.				2	yes
	Yule, G. (2019). <i>Oxford Practice Grammar (Advanced)</i> . Oxford: OUP.				2	yes
Optional literature (at the time of submission of study programme proposal)	Chapters from: - Eastwood, J. (2005). Oxford Learner's Grammar Finder. Oxford: OUP. - Eastwood, J. (2005). Oxford Learner's Grammar Builder. Oxford: OUP. - McCarthy, M. & O'Dell, F. (2017). <i>English Vocabulary in Use (Advanced)</i> . Cambridge: CUP. - Hewings, M. (2013). <i>Advanced Grammar in Use</i> . Cambridge: CUP. - Vince, M. (2007). New Advanced Language Practice. Oxford: Macmillan. - Dictionaries: English-Croatian, Croatian-English, English-English.					
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		MORPHOLOGY AND MORPHOSYNTAX					
Code	HZE201	Year of study	2				
Course teacher	Nataša Stojan, PhD, Assistant Professor	Credits (ECTS)	5				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	Course objectives are: - mastering basic concepts in the field of morphology and morphosyntax - learning types of word formation processes - understanding morphosyntactic properties of the basic lexical categories in English						
Course enrolment requirements and	/						



entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, the student will be able to: - define basic morphological concepts - explain word formation processes - classify word classes - distinguish verb types - analyse sentence with respect to the function of its elements - identify types of phrases - analyse complex phrases					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction. Basic morphological terms. 1+2 2. Word formation processes. 1+2 3. The formation of nouns, verbs, adjectives and adverbs. 1+2 4. Open and closed word classes. 1+2 5. Verb complementation. 1+2 6. Function of copular verbs. 1+2 7. Clause elements. Simple sentence structure. 1+2 8. Midterm exam. 1+2 9. Semantic roles of clause elements. 1+2 10. Multi-word verbs: structure and meaning. 1+2 11. Types of phrases. The structure of verb phrase. 1+2 12. The structure of adjective, adverb and prepositional phrase. 1+2 13. Complex noun phrase. Premodification. Genitive meanings. 1+2 14. Noun postmodification. 1+2 15. Final exam. 1+2					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation of reports; passing the colloquium and the final exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research	/	Practical training	/
	Experimental work	/	Report	0.5	Participation in class	0.5
	Essay	/	Seminar essay	/	(Other)	/
	Tests	1	Oral exam	/	(Other)	/
	Written exam	1.5	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of reports (20%), colloquium (40%) and the final exam (40%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Greenbaum, S., R. Quirk (1990). <i>A Student's Grammar of the English Language</i> . Longman			2		No
	Biber, D., S. Conrad, G. Leech (2002). <i>Student Grammar of Spoken and Written English</i> . Longman			1		No

	Carstairs-McCarthy, A. (2002). <i>An Introduction to English Morphology</i> . Edinburgh: Edinburgh University Press	0	No
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). <i>A Comprehensive Grammar of the English Language</i>. Longman.</li> <li>- Carter, R., M. McCarthy (2006). <i>Cambridge Grammar of English</i>. Cambridge University Press.</li> <li>- Harley, Heidi. (2006). <i>English Words. A Linguistic Introduction</i>. Oxford: Blackwell.</li> <li>- P.H. Matthews (1991). <i>Morphology</i>. Cambridge University Press.</li> </ul>		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ENGLISH LITERATURE FROM RENAISSANCE TO NEOCLASSICISM				
Code	HZE202	Year of study	2			
Course teacher	Simon Ryle, PhD, Associate Professor	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	To develop students' knowledge of early modern English literature, as well as its contextualization with regard to contemporary historical, aesthetic and philosophical issues; to develop analytical skills with regard to the oral and written communication of analysis of early modern literature (included seminar discussions, class presentations, mid-term essay, final essay and exam essay).					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"><li>- Knowledge of early modern English literature;</li><li>- Knowledge of early modern historical, philosophical and aesthetic contexts;</li><li>- Ability to analyse early modern English literature in oral discussions;</li><li>- Ability to compose coherent and thoughtful written argument essays concerning early modern English literature.</li><li>- Ability to understand and analyse complex and multi-layered texts in English.</li><li>- Ability to synthesize a variety of contextual sources (visual arts, media and technology, historical, philosophical and aesthetic contexts) in understanding and analysing texts.</li><li>- Ability to communicate complex ideas orally before a group of peers both in spontaneous discussion and in prepared presentations.</li><li>- Ability to express and write precise analyses of texts in structured essay form, both under time pressure (in an exam situation) and independently (in out-of-class work).</li></ul>					
Course content	<i>Lectures:</i>					

broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1. Introduction to course. Critical analysis. Renaissance and Reformation: the end of feudalism, economic change, urbanization, court life and sonneteering.</li> <li>2. Our picture of the Elizabethan world picture: degree, Neo-Platonic philosophy and the Petrarchan tradition. The invasion of feudal order by the market economy. The writing scene: manuscript culture and patronage.</li> <li>3. Early modern women as subjects of art and poetry: Edmund Spenser, <i>The Faerie Queene</i>.</li> <li>4. Science, alchemy and poetry. <u>Reading:</u> Christopher Marlowe, <i>Dr. Faustus</i>.</li> <li>5. Shakespearean verse. <u>Reading:</u> William Shakespeare, <i>Sonnets</i> (3, 18, 21, 59, 81, 129, 130, 141).</li> <li>6. Introduction to Tragedy: William Shakespeare, <i>Macbeth</i>. <u>Reading:</u> William Shakespeare, <i>Macbeth</i>, Acts I-III.</li> <li>7. William Shakespeare, <i>Macbeth</i> (continued). <u>Reading:</u> William Shakespeare, <i>Macbeth</i>, Acts IV-V.</li> <li>8. Civil War: (I.) The divine rights of Kings and Cromwell. <u>Reading:</u> Andrew Marvell, "An Horatian Ode".</li> <li>9. Civil War (II.): The Cavalier poets <u>Reading:</u> Robert Herrick, "Corinna's Going A-Maying", "Delight in Disorder", "To the Virgins to Make Much of Time", "Upon Julia's Clothes"; Andrew Marvell, "The Garden".</li> <li>10. Civil War (III.) and religious conflict: Devotional poetry. <u>Reading:</u> George Herbert "Easter"; Henry Vaughan, "The Night", "The Retreat".</li> <li>11. <i>Paradise Lost</i> and Satan as epic hero, or: Puritanism and the problem of Eve. <u>Reading:</u> <i>Paradise Lost</i> (Books 1 and 9).</li> <li>12. Colonizations, subjugations and early modern women. <u>Reading:</u> Aphra Ben, <i>Oroonoko</i>.</li> <li>13. Restoration and neoclassicism. <u>Reading:</u> Daniel Defoe, <i>Moll Flanders</i>.</li> <li>14. Exam strategies.</li> </ol> <p><u>Reading for Seminars:</u></p> <ol style="list-style-type: none"> <li>1. Sir Thomas Wyatt, "Whoso list to hunt?"; Edmund Spenser, "Lyke as a huntsman"; Sir Philip Sidney "Loving in truth".</li> <li>2. Ben Jonson, "To Penshurst".</li> <li>3. Edmund Spenser, <i>The Faerie Queene</i>, Book 1, Canto 1.</li> <li>4. Christopher Marlowe, <i>Dr. Faustus</i>.</li> <li>5. William Shakespeare, <i>Sonnets</i> (3, 18, 21, 59, 81, 129, 130, 141).</li> <li>6. William Shakespeare, <i>Macbeth</i>, Acts I-III.</li> <li>7. William Shakespeare, <i>Macbeth</i>, Acts IV-V.</li> <li>8. Andrew Marvell, "A Dialogue Between the Soul and Body", "To His Coy Mistress", "The Definition of Love", "The Mower Against Gardens", "Damon the Mower".</li> </ol> <p>John Donne, "The Flea", "The Sun Rising", "A Nocturnal upon Saint Lucy's Day, Being the Shortest Day", "The Apparition", "A Valediction: Forbidding Mourning", "The Ecstasy", "Good Friday, 1613. Riding Westward"; (from <i>Holy Sonnets</i>): "Batter my heart, three-personed God".</p> <ol style="list-style-type: none"> <li>10. George Herbert, "The Alter", "Prayer (1)", "Church Monuments", "The Windows", "Virtue", "Jordan (2)".</li> <li>11. John Milton, <i>Paradise Lost</i> (Books 1 and 9).</li> <li>12. Isabella Whitney, "Will and Testament"; Aemilia Lanyer, "Eve's Apology."</li> <li>13. Daniel Defoe, <i>Moll Flanders</i>.</li> </ol> <p>Essay writing strategies and techniques.</p>		
Format of instruction	<table border="1"> <tr> <td data-bbox="437 1861 890 2040"> <input checked="" type="checkbox"/> <b>lectures</b>  <input checked="" type="checkbox"/> <b>seminars and workshops</b>  <input type="checkbox"/> exercises  <input type="checkbox"/> <i>on line</i> in entirety  <input type="checkbox"/> partial e-learning         </td><td data-bbox="890 1861 1449 2040"> <input checked="" type="checkbox"/> <b>independent assignments</b>  <input type="checkbox"/> multimedia  <input type="checkbox"/> laboratory  <input type="checkbox"/> work with mentor  <input type="checkbox"/> (other)         </td></tr> </table>	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning	<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning	<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		



Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<div>- Understanding text: student will be able to understand more complex texts in various sources.</div> <div>- Writing Skills: student will be able to write a comprehensible, thoughtful, detailed and well-organized text on the given subject (350 words).</div> <div>- Good use of vocabulary and language structures, faults will be able to be identified and corrected independently, including the understanding of different cultural aspects of language use.</div> <div>- General language competence at level C1.</div>					
Course content broken down in detail by weekly class schedule (syllabus)	<div>HOURS                      CONTENT</div> <div>0-4      Introduction: Module 3 builds on the contents of Modules 1 and 2 by further developing all language skills. Work on fluency, accuracy and appropriate use of language at C1+ level. Further development of academic skills and strategies for independent study. Critical self-assessment. Teaching cultural aspects of language use. Raising language awareness.</div> <div>4-8      Agreement of Tenses. Pre-writing. Writing as a process.</div> <div>8-12     Gerund vs infinitive forms. Reading skills: close reading.</div> <div>12-16   Speaking skills: fluency, accuracy; differentiating registers and context. Complex question formation.</div> <div>16-20   Conditionals. Writing skills: text structure.</div> <div>20-24   Modals. Writing skills: structure and sequencing.</div> <div>24-28   Perfect tenses. Reading skills: understanding context.</div> <div>28-32   Passive. Phrasal verbs. Planning in speech and writing.</div> <div>32-36   Sentence transformation. Vocabulary building in speech and writing.</div> <div>36-40   Essay writing. Forming complex sentence structures.</div> <div>40-44   Idioms. Linking words.</div> <div>44-48   Characteristics of various text formats. Report writing.</div> <div>48-52   Practice test: final examination format</div> <div>52-56   Revision and exam preparation.</div> <div>56-60   Revision and exam preparation.</div>					
Format of instruction	<div><input type="checkbox"/> lectures</div> <div><input type="checkbox"/> seminars and workshops</div> <div><input checked="" type="checkbox"/> <b>exercises</b></div> <div><input type="checkbox"/> <i>on line</i> in entirety</div> <div><input type="checkbox"/> partial e-learning</div> <div><input type="checkbox"/> field work</div>			<div><input checked="" type="checkbox"/> <b>independent assignments</b></div> <div><input type="checkbox"/> multimedia</div> <div><input type="checkbox"/> laboratory</div> <div><input type="checkbox"/> work with mentor</div> <div><input type="checkbox"/> (other)</div>		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work(name the proportion of ECTS credits for each	Class attendance	2	Research	/	Practical training	0.5
	Experimental work	/	Report	/	Homework	0.5





requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, the student will be able to: - define sentence - explain concord in a sentence - describe negation - interpret discourse functions of all sentence types - distinguish between types of adverbials - explain coordination and subordination in complex sentences - analyse complex sentence - interpret syntactic and semantic functions of subordinate clauses					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction. Definition of sentence. Prescriptive and descriptive approaches to syntax. 2+2 2. Sentence elements. Adverbial. 2+2 3. Concord. Concord and coordination. 2+2 4. Negation. 2+2 5. Sentence types and discourse functions. 2+2 6. The use of pro-forms and ellipsis. 2+2 7. Coordination. Subordination. 2+2 8. Midterm exam. 2+2 9. Complex sentence. Classification of subordinate clauses. 2+2 10. Syntactic and semantic function of subordinate clauses. Nominal clauses. 2+2 11. Syntactic and semantic functions of adverbial clauses. Clauses of time, and place. 2+2 12. Clauses of condition, concession and contrast. Clauses of reason, purpose, result, comparison. 2+2 13. Relative clauses. 2+2 14. Theme, focus and information processing. 2+2 15. Final exam. 2+2					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation of reports; passing the colloquium and final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	/	Practical training	/
	Experimental work	/	Report	0.5	Participation in class	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	1	Oral exam	/	(Other)	/
	Written exam	1.5	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the report (20%), colloquium (40%) and the final exam (40%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the	Title			Number of copies in	Availability via other media	

library and via other media)	Greenbaum, S., R. Quirk (1990). <i>A Student's Grammar of the English Language</i> . Longman	2	/
	Biber, D., S. Conrad, G. Leech (2002). <i>Student Grammar of Spoken and Written English</i> . Longman	1	/
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). <i>A Comprehensive Grammar of the English Language</i>. Longman.</li> <li>- Carter, R., M. McCarthy (2006). <i>Cambridge Grammar of English</i>. Cambridge University Press.</li> <li>- Huddleston, R., G.K. Pullum et al. (2002). <i>The Cambridge Grammar of the English language</i>. Cambridge University Press.</li> <li>- Van Valin, R., Jr. (2005). <i>Exploring the syntax–semantics interface</i>. Cambridge: Cambridge University Press.</li> <li>- Dixon, R.M.W. (1991). <i>A new approach to English grammar, on semantic principles</i>, Oxford University Press.</li> </ul>		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ENGLISH LITERATURE OF ROMANTICISM AND THE VICTORIAN ERA					
Code	HZE302	Year of study	2				
Course teacher	Ilonka Peršić, MPhil, Lecturer	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	10%				
COURSE DESCRIPTION							
Course objectives	The objective of the course is to introduce students to the historical development of dominant literary genres in the long nineteenth century, to their characteristics and conventions. The literary production of this period is examined within its broader cultural and socio-historical context, so that students can also develop their awareness of the influence of such environment on literary trends, the development and kinds of literary audiences, and on the formation of the canon. Students develop their research skills, especially the use of electronic and printed resources, and they develop their reading skills and academic 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)	During the semester, the students will: - acquire relevant knowledge on the key literary movements, authors and works of the British long nineteenth century and their wider cultural, ideological and socio-historical context; - acquire and develop the skill of close reading and text analysis - develop the skills of speaking in class and presenting in front of a group - develop the skills necessary for individual research						



	- further develop the skills necessary for academic writing (essay)					
Course content broken down in detail by weekly class schedule (syllabus)	Introduction: Neo-Classicism and Romanticism as international categories. Sentimental literature and the Gothic.					
	Socio-historical context: echoes of the French revolution in Britain, the woman question, slavery and the abolitionist movement. Pre-Romantics: William Blake.					
	The rise of the novel and its early subgenres.					
	The first generation of Romantics: Coleridge & Wordsworth.					
	Towards a theory of literature: <i>Biographia Literaria</i> and the <i>Preface to Lyrical Ballads</i> .					
	The second generation of Romantics: Shelley, Byron, Keats.					
	Victorians and medievalism. Lord Tennyson.					
	Victorian poetry. Pre-Raphaelites; Elizabeth Barrett Browning, Robert Browning.					
	Theory of evolution, development of natural science and their reflections in Victorian poetry and essays. Social movements and literature.					
	An overview of the development of the novel in the Victorian era: from popular to serious literature and back. The expansion of publishing and the rise of popular genres: novels in instalments, sensation novels and detective fiction. Fin de siècle and the changes in genres. Aestheticism and decadence: Wilde, Pater and Swinburne.					
Britain as a colonial superpower: echoes and consequences in colonies and at home (literature, culture, lifestyle).						
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> <b>partial e-learning</b> <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input checked="" type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; completion of the seminar; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	1.5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	2	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class participation (10%), seminar (40%) and the final exam (50%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature	Title			Number of	Availability via	

(available in the library and via other media)		<b>copies in the library</b>	<b>other media</b>
	Abrams, M.H. & Greenblatt, S. (eds.) (2000). <i>The Norton Anthology of English Literature</i> . 7th ed, Vol. II. New York & London: W. W. Norton. (excerpts)	2	Yes.
	McRae, J., & Carter, R. (2001). <i>The Routledge History of Literature in English: Britain and Ireland</i> . London i New York: Routledge. (excerpts)	3	Yes.
Optional literature (at the time of submission of study programme proposal)	Abrams, M.H. (ed.) (1999). <i>A Glossary of Literary Terms</i> . 7th ed. Fort Worth: Harcourt Brace College Publishers. Adams, James Eli. <i>A History of Victorian Literature</i> . Oxford: Wiley-Blackwell, 2012. Armstrong, Isobel. (1993). <i>Victorian Poetry: Poetry, Poetics and Politics</i> . London and New York: Routledge. Brantlinger, Patrick & William B. Thessing. <i>A Companion to the Victorian Novel</i> . Oxford: Blackwell, 2005. Tucker, Herbert F. (ed.). <i>A Companion to Victorian Literature and Culture</i> . Oxford: Blackwell, c. 1999.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfilment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ENGLISH LANGUAGE - COMMUNICATION SKILLS 2/MODULE 4					
Code	HZE303	Year of study	2				
Course teacher	Ivana Bojčić, Senior Language Instructor	Credits (ECTS)	5				
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	Writing Skills: student will be able to able to write a comprehensible, thoughtful, detailed and well-organized essay (350 words). In addition the course will involve: Mastering complex language structures and vocabulary. Acquiring skills and strategies for learning / studying and evaluating their own work and progress. Understanding and analyzing different cultural aspects of language use.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Communicational competences at an advanced level, clearance in expression, fluent and appropriate. Writing Skills: students will be able to able to write a comprehensible, thoughtful, detailed and well-organized essay (350 words). Mastering complex language structures and vocabulary. Acquiring skills and strategies for individual learning / studying and evaluating their						

	own work and progress. Understanding and analyzing various cultural aspects of language use. The general language proficiency level C1+.					
Course content broken down in detail by weekly class schedule (syllabus)	<div>HOURS                      CONTENT</div> <div>0-4      Introduction: Module 4 builds on the contents of Modules 1, 2 and 3 by further developing all language skills. Emphasis on fluency, accuracy, appropriate use of language, and pragmatic competence at C2 level. Further development of academic skills and strategies for independent study. Critical self-assessment. Teaching cultural aspects of language use. Raising language awareness.</div> <div>4-8      Organising speech. Comparing and contrasting.</div> <div>8-12     Noun clauses. Providing and supporting evidence. Narrative verb forms. Collocations.</div> <div>12-16   Providing links. Punctuation.</div> <div>16-20   Emphasis. Nominalisation. Subjunctives and unreal past. Future.</div> <div>20-24   Determiners and articles. Parallelism.</div> <div>24-28   Extending vocabulary. Opinion essay. Participle clauses.</div> <div>28-32   Introductory 'it'. Giving opinions. Metaphors.</div> <div>32-36   Assumption. Future forms. Associations.</div> <div>36-40   Speculating and hypothesising. Wordiness. Nominal relative clauses.</div> <div>40-44   Turn taking. Modifiers.</div> <div>44-48   Avoiding in clarity. Overcoming mother tongue interference. Slang.</div> <div>48-52   Practice test: final examination format.</div> <div>52-56   Revision and exam preparation.</div> <div>56-60   Revision and exam preparation.</div>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; writing an essay, passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	/	Practical training	/
	Experimental work	/	Report	/	Homework assignments	1
	Essay	1	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final written exam. Students' knowledge is continuously monitored and checked during classes (diagnostic tests, checking homework, achievement tests, evaluation of written and oral skills). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Capel, A. & Sharp, W. (2013). <i>Objectie Proficiency</i> . Oxford: OUP.				2	/
	Carter, R. & McCarthy, M. (2006). <i>Cambridge Grammar of English</i> . Cambridge: CUP				1	/
	O'Dell, F. & McCarthy, M. (2008). <i>English</i>				2	/

	<i>Collocations in Use. Advanced.</i> Cambridge: CUP		
	Swan, M. (2005). <i>Practical English Usage.</i> Oxford: OUP	4	/
Optional literature (at the time of submission of study programme proposal)	/		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		INTRODUCTION TO SEMANTICS					
Code	HZE401	Year of study	3				
Course teacher	Ivana Petrović, PhD, Assistant Professor	Credits (ECTS)	5				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	30	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	The course introduces students to the basic concepts and methods in the study of meaning in language. It focuses on both semantics (conventional meaning) and pragmatics (interactional meaning). Throughout the semester, students will be introduced to topics such as types of meaning, lexical semantics, sense relations, deixis, implicatures, politeness theory, speech acts, etc.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: - understand key theories and concepts related to the study of meaning; - understand and explain the distinction between semantics and pragmatics; - identify and explain meaning relations between linguistic expressions; - understand the role of context in the interpretation of meaning; - undertake research in topics in semantics and pragmatics; - present the results of their research.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Course overview. Introduction: What is meaning? How can meaning be expressed? What is semantics? 2. Key concepts in semantics. 3. Sense relations I. 4. Sense relations II. 5. Formal semantics. 6. Cognitive semantics. 7. Conceptual metaphor theory. 8. Mid-term exam.						

	9. Pragmatics. 10. Deixis. 11. Grice – co-operative principle, maxims, implicatures. 12. Politeness theory. 13. Speech acts – Austin. 14. Speech acts – Searle. 15. End-term exam.					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; preparation and presentation of the seminar; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	2	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	1	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	2	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Cruse, A. (2011). <i>Meaning in Language: An Introduction to Semantics and Pragmatics</i> . Oxford, Oxford University Press.				1	/
	Saeed, J.I. (2016). <i>Semantics</i> . Chichester: Wiley Blackwell.				1	/
Optional literature (at the time of submission of study programme proposal)	Riemer, N. (2010). <i>Introducing Semantics</i> . Cambridge: Cambridge University Press					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		TWENTIETH-CENTURY BRITISH AND IRISH LITERATURE				
Code	HZE402	Year of study	3			
Course teacher	Ilonka Peršić, MPhil, Lecturer	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	The course aims to make students acquainted with the main aesthetic and ideological features and implications of Modernism and Postmodernism, as well as with the specificities of these two movements within British and Irish literature. By focusing on major Modernist and Postmodernist British and Irish authors and by analysing all literary genres, and different sub-genres, students will learn how to approach Modernist and Postmodernist texts, as well as become aware of their aesthetic properties. It will be demonstrated that formal innovation, interest in subjectivity and inter-textual dialogue with the past are among those Modernist features which contrast with the main Postmodernist properties (narrative and linguistic simplicity and an explicit or implicit lack of interest in intertextuality). Through an analysis of the selected works, the course will also introduce some important theoretical notions (to mention but a few of them: students will be acquainted with the definition and properties of free indirect style and of intertextuality, as well as with the psychoanalytic concept of dissolved subjectivity).					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After the successful completion of the course students will</p> <ul style="list-style-type: none"><li>- be familiar with the main aesthetic features of Modernism and Postmodernism, as well with the specificities of these two movements within British and Irish literature;</li><li>- understand the main cultural and political events and their impact on the two literary movements;</li><li>- become acquainted with some important theoretical notions (intertextuality, free indirect style, dissolved subjectivity);</li><li>- improve the abilities of analytical and critical reading;</li><li>- be able to discern the formal specificities of twentieth-century texts;</li><li>- develop writing skills;</li><li>- develop research skills.</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"><li>- <u>Introduction to Modernism</u> (3 lectures; 1 seminar): definition and general guidelines; the idea of the <i>Avant-garde</i>; the historical, political and cultural context of Modernist literature and art; a movement away from traditional forms of expression in Modernist literature and in Modernist painting</li><li>- <u>Modernist fiction</u> (2 lectures): Conrad; E. M. Forster; D. H. Lawrence; V. Woolf; J. Joyce</li><li>- <u>Modernist fiction</u> (8 seminars): James Joyce, <i>A Portrait of the Artist as a Young Man</i>; Katharine Mansfield, 'Bliss', 'The Garden Party'; Virginia Woolf, <i>Mrs Dalloway</i>; D. H. Lawrence, 'The Horse Dealer's Daughter' 'Odour of Chrysanthemums'</li><li>- <u>Modernist poetry</u> (3 lectures): Symbolism; W. B. Yeats; Eliot as a poet and a critic; WW I Poetry</li><li>- <u>Modernist poetry</u> (6 seminars): W. B. Yeats, selected poetry; T. S. Eliot, 'Tradition and the Individual Talent', 'The Metaphysical Poets', 'The Love Song of J. Alfred Prufrock'</li><li>- <u>Towards Postmodernism</u> (1 lecture; 1 seminar): 'The Theatre of the Absurd'. Samuel Beckett. <i>Waiting for Godot</i></li></ul>					



	<ul style="list-style-type: none"><li>- <u>Introduction to Postmodernism</u> (3 lectures; 1 seminar): definition and general guidelines; postmodernism in literature and in art; the historical, political and cultural context of postmodernist literature and art</li><li>- <u>Postmodernist fiction</u> (2 lectures)</li><li>- <u>Postmodernist fiction</u> (6 seminars): David Lodge, <i>How Far Can You Go?</i>; Hugo Hamilton, <i>The Last Shot</i>; Edna O'Brien, 'Sister Imelda'</li><li>- <u>Postmodernist poetry</u> (2 lectures)</li><li>- <u>Postmodernist poetry</u> (8 seminars): Announcing Postmodernism: Philip Larkin, Thom Gunn, Ted Hughes</li></ul> <p>Selected Poetry of Seamus Heaney and Tony Harrison</p>					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation of the seminar; passing the final written exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1.5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	1.5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	2	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class participation (10%), the seminar (40%) and the final exam (or two colloquia) (50%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1. Study material				provided by the teacher	/
	2. McRae, J., & Carter, R. (2001), <i>The Routledge History of Literature in English: Britain and Ireland</i> , London and New York: Routledge.				1	/
	3. Childs, P. (2000). <i>Modernism</i> , London and New York: Routledge. <a href="http://andromeda.rutgers.edu/~jlynch/Lit/">http://andromeda.rutgers.edu/~jlynch/Lit/</a> <a href="http://webster.commnet.edu/mla/index.shtml">http://webster.commnet.edu/mla/index.shtml</a>				1	On line sources.
Optional literature (at the time of submission of study programme proposal)	Begam, Richard & Valdez Moses, Michael, <i>Modernism and Colonialism: British and Irish Literature, 1899-1939</i> (Durham, N.C.; London: Duke University Press, 2007). Harrison, Charles, <i>Modernism</i> (London: Tate Gallery, 1997). Levenson, Michael, <i>Modernism</i> (New Heaven: Yale University Press, c 2011). O'Donnell, Kevin, <i>Postmodernism</i> (Oxford: Lion, c2003). Rickard, John S., <i>Irishness and (Post)modernism</i> (Lewisburg: Bucknell University Press; London: Associated University Presses, c1994). Sim, Stuart. <i>The Routledge Companion to Postmodernism</i> (London: Routledge,					

	2011). Glenn Ward, <i>Postmodernism</i> , (London, London: Teach Yourself, 1997). Wilson, Leigh, <i>Modernism</i> (London: Continuum, 2007).
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfilment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		ENGLISH LANGUAGE – COMMUNICATION SKILLS 3/MODULE 5A				
Code	HZE403	Year of study	3			
Course teacher	Marija Bilić, PhD, Senior Language Instructor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	30	/
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Communicative competence at C1+ to C2 level: conversing fluently and accurately, adapting oral production to various contexts. Command of complex language structures. Writing clear, detailed and well-structured texts (350 words) and summaries of texts. Implementing skills and strategies for independent study and critical self-assessment.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: - express complex ideas fluently and accurately with the use of complex language Structures - adapt oral production to various contexts - write clear, detailed and well-structured texts - recognise main ideas of texts, summarise them and evaluate them - implement skills and strategies for independent study and critical self-assessment					
Course content broken down in detail by weekly class schedule (syllabus)	1. Course introduction: Module 5a builds on the contents of Modules 1, 2, 3 and 4 by further developing all language skills. Emphasis on fluency, accuracy, appropriate use of language, and pragmatic competence at C1+ to C2 level. Particular emphasis on summarizing information from various sources, presenting informed views and differentiating finer shades of meaning. Further development of academic skills and strategies for independent study. Critical self-assessment. Analysing cultural aspects of language use. Raising language awareness. 2 (= two 45-minute sessions) 2. Describing past events and situations. Collocations and idioms. 2 3. Describing possible future events and situations. Paraphrasing. 2 4. Writing: organisation and selection of information. Focus and emphasis: writing essays. Word formation. Understanding the roles of articles and prepositions. 2 5. Expressing cause and consequence. Recognising point of view and level of					

	formality. Understanding interaction. 2 6. Expressing assumptions and possibility. Modal verbs. 2 7. Persuading. Relative clauses. Synonyms. 2 8. Summarising, evaluating. Gerunds and infinitives. 2 9. Practice test. 2 10. Making deductions. Passive ( <i>have</i> and <i>get</i> ). 2 11. Describing contrast, manner and reason. Adapting communication style in writing and speech. 2 12. Reporting. Indirect speech. 2 13. Proposing solutions. Conditional clauses. 2 14. Revision: style and word order, inversion, overall homework analysis. 2 15. Revision and preparation for the examination. 2					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1	Research	/	Practical training	/
	Experimental Work	/	Report	/	Homework	1
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam. Students' knowledge is continuously monitored and checked during classes (diagnostic tests, checking homework, evaluation of written and oral skills). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Various texts (newspapers, magazines, the Internet).					Yes
	Gude, K, Duckworth, M. Rogers L. (2012) <i>Proficiency Masterclass: Student's Book</i> . Oxford: OUP.				2	Yes
	Swan, M. (2016). <i>Practical English Usage</i> . Oxford: OUP (or older editions).				2	Yes
Optional literature (at the time of submission of study programme proposal)	English grammar books and handbooks.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and					

	quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		ENGLISH LANGUAGE – COMMUNICATION SKILLS 3/MODULE 5B					
Code	HZE404	Year of study	3				
Course teacher	Marija Bilić, PhD, 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	10%				
COURSE DESCRIPTION							
Course objectives	Well-developed ability to translate general texts of average difficulty from English Croatian. Command of basic translation strategies.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: - understand the source text; tone, style and register of a text - apply basic translation principles and strategies - translate general texts fluently and accurately from English into Croatian language - adapt production to various contexts - translate with the use of dictionaries and other translation aids						
Course content broken down in detail by weekly class schedule (syllabus)	1 Introduction: basic translation principles: understanding the source text; tone, style and register of a text; use of monolingual and bilingual dictionaries, encyclopaedias, the Internet etc. Basic translation strategies. Familiarisation with in-class analysis procedures; familiarisation with the content and form of the examination. 2 (= two 45-minute sessions) 2 Text 1. 2 3 Text 2. 2 4 Text 3. 2 5 Text 4. 2 6 Text 5. 2 7 Practice test. 2 8 Text 6. Practice test review. 2 9 Text 7. 2 10 Text 8. 2 11 Text 9. 2 12 Text 10. 2 13 Practice test. 2 14 Text 11. Practice test review. 2 15 Revision and preparation for the examination. 2						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				

NAME OF THE COURSE		AMERICAN LITERATURE					
Code	HZE504	Year of study	3				
Course teacher	Gordan Matas, PhD, Associate 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	The course studies the development of American literature from its early days, i.e.						

	from colonial and Puritan literature up to the present time. Special attention has been paid to the American Renaissance and the era of realism and naturalism since some of the most important American authors wrote during these periods. Although the primary goal of the course is to outline the most important periods and authors, the course also discusses ethnic/multicultural literature as well as women's writing.	
Course enrolment requirements and entry competences required for the course	/	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course students will be able to: - Demonstrate the knowledge of main literary periods, works and authors in American literature. - Explain basic facts, theories and principles of the mentioned area. - Analyze and interpret selected literary works. - Compare and evaluate the mentioned periods and works of American literature.	
Course content broken down in detail by weekly class schedule (syllabus)	1 Lecture Introduction/Literature of colonial and revolutionary period Seminar William Bradford, "Of Plymouth Plantation" Jonathan Edwards, "Sinners in the Hands of an Angry God " 2 Lecture Early American fiction Seminar Benjamin Franklin, selection from "Autobiography" 3 Lecture American Renaissance– theoretical framework Seminar Edgar Allan Poe, "The Raven" & "Annabel Lee" 4 Lecture American Renaissance – important authors Seminar Nathaniel Hawthorne, "The Minister's Black Veil" 5 Lecture Transcendentalism - R.W. Emerson & H.D. Thoreau Seminar Ralph Waldo Emerson," Self-Reliance" Henry David Thoreau, "Walden, Chapter I " 6 Lecture W. Whitman & E. Dickinson Seminar Selected poems from the Reader 7 Lecture Mark Twain and American themes Seminar Mark Twain and mid-term exam 8 Lecture American realism Seminar Carl Sandburg, "Chicago" 9 Lecture American naturalism Seminar Stephen Crane, "The Bride Comes to Yellow Sky" 10 Lecture American fiction between the two World Wars Seminar William Faulkner," Barn Burning" 11 Lecture American literature after WW II Seminar Vladimir Nabokov, "Lolita" 12 Lecture Ethnic/Multicultural literature Seminar Zora Neale Hurston, "How it Feels to be Colored Me" 13 Lecture African-American literature Seminar Toni Morrison, "Beloved" 14 Lecture Asian-American literature Seminar Amy Tan, "The Joy Luck Club" 15 Lecture Revision Seminar Revision	
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; seminar, passing the final written exam; compliance with ethical and	





required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: - understand the source text; tone, style and register of a text - apply basic translation and intercultural skills and strategies - translate general texts fluently and accurately from Croatian into English - adapt production to various contexts - translate with the use of monolingual and bilingual dictionaries, encyclopaedias, the Internet					
Course content broken down in detail by weekly class schedule (syllabus)	1 Introduction: basic translation principles: understanding the source text; tone, style and register of a text; use of monolingual and bilingual dictionaries, encyclopaedias, the Internet and other aids. Intercultural skills and translation strategies. Familiarisation with in-class analysis procedures; familiarisation with the content and form of the examination. 2 (= two 45-minute sessions) 2 Text 1. 2 3 Text 2. 2 4 Text 3. 2 5 Text 4. 2 6 Text 5. 2 7 Practice test. 2 8 Text 6. Practice test review. 2 9 Text 7. 2 10 Text 8. 2 11 Text 9. 2 12 Text 10. 2 13 Practice test. 2 14 Text 11. Practice test review. 2 Revision and preparation for the examination. 2					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1	Research	/	Practical training	/
	Experimental Work	/	Report	/	Homework	1
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam. Students' knowledge is continuously monitored and checked during classes (checking homework, practice tests/translation from English into Croatian). 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)	Various texts (books, newspapers, magazines, the Internet).	/	Yes
	Croatian dictionary	2	Yes
	Croatian-English dictionary	2	Yes
Optional literature (at the time of submission of study programme proposal)	Croatian and English grammar and spelling handbooks, specialised dictionaries.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		LANGUAGE FOR SPECIFIC PURPOSES					
Code	HZE502	Year of study	3				
Course teacher	Ivana Petrović, PhD, Assistant Professor	Credits (ECTS)	2				
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	The objectives of the course are: - to introduce students to the various approaches to language for specific purposes; - to familiarize students with lexical and grammatical features that characterize English for specific purposes; - to familiarize students with the role of terminology in translating language for specific purposes.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: - explain the specificity and practical aspect of LSP; - understand the difficulties in translating LSP; - understand the role of terminology; - evaluate terminological resources; - identify specificities of different LSPs; - detect terminological units; - analyse and classify multiword lexical expressions.						

Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"><li>- Course overview.</li><li>- LSP language (definition, basic features).</li><li>- Language for general purposes vs. LSP.</li><li>- Practical aspects of specialized language (language in communication, ESP, translation).</li><li>- Difficulties and procedures in translating (borrowing, paraphrase, neologisms).</li><li>- Linguistic features and levels (lexical, grammatical, pragmalinguistic, stylistic, cognitive).</li><li>- Sentence-based analysis.</li><li>- Terminology (definition, terminological activities).</li><li>- Mid-term exam.</li><li>- Monosemy vs. Polysemy.</li><li>- Terminology extraction (approaches, tools).</li><li>- Terminological resources.</li><li>- Specificity of legal language.</li><li>- Identifying terminology units.</li><li>- End-term exam.</li></ul>					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparing the seminar; passing the colloquium; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	1	Oral exam	/	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	Regular class participation, finishing homework on time, preparing the seminar, passing the colloquium. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Cabr�, M. T. (1999). Terminology: Theory, methods and applications. Amsterdam/Philadelphia: John Benjamins.				1	/
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"><li>- Benitez P.F. (2009). <i>The cognitive shift in terminology and specialized translation</i>, University of Granada.</li><li>- Temmerman, R. (2000). Towards New Ways of Terminology Description – The Sociocognitive Approach. Amsterdam/ Philadelphia: John Benjamins.</li></ul>					
Quality assurance methods that ensure the	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;					

acquisition of exit competences	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 COMMUNICATION					
Code	HZE503	Year of study	3				
Course teacher	Ana Bakašun, Senior Language Instructor	Credits (ECTS)	2				
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 business communication. Effective messages: adapting the message to the target audience. Multicultural working environment. Team work and team building. Effective meetings. Business etiquette. Job hunting process: writing a CV, a letter of application, preparing for a job interview. Presentation skills. Non-verbal communication (body language).						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student should be able to identify, understand and use basic tools for effective communication in the world of work. S/he is expected to be able to tailor her/his communication to the audience or situation at hand, to identify individual and collective goals and responsibilities and act in an appropriate manner. S/he should be able to identify and work towards targets for personal and professional development.						
Course content broken down in detail by weekly class schedule (syllabus)	HOURS                      CONTENT						
	2                      Introduction to business communication.						
	2-4                      Communication in different working environments.						
	4-6                      Effective messages: adapting the message to the target audience.						
	6-8                      Working in teams and team building.						
	8-10                      Effective meetings.						
	10-12                      Interpersonal skills.						
	12-14                      Planning and organising.						
	14-16                      Business etiquette.						
	16-18                      Job-hunting process: writing a CV and a letter of application.						
	18-20                      Job-hunting process: preparing for a job interview.						
	20-22                      Presentation skills in the working environment.						
	22-24                      Presentation skills: effective visual aids.						
	24-26                      Presentation skills: non-verbal communication.						
	26-28                      Presentation skills: adapting to unexpected circumstances.						
28-30                      Multicultural working environment.							
Format of instruction	<input checked="" type="checkbox"/> lectures			<input checked="" type="checkbox"/> independent assignments			
	<input checked="" type="checkbox"/> seminars and workshops			<input type="checkbox"/> multimedia			
	<input type="checkbox"/> exercises			<input type="checkbox"/> laboratory			
	<input type="checkbox"/> on line in entirety			<input type="checkbox"/> work with mentor			

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; oral presentation of a project on an assigned theme; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	0.5	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	/	Project	0.5	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class participation (20%), written reports and the oral presenation of a project on an assigned theme (80%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Chapters from: Locker, K., Mackiewicz, J. & Kienzler, D. (2018). <i>Business and Administrative Communication</i> . Boston: McGraw-Hill Higher Education.				/	/
	Downes, C. (2008). <i>Cambridge English for Job-hunting</i> . Cambridge: CUP.				/	/
Optional literature (at the time of submission of study programme proposal)	Various authentic texts and teacher generated materials.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.					
Other (as the proposer wishes to add)	Open to students of other undergraduate study programmes at the University of Split if the enrolment quota has not been filled by own students, on condition that their English language competence is C1+ to C2 and they contact the course instructor by email beforehand					

NAME OF THE COURSE		AMERICAN SOCIETY AND CULTURE				
Code	HZE507	Year of study	3.			
Course teacher	Gordan Matas, 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	Elective	Percentage of application of e-learning	/			



COURSE DESCRIPTION						
Course objectives	The course discusses history, culture, politics and society in the United States of America from early colonial days and independence through the development of national government and conquest of the American west up to the present day. The aim of the course is to familiarize students with basic values and points of view within American society and their development and changes caused by various historical and political circumstances.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course students will be able to: - Demonstrate the knowledge of main periods and events in history. - Explain basic facts, occurrences and phenomena of the USA. - Analyze and interpret the most important historical, social and cultural phenomena in the USA. - Compare and evaluate the mentioned periods as well as social and cultural phenomena.					
Course content broken down in detail by weekly class schedule (syllabus)	(lecture + seminar) 1. Early settlers 2. Colonial period 3. American independence 4. Expansions, differences and conflicts 5. Civil war and reconstruction 6. World War I and depression 7. World War II 8. America after war 9. Great social and cultural changes 10. New world order 11. Multicultural America 12. Political institutions 13. Religion 14. Education 15. Popular culture					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation of seminar; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	0.5	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0.5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class participation (20%) and the					

work in class and at the final exam	seminar (80%). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Brown Tindall, George & Shi, David Emory. <i>America: A Narrative History</i> . New York and London: W.W. Norton & Company, 2000.	1	Yes
	Norton, Mary Beth, Katzman, David M. et al. <i>A People &amp; a Nation: A History of the United States</i> . Boston: Houghton Mifflin Company, 2001.	1	Yes
Optional literature (at the time of submission of study programme proposal)	Mauk, David & Oakland, John. <i>American civilization: An Introduction</i> . London and New York: Routledge 2009.		
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)	Open to students from other students of other undergraduate study programmes at the University of Split (maximum two people per semester) whose English language competence is C1+ to C2.		

NAME OF THE COURSE		ASPECTS OF BRITISH CULTURE					
Code	HZE508	Year of study	3				
Course teacher	Danijela Šegedin Borovina, PhD, Assistant Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	/	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none"><li>- to develop students' awareness of the complexity of various aspects of British culture and their relation to historical and ideological changes;</li><li>- to analyse and discuss various aspects of British culture;</li><li>- to think through the relationship between tradition and modernity in contemporary Britain;</li><li>- to develop skills of individual research and work and/or work in pairs;</li><li>- to develop presentation skills (presentation of individual research results in front of peers);</li><li>- to develop writing skills and use of secondary sources through work on an essay based on individual research presented in class.</li></ul>						
Course enrolment requirements and entry competences required for the course	/						

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students develop theoretical sensitivity towards an understanding of concepts concerning the relationship between tradition and modernity in contemporary British culture. Through individual research on British culture topics under the course leader's supervision they develop their critical thinking, presentation and writing skills. Although the course's theoretical background is in British Cultural Studies, it is not limited to it. The stress is on the development of critical analysis of materials and the development of individual research skills. After successfully completing the course the students can show their theoretical knowledge and practical skills through a descriptive analysis of elements of British culture.					
Course content broken down in detail by weekly class schedule (syllabus)	<div>1. Introduction: British culture today. Discussion about methodology and topics. Distribution of presentation assignments. 2+0</div> <div>2. Introduction to the history of Great Britain 1+1</div> <div>3. Monarchy then and now: symbolic vs. cultural capital? 1+1</div> <div>4. British media 1+1</div> <div>5. Education and educational institutions: history, cultural heritage and the question of class. 1+1</div> <div>6. Literature and historical legacy of colonialism: the <i>Man Booker</i> literary prize. 1+1</div> <div>7. Political system and political satire. 1+1</div> <div>8. The relationship between tradition and modernity in contemporary British art on the example of the Turner Prize. 1+1</div> <div>9. Sport and identity: Race, class, region. 1+1</div> <div>10. North and South, from the Victorian age until today. 1+1</div> <div>11. Regional identities: Wales and Scotland 1+1</div> <div>12. Britain and Europe 1+1</div> <div>13. Multiculturalism in literature and pop-culture 1+1</div> <div>14. <i>Queer</i> identities and the Anglican church. 1+1</div> <div>15. Essay analysis. Concluding remarks 0+2</div>					
Format of instruction	<input checked="" type="checkbox"/> <b>lectures</b> <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> <b>independent assignments</b> <input checked="" type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; preparation and writing of the seminar; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0.5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	0.5	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class participation (5%), seminar (30%) and the final written exam (or two colloquia) (65%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Oakland, J. (2006). British civilization: An introduction. London, Routledge.			1		/
	O' Driscoll, J. (1995). <i>Britain: the Country and its</i>			1		/

	<i>People</i> . Oxford, Oxford University Press.		
	Storry, M. & Childs, P. (eds.) (2012). <i>British Cultural Identities</i> . London/NY, Routledge.	1	/
	McDowall, D. (1989). <i>An illustrated history of Britain</i> . London, Longman.	1	/
	Addison, P. & Jones, H. (2005). <i>A Companion to Contemporary Britain</i> . Oxford, Blackwell.	1	/
Optional literature (at the time of submission of study programme proposal)	McDowall, D. (2008). <i>Britain in Close-up</i> . Harlow, Longman. Oakland, J. (1993). <i>A Dictionary of British Institutions: a Student Guide</i> . London: Routledge. Internet: BBC, <a href="http://www.bbc.co.uk/">http://www.bbc.co.uk/</a> The Guardian, <a href="http://www.guardian.co.uk/">http://www.guardian.co.uk/</a> National Trust, <a href="http://www.nationaltrust.org.uk/">http://www.nationaltrust.org.uk/</a> British History Online, <a href="https://www.british-history.ac.uk/">https://www.british-history.ac.uk/</a>		
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)	Open to students of other undergraduate study programmes at the University of Split if the enrolment quota has not been filled by its own students, on condition that their English language competence is C1+ to C2 and they contact the course instructor by email beforehand.		

NAME OF THE COURSE		INTRODUCTION TO CREATIVE WRITING				
Code	HZE509	Year of study	3			
Course teacher	Simon Ryle, PhD, Associate Professor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	30	0	/
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Students will improve their knowledge of poetic and prose fiction forms of English. By attention to the concentrated web of referential signs employed in poetic and fictive forms of English, students will improve their ability to use precisely and effectively these forms. Students will develop subtle critical faculties with regard to the aesthetic and technical aspects of poetic and prose fiction forms of English, and acquire appropriate techniques of applying critical commentary to poetic and fictive forms of English produced by their peers.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Knowledge of techniques of effective creative writing; Ability to share constructive critical ideas concerning the writing of others; Ability to revise writing based on editorial and workshop commentaries (oral and written); Improved ability to compose in poetic and prose forms.					
Course content	This class is run as a seminar-workshop in which students submit their own writing					

broken down in detail by weekly class schedule (syllabus)	as the primary texts under discussion, and participate in analysing and constructively criticizing this student writing. The precise weekly schedule is thus entirely dependent on the number of students who elect to take the class, and the writing needs of these students, as identified by the class instructor and the students in the first session.					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in classes; timely completion of homework; preparation of a portfolio of written work; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					
Screening student work( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class contributions	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Writing	1	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class participation (participation in class discussions, writing, critical comments on others' work) and a writing portfolio. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Burroway, Janet. <i>Writing Fiction: A Guide to Narrative Craft</i> . London: Pearson, 1982.				1	/
Optional literature (at the time of submission of study programme proposal)	Modern and contemporary texts illustrative of poetic and fictive English forms will be supplied to students.					
Quality assurance methods that ensure the acquisition of exit competences	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		PROFESSIONAL PRACTICE AT A TEACHING BASE		
Code	HZX008	Year of study	3	
Course teacher	All teachers appointed to	Credits (ECTS)	5	

	scientific-teaching grades who are involved in teaching					
Associate teachers	-	Type of instruction (number of hours)	P	S	V	T
			0	30	40	80
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	To introduce students to specific practical conditions at the teaching base and enable them to independently identify and solve more complex practical problems in a real work environment.					
Course enrolment requirements and entry competences required for the course	Students are eligible to apply to the competition for professional practice before the start of the third year of the undergraduate study programme. Should more students apply for the professional practice than there are places available, the selection procedure will be conducted according to the Ordinance on Professional Practice of the Faculty of Humanities and Social Sciences.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Learning outcomes:</p> <ol style="list-style-type: none"><li>1. applying the knowledge and skills acquired during the undergraduate which are required to independently identify and solve more complex concrete problems in a real work environment;</li><li>2. preparing a professional practice report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report.</li></ol> <p>Individual learning outcomes - upon the completion of professional practice, students will be able to:</p> <ol style="list-style-type: none"><li>1. explain the structure of the selected teaching base;</li><li>2. recognize and explain the challenges posed by the work environment and create the processes for dealing with specific challenges;</li><li>3. analyze and evaluate concrete practical situations based on recent scientific sources;</li><li>4. Monitor, document, and evaluate processes in the teaching base;</li><li>5. describe problems arising from specific work assignments in the teaching base and suggest the procedures for solving them;</li><li>6. document personal practice and evaluate it reflexively.</li></ol>					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by a mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> <b>seminars and workshops</b> <input checked="" type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> <b>field work</b>		<input checked="" type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input checked="" type="checkbox"/> <b>laboratory</b> <input checked="" type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)			
Student responsibilities	The student who enrolls in this course is obliged to follow the schedule as defined by the mentor from the teaching base. He/she is obliged to follow the mentor's instructions and diligently perform the assigned work tasks. Upon the completion of professional practice, the student must prepare a report on professional practice and publicly present the experiences gained, compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.					



Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Literature research	0.5	Practical training	3
	Experimental work	/	Report	/	Consultations with mentors	/
	Essay	/	Seminar essay	/	Data gathering	/
	Tests	/	Oral exam	/	Report on professional practice	0.5
	Written exam	/	Project	/	Report defense	/
Grading and evaluating student work in class and at the final exam	<p>Professional practice is assessed descriptively by the mentors from the teaching base and the Faculty of Humanities and Social Sciences in Split. The mentor from the teaching base continually monitors whether the student attends the practice regularly and whether he/she is diligent and successful in solving the assigned tasks.</p> <p>At the end of the practice, the mentor assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> <li>• The student has successfully completed the professional practice</li> <li>• The student has not successfully completed the professional practice.</li> </ul> <p>In case the student did not successfully complete the professional practice, the mentor from the teaching base must provide the written explanation for the grade, and the mentor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.</p> <p>If the grade given by the mentor from the teaching base is "The student has successfully completed professional practice", the mentor from the Faculty of Humanities and Social Sciences in Split analyses the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> <li>• The student has successfully written and defended the professional practice report.</li> <li>• The student has not successfully written and defended the professional practice report.</li> </ul> <p>If the grade given by the mentor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the professional practice report", the grade must be explained in writing.</p> <p>Professional practice is considered to have been passed if the descriptive grades given by both mentors have confirmed the successful completion of the professional practice/professional practice report. If the descriptive grades by both mentors are positive, the mentor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book.</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Achieved practical work, - 60%</li> <li>2. Prepared and presentation of the report, in accordance with the instructions of mentors - 20%</li> <li>3. Consultations with mentors and independent research - 20%</li> </ol> <p>Criteria for evaluating and grading individual elements are described in the course repository.</p>					

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

### 3. STUDY PERFORMANCE CONDITIONS

#### 3.1. Places of the study performance

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Poljičanka
Location of building	Poljička cesta 35, 21000 Split
Year of completion	1991
Total square area in m <sup>2</sup>	7967,10 m <sup>2</sup>

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

Course	Teachers and associate teachers
American Literature	Gordan Matas, PhD, Associate Professor
American Society and Culture	Gordan Matas, PhD, Associate Professor
Aspects of British Culture	Danijela Šegedin Borovina, PhD, Assistant Professor
Business Communication	Ana Bakašun, Senior Language Instructor
English Language – Communication Skills 1/Module 1	Ana Bakašun, Senior Language Instructor
English Language – Communication Skills 1/Module 2	Ana Bakašun, Senior Language Instructor
English Language – Communication Skills 2/Module 3	Ivana Bojčić, Senior Language Instructor
English Language – Communication Skills 2/Module 4	Ivana Bojčić, Senior Language Instructor
English Language – Communication Skills 3/Module 5a	Marija Bilić, PhD, Senior Language Instructor
English Language – Communication Skills 3/Module 5b	Marija Bilić, PhD, Senior Language Instructor
English Language – Communication Skills 3/Module 6	Marija Bilić, PhD, Senior Language Instructor
English Literature from Renaissance to Neo-Classicism	Simon Ryle, PhD, Associate Professor
English Literature of Romanticism and the Victorian Era	Ilonka Peršić, MSc, Lecturer
Final Thesis	
Introduction to Creative Writing	Simon Ryle, PhD, Associate Professor
Introduction to Linguistics	Mirjana Semren, PhD, Assistant Professor
Introduction to Semantics	Ivana Petrović, PhD, Assistant Professor
Introduction to the Study of Literature: Key Concepts	Brian Willems, PhD, Associate Professor Victoria Vestić, Assistant
Introduction to the Study of Literature: Textual Analysis	Brian Willems, PhD, Associate Professor Victoria Vestić, Assistant

Language for Specific Purposes	Ivana Petrović, PhD, Assistant Professor
Morphology and Morphosyntax	Nataša Stojan, PhD, Assistant Professor
Phonetics and Phonology	Ivana Petrović, PhD, Assistant Professor
Professional Practice at a Teaching Base	
English Syntax	Nataša Stojan, PhD, Assistant Professor
20 <sup>th</sup> Century Literature of Britain and Ireland	Ilonka Peršić, MSc, Lecturer

### 3.3. Curriculum vitae of the course teacher

First and last name and title of teacher	<b>Ana Bakašun, Senior Language Instructor</b>
The course he/she teaches in the proposed study programme	English language: Communicative Skills – Module 1 English language: Communicative Skills – Module 2 Business Communication
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021545587
E-mail address	abakasun@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior Language Instructor, 2020
Area and field of election into research or art rank	Philology; English language
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, Department of English
Date of employment	From 2001 part time; from 2006 full time employment
Name of position (professor, researcher, associate teacher, etc.)	Senior Language Instructor
Field of research	Methodology of English language teaching
Function	Teacher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	History of Art and English Language Teacher
Institution	University in Zagreb, Faculty of Philosophy
Place	Zagreb
Date	1984
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1991 and 1999
Place	Cambridge
Institution	The Bell School; The British Council
Field of training	English language; Methodology of Business English Teaching
Year	2002-2005

Place	Zagreb
Institution	Faculty of Philosophy
Field of training	Methodology of English language teaching
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
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)	English: field of training and work
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Language Instructor-Lecturer at the Faculty of Economics in Split, undergraduate level courses: Business English 1 and 2 (from 1997 to 2006)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Bakašun, A., Bojčić, I., Marušić, M. (2018). When mess is the norm: engaging with classroom complexities. <i>Strani jezici</i> 47, No. 1-2, pp 59-78.  Bakašun, A., Bojčić, I., Marušić, M. (2017). ESP refresher courses: reflecting on our teaching practices. <i>Strani jezici</i> 46, No. 1-2, pp 119-140.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Postgraduate specialist study programme in Teaching Methodology, Faculty of Philosophy, Zagreb. Graduate teaching diploma acquired at the Faculty of Philosophy, Zagreb (study programme History of Art and English Language and Literature).
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Marija Bilić, PhD, Senior Language Instructor</b>
The course he/she teaches in the proposed study programme	English Language – Communication Skills 3/Module 5a English Language – Communication Skills 3/Module 5b English Language – Communication Skills 3/Module 6
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021545587
E-mail address	marija@ffst.hr
Personal web page	<a href="https://www.bib.irb.hr/pregled/znanstvenici/334560">https://www.bib.irb.hr/pregled/znanstvenici/334560</a>
Year of birth	/
Scientist ID	334560
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	senior language instructor 16/11/2020

Area and field of election into research or art rank	Humanities, Philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	16/11/2020
Name of position (professor, researcher, associate teacher, etc.)	senior language instructor
Field of research	Language and translation/ interpreting technologies, translator and interpreter education, market research
Function	
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	09/05/2018
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish - 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	2012-2018 – Faculty of Humanities and Social Sciences in Split; teaching assistant at the MA study programme English studies – translator/ interpreter specialisation Courses taught: Translation theory with elements of contrastive analysis Translation methodology – theory and practice Interpreting – Module 1 Interpreting – Module 2
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Bilić, M. (2018). <i>Corpus-based Analysis of English Phrasal Verbs in Legal Domain</i> , doctoral dissertation, Faculty of Humanities and Social Sciences, Zagreb  Bilić, M., Gašpar A. (2018). Extraction of Phrasal Verbs from the Comparable English Corpus of Legal Texts. <i>International Journal of English Language and Translation Studies (IJELTS)</i> . 6 (2). 184-194.  Gašpar, A., Bilić, M., Stojan, N. The impact of misused English terminology on translations into other EU languages. <i>Linguistics And Language Conference Proceedings</i> , Ercan, Burçin (ed.). Istanbul, Turkey: Metin Copy Plus, 2015. 205-220  Rajh, I., Bilić, M., Bičanić, I. Conference interpreting in Croatia in 1989 and 2009. <i>FORUM Revue internationale d'interprétation et de traduction/ International Journal of Interpretation and Translation</i> . 9 (2011), 2; 23-46



	Bilić, M., Ivančević, E., Rajh, I. The Use of Second Foreign Language among Graduates in Professional Scope. <i>Proceedings of the 4th International Language Conference on the Importance of Learning Professional Foreign Languages for Communication between Cultures</i> 2011. Vičić, P., Orthaber, S., Ipavec, V. M., Zrinski, M. (ed.), Celje: University of Maribor, Faculty of Logistics, Slovenia, 2011. 14-18.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>Translation of books:</p> <p>Kotler, Philip; Bowen, John T.; Makens, James C. <i>Marketing u ugostiteljstvu, hotelijerstvu i turizmu</i>. (en. <i>Marketing for Hospitality and Tourism</i>) MATE, Ltd., Zagreb, 2010. Translators: Grabar, I.; Zeljković, I.; Rajh, I.; Bilić, M.</p> <p>Tomasevich, Jozo. <i>Rat i revolucija u Jugoslaviji 1941-1945 Okupacija i kolaboracija</i> (en. <i>War and Revolution in Yugoslavia 1941-1945 Occupation and Collaboration</i>). EPH, Novi Liber, Zagreb, 2010. Translators: Biličić, D., Bilić, M., Hasnaš, S., Šućur Perišić, Lj.</p> <p>Blanchard, Ken; Bowles, Sheldon. <i>Gung Ho!</i> (en. <i>Gung Ho!</i>) MATE, Ltd., Zagreb, 2009</p> <p>Hamel, Gary. <i>Budućnost menadžmenta</i> (en. <i>The Future of Management</i>) MATE, Ltd., Zagreb, 2009</p> <p>Proof-reading of a book: Mateša, Z. <i>Introduction to Strategic Management</i>. MATE Ltd., Zagreb, 2019</p>
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?	<p>2018 - Postgraduate Doctoral Studies of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb</p> <p>2007 - postgraduate European Masters of Arts in Conference Interpreting, Faculty of Humanities and Social Sciences, University of Zagreb</p> <p>2006 - graduate studies of Italian language and literature and English language and literature, Faculty of Humanities and Social Sciences, University of Zagreb</p> <p>The International Summer School on Digital Linguistics, Digiling 2019, Prague, 17-22 June 2019</p> <p>Translation Technologies Summer School, TransTech 13, Rijeka, Croatia, 2-8 September 2013</p>
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Ivana Bojčić, Senior Language Instructor</b>
The course he/she teaches in the proposed study programme	English language: Communicative Skills/Module 3 English language: Communicative Skills/Module 4
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021545587

E-mail address	ibojcic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior Language Instructor, 2020
Area and field of election into research or art rank	Philology; English language
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, Department of English
Date of employment	From 2009 full time employment
Name of position (professor, researcher, associate teacher, etc.)	Senior Language Instructor
Field of research	Methodology of English language teaching
Function	Teacher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	English Language Teacher and Italian Language Teacher
Institution	University in Zadar, Faculty of Philosophy
Place	Zadar
Date	1994
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	1999-2009
Place	Split
Institution	Centre foreign languages Split
Field of training	English language; Theory and practice in modern foreign language
Year	1998-2009
Place	Croatia and abroad, HUPE
Institution	Faculty of Philosophy, Montenegro and Croatia
Field of training	Methodology of English and Italian language teaching
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5 (excellent) Spanish 2 (sufficient)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English: field of training and work Italian: field of training
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Language Instructor-Lecturer at the Faculty of Maths and Physics in Split, undergraduate level courses: English for special purposes 1 and 2; Mentor for English language students
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Bakašun, A., Bojčić, I., Marušić, M. (2018). When mess is the norm: engaging with classroom complexities. <i>Strani jezici</i> 47, No. 1-2, pp 59-78.  Bakašun, A., Bojčić, I., Marušić, M. (2017). ESP refresher

	courses: reflecting on our teaching practices. <i>Strani jezici</i> 46, No. 1-2, pp 119-140.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Postgraduate specialist study programme in Teaching Methodology, Faculty of Philosophy, Zadar. Graduate teaching diploma acquired at the Faculty of Philosophy, Zadar (study programme Italian and English Language and Literature).
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Gordan Matas, PhD, Associate Professor</b>
The course he/she teaches in the proposed study programme	American Literature American society and culture
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021545554
E-mail address	gmatas@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	276835
Research or art rank, and date of last rank appointment	Assistant professor since 20.12.2013.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Teaching assistant since 23.12. 2010.
Area and field of election into research or art rank	Humanities, philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	01.10.2003.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	American literature
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences in Zagreb
Place	Zagreb
Date	21.12.2010.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2006./2007.
Place	Chicago, USA
Institution	Northwestern University
Field of training	American literature
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/

Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 5
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Teaching the following courses: - since 2003.: <i>American literature</i> ; _since 2006: <i>African American Novel</i> ; <i>Multiculturalism, Identity, Literature: Canada and the United States</i>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Matas, Gordan; Škara, Danica  <a href="#">The Language of Politics: Toward a Metaphorical Reconceptualization of the European Union in Public Media</a> // Credibility, Honesty, Ethics &amp; Politeness in Academic and Journalistic Writing / Schmied, Josef ; Dheskali, Jessica (ed.). Goettingen: Cuvillier Verlag Goettingen, 2019. p. 99-108</p> <p>Car, Viktorija; Matas, Gordan  <a href="#">Istraživački pristupi lažnim vijestima – kako uz pomoć big data razotkriti trollove?</a> // Vjerodostojnost medija: Doba lažnih informacija / Hrnić Kuduzović, Zarfa ; Kulić, Milica ; Jurišić, Jelena (ed.). Tuzla, Bosna i Hercegovina: Filozofski fakultet Sveučilišta u Tuzli, 2019. p. 101-116</p> <p>Matas, Gordan  <a href="#">Attitudes to the Past in Toni Morrison's Jazz and Paradise</a> // Zbornik radova Filozofskog fakulteta u Splitu, <b>7</b> (2017), 10; 95-104</p> <p>Matas, Gordan  <a href="#">Aspects of Friendly Love in Toni Morrison's "The Bluest Eye" and "Sula"</a> // Zbornik radova Filozofskog fakulteta u Splitu, <b>6</b> (2017), 91-102</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	BA, MA and PHD degrees obtained at Faculty of Humanities and Social Sciences in Split
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	Norwegian scholarship <i>A Foreign Language That Unites</i> (2004. /2005.) for research at University of Bergen, Norway; American scholarship <i>Fulbright</i> for pre-doctoral research at <i>Northwestern University</i> in Chicago (2006. /2007.) and Canadian Scholarship <i>Faculty Enrichment Program</i> (2008.) for research at universities of Toronto and Montreal.

<b>First and last name and title of teacher</b>	<b>Ilonka Peršić, MPhil, Lecturer</b>
The course he/she teaches in the proposed study programme	English Romantic and Victorian Literature, 20 <sup>th</sup> Century British and Irish Literature
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021545559
E-mail address	<a href="mailto:ipersic@ffst.hr">ipersic@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	276161
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Lecturer in English literature, 14 July 2017
Area and field of election into research or art rank	Humanities, English language and literature
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	School of Humanities and Social Sciences, University of Split
Date of employment	28 May 2002
Name of position (professor, researcher, associate teacher, etc.)	Assistant; lecturer in English literature since 2011
Field of research	The fiction and poetry of the 19 <sup>th</sup> and the 20 <sup>th</sup> centuries, comparative literature
Function	Teach courses on English Romantic and Victorian Literature, twentieth-century British and Irish Literature and a theoretical course on versification and narratology
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	MPhil
Institution	Faculty of Philosophy
Place	Zagreb
Date	10 April 2008
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2002
Place	Trieste
Institution	Scuola Superiore per Interpreti e Traduttori
Field of training	Research at the local libraries in the field of twentieth-century Irish and Italian Literature
Year	2003
Place	Zurich
Institution	James Joyce Foundation
Field of training	Research on Joyce at the Foundation's Library
Year	2003-2007
Place	Oxford, UK
Institution	The Queen's College
Field of training	Twentieth-century British and Irish literature, especially on James Joyce and Italo Svevo, literary theory
Year	2009
Place	Boston, USA
Institution	Harvard University
Field of training	Research on the interaction between Modernist art and literature at the Library
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	

Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (3)
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- 2007 – present: University of Split, School of Humanities and Social Sciences: teach <i>Twentieth-Century British and Irish Literature</i> (undergraduate study program <i>English Language and Literature</i>)</li> <li>- 2016 – present: present: University of Split, School of Humanities and Social Sciences: teach <i>English Romantic and Victorian Literature</i> (undergraduate study program <i>English Language and Literature</i>)</li> <li>- Since 2009 – present: University of Split, School of Humanities and Social Sciences: teach <i>James Joyce and Literary Text and Discourse</i> (graduate study program <i>English Studies</i>)</li> <li>- Since 2015 – present: University of Split, School of Humanities and Social Sciences: teach <i>Virginia Woolf</i> (graduate study program <i>English Studies</i>)</li> <li>- 2005 – 2007 – taught Modernist literature to American visiting students (undergraduate level) at Oxford University, Wycliffe Hall College</li> </ul>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoškekompetencije?	<p>Taught at the following institutions:</p> <ul style="list-style-type: none"> <li>• University of Split, School of Humanities and Social Sciences: the above mentioned undergraduate courses (15 lectures, 30 seminars; 2 groups); the above mentioned graduate courses (15 lectures, 30 seminars), apart from <i>Literary Text and Discourse</i> which has 30 lectures and 30 seminars.</li> <li>• Oxford University, Wycliffe Hall College (2005-2007): occasionally taught Modernist literature to American visiting students (tutorials, undergraduate level).</li> </ul>
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/



First and last name and title of teacher	<b>Ivana Petrović, PhD, Assistant Professor</b>
The course he/she teaches in the proposed study programme	Introduction to Semantics; Phonetics and Phonology; Language for Specific Purposes
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	+385 21 545 559
E-mail address	<a href="mailto:ipetrovic@ffst.hr">ipetrovic@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	276194
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Research Associate, November 8, 2018
Area and field of election into research or art rank	Area of Humanities, Field of Philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	2019
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Linguistics
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD in Linguistics
Institution	University of Zagreb
Place	Zagreb
Date	2014
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5 excellent
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 5 excellent
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- Phonetics and Phonology – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- Introduction to Semantics – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- English Language - Communicative Skills 3, Module 6 – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- Syntax (Seminar) – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> </ul>

	<ul style="list-style-type: none"> <li>- Methodology of Translation: Theory and Practice – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- Translation Studies with Elements of Contrastive Analysis – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- Languages in Contact – English Studies, graduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> </ul>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> <li>- Petrović, Ivana; Bezić, Maja (2020). Metafora u medijskom diskursu o migracijama. <i>Značenje u jeziku: od individualnog do kolektivnog</i>. Matešić, Mihaela; Martinović, Blaženka (ur.). Zagreb: HDPL. 75-87.</li> <li>- Bezić, Maja; Petrović, Ivana (2019). Diskursne strategije u medijskom prikazu migranata. <i>Zbornik radova Filozofskog fakulteta u Splitu</i>. 12. 81-97.</li> <li>- Petrović, Ivana (2018). Croatian as a heritage language in Canada. <i>Zbornik radova Filozofskog fakulteta u Splitu</i>. 1, 11. 59-72.</li> <li>- Petrović, Ivana (2017). Očuvanje hrvatskog jezika u Kanadi. <i>Migracijske i etničke teme</i>. 33, 1. 7-36.</li> <li>- Petrović, Ivana (2015). Verbal Fluency in Late Croatian-English Bilinguals. <i>Language Varieties Between Norms and Attitudes</i>. Ed. Peti-Stantić, A; Stanojević, M-M.; Antunović, G. Frankfurt am Main: Peter Lang. 169-180.</li> </ul>
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Simon Ryle, PhD, Associate Professor</b>
The course he/she teaches in the proposed study programme	English Literature: Renaissance to Neoclassicism Introduction to Creative Writing
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021545559
E-mail address	<a href="mailto:sryle@ffst.hr">sryle@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	ORCID identifier: 0000-0002-0316-871X
Research or art rank, and date of last rank appointment	Izvanredni professor (Associate professor), Sept. 2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	English literature
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Filozofski fakultet, University of Split
Date of employment	October, 2004
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	English literature
Function	
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	

Degree	PhD
Institution	University of Cambridge
Place	Cambridge, UK
Date	March 2012
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (4)
<b>COMPETENCES FOR THE COURSE</b>	
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)	<p>'Xenoflesh: A Zoēpoetics of Meat.' <i>boundary2</i> 47.4 (2020). 63-99.</p> <p>'Shakespeare's e-a-r.' <i>Cahiers Élisabéthains</i> 100 (2019). 24-43.</p> <p>'Minor Shakespeares.' <i>Minor Shakespeares</i>. Ed. Simon Ryle. <i>The Journal for Cultural Research</i> 23.1 (2019). 1-14.</p> <p>'Poetics of Miasma: Nuclear Waste and <i>Antigone</i> in the Anthropocene.' <i>Umjetnost riječi: Časopis za znanost o književnosti</i> 62.1 (2018). 17-50.</p> <p>'Desire and Representation.' <i>A Handbook of Renaissance Literature</i>. John Lee, ed. London: Wiley Blackwell, 2017. 86-100.</p>
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)	<p><u>Conference co-convenor:</u>  <i>Wavescape in the Anthropocene</i>, University of Split and Vis, 4<sup>th</sup>-7<sup>th</sup> Dec. 2018.</p> <p><i>Constitutions of Hamlet: Afterlives and Political Theologies of Trauerspiel</i>, University of Split, 16<sup>th</sup> December 2016.</p> <p><i>Minor Shakespeares: The Politics and Aesthetics of the Margins</i>, University of Split, Croatia, 23<sup>rd</sup>-24<sup>th</sup> September 2016.</p>
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?	
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	<i>Short-Term Fellowship</i> , Folger Shakespeare Library, Washington DC, 2018. <i>RSC 'Other' Prize</i> (for best original play script), Royal Shakespeare Company and University of Cambridge. <i>The Charles Oldham Shakespeare Scholarship</i> , English Faculty, University of Cambridge.

First and last name and title of teacher	<b>Mirjana Semren, PhD, Assistant Professor</b>
The course he/she teaches in the proposed study programme	Introduction to Linguistics
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	+385 21 545 557
E-mail address	mdukic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	288434
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 1 <sup>st</sup> July 2019.
Area and field of election into research or art rank	Humanities, philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 <sup>st</sup> July 2006.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Applied linguistics, Methodology of teaching English as a foreign language
Function	Head of English Language and Applied Linguistics Section
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD. in linguistics
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	11 <sup>th</sup> June 2015
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - excellent
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - excellent
Foreign language and command of	German - sufficient

foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- Introduction to Linguistics (lectures and seminars) – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- Morphology and Morphosyntax (lectures and seminars) – English Language and Literature, undergraduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- Methodology of English Language Teaching (lectures and seminars)– English Language and Literature, graduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- Practicum and Teaching Practice (seminars and exercises) – English Language and Literature, graduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- Psycholinguistics and Cognitive Aspects of Language (lectures and seminars) – English Language and Literature, graduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> <li>- Glottodidactics (lectures and seminars) –English Language and Literature, graduate study programme at the Faculty of Humanities and Social Sciences in Split.</li> </ul>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Semren, M.; Šegedin Borovina, D. (2020). Developmental Sequences of L2 Grammar Acquisition in the Interlanguage of Croatian EFL Learners. <i>BELLS90</i>, Vol. 1, 241-264.</li> <li>2. Semren, M. (2018). The Order of Emergence of the Morphological Markers of Temporal Expression in the Croatian EFL Learners' Longitudinal Speech Production Data. <i>Applied Linguistics Papers</i>, 25: 2, 89-106.</li> <li>3. Semren, M. (2018). Insight into the acquisition of verbal morphology: a longitudinal study of Croatian EFL learners' interlanguage development. <i>FOLIA LINGUISTICA ET LITTERARIA: Časopis za nauku o jeziku i književnosti</i>, 20, 65-85.</li> <li>4. Semren, M. (2017). A Longitudinal Study of the Acquisition of Verbal Morphology in the EFL Classroom. <i>English Language Overseas Perspectives and Enquiries (ELOPE)</i>, 14: 1, 55-74.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Master of Education in English and Italian Studies.
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	

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)	/
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First and last name and title of teacher	<b>Nataša Stojan, PhD, Assistant Professor</b>
The course he/she teaches in the proposed study programme	Morphology and morphosyntax English Syntax
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021545564
E-mail address	nstojan@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	276183
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor; 20/12/2013
Area and field of election into research or art rank	Humanities, philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	01/10/2004
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Anglistics
Function	Assistant Professor
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences in Zagreb
Place	Zagreb
Date	18/07/2011
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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	Italian- 4



foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. Stojan, Nataša; Novak Mijić, Sonja (2019). <a href="#">Conceptual Metaphors in Political Discourse in Croatian, American and Italian Newspapers</a>". <i>Academic Journal of Interdisciplinary Studies</i>, <b>8</b></p> <p>2. Stojan, Nataša; Novak Mijić, Sonja (2017). <a href="#">"Passive Voice in Political Newspaper Articles"</a>. <i>PEOPLE: International Journal of Social Sciences</i>, <b>3</b></p> <p>3. Stojan, Nataša; Miletić, Ivana (2017). <a href="#">"Multilingualism in Luxembourg"</a>. <i>International Journal of Current Research</i>, <b>9</b></p> <p>4. Stojan, Nataša; Gašpar, Angelina; Bilić, Marija; (2015). <a href="#">"The impact of misused English terminology on translations into other EU languages"</a>. <i>LINGUISTICS AND LANGUAGE CONFERENCE PROCEEDINGS</i> / Ercan, Burçin (ur.). Istanbul, Turkey: Metin Copy Plus</p>
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?	/
<b>PRIZES AND AWARDS, STUDENT EVALUATION</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	<b>Danijela Šegedin Borovina, PhD, Assistant Professor</b>
The course he/she teaches in the proposed study programme	Aspects of British culture
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021545559
E-mail address	dsegedin@ffst.hr

Personal web page	/
Year of birth	/
Scientist ID	309865
Research or art rank, and date of last rank appointment	research associate, 8 November 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	assistant professor, 27 June 2019
Area and field of election into research or art rank	humanities, philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 November 2008 (research assistant)
Name of position (professor, researcher, associate teacher, etc.)	assistant professor
Field of research	SLA, methodology of teaching English as a foreign language
Function	departmental ECTS coordinator
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	7 July 2015
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German - 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Šegedin Borovina, Danijela (2017). Croatian EFL Learners' Interlanguage Requests: A Focus on Request Modification. <i>English Language Overseas Perspectives and Enquiries (ELOPE)</i>, 14 (1), 75-93.</p> <p>Šegedin Borovina Danijela, Čurković Kalebić Sanja (2017). Verbal report in interlanguage request production of Croatian EFL learners, <i>FOLIA LINGUISTICA et LITTERARIA: Časopis za nauku o jeziku i književnosti</i>, 17, 207-222.</p> <p>Semren, Mirjana, Šegedin Borovina Danijela (2020). Developmental Sequences of L2 Grammar Acquisition in the Interlanguage of Croatian EFL Learners, <i>Belgrade English Language and Literature Studies</i>, Vol. 1, 241-264</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic	/

projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Courses in methodology of teaching English as a foreign language at the graduate level, courses in psychology of education and pedagogy at the postgraduate level
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Victoria Vestić, Assistant
The course he/she teaches in the proposed study programme	<i>Introduction to Literature: Poetry and Drama</i> <i>Introduction to Literature: the Novel</i>
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35
Telephone number	+385 21 545 587
E-mail address	<a href="mailto:vvestic1@ffst.hr">vvestic1@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	405671
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant, 3 March 2023
Area and field of election into research or art rank	Humanities, Philology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	3 March 2023
Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	English literature, literary theory
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MA in Croatian Language and Literature and Anglistics (Translation Studies)
Institution	University of Split, Faculty of Humanities and Social Sciences
Place	Split, Croatia
Date	24 April 2018
INFORMATION ON ADDITIONAL TRAINING	
Year	enrolled in 2020 (ongoing)
Place	Croatia
Institution	University of Split, Faculty of Humanities and Social Sciences
Field of training	PhD programme in the Humanities (enrolled in the final year of a doctoral programme, Literature and Culture module)
Year	2023

Place	Germany
Institution	University of Kiel
Field of training	Public speaking/Presentation skills (workshops for European Researchers' Night)
Year	2023
Place	Lithuania
Institution	Vilnius Gediminas Technical University
Field of training	Interdisciplinary research (Summer School for PhD students)
Year	2022
Place	Slovenia
Institution	University of Maribor
Field of training	Interdisciplinary research (Summer School for PhD students and young researchers)
Year	2021
Place	Germany
Institution	European Central Bank (ECB)
Field of training	Translation Traineeship (English-Croatian language pair)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English: 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian: 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German: 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French: 2
<b>COMPETENCES FOR THE COURSE</b>	
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)	<ul style="list-style-type: none"> <li>- Palameta, Miroslav i Victoria Vestić (2022). How Vitezovic Read Mrnavic. Hercegovina VIII. Mostar-Zagreb: Sveučilište u Mostaru, 83-105.</li> <li>- Ryle, Simon i Victoria Vestić (2019). Fractals in Assassin's Creed. Zbornik radova Filozofskog fakulteta u Splitu. Split: Filozofski fakultet u Splitu, 3-22.</li> <li>- Vestić, Victoria (2018). Harry Potter, Heteronormativity and Pronatalism – the Villain as the Antinatalist. Zbornik radova međunarodnog simpozija mladih anglista, kroatista i talijanista. Split: Filozofski fakultet u Splitu, 168-184.</li> </ul>



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

First and last name and title of teacher	<b>Brian Daniel Willems, PhD, Associate Professor</b>
The course he/she teaches in the proposed study programme	Introduction to Literature: Key Concepts Introduction to Literature: Textual Analysis
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Faculty of Humanities and Social Sciences, Poljička cesta 35, Split
Telephone number	021545559
E-mail address	bwillems@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	331676
Research or art rank, and date of last rank appointment	Associate Professor, Dec 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	English
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences, Department of English Language and Literature
Date of employment	2003

Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Literature and film
Function	Head of Literature in English section
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctorate, Literature
Institution	University of Split
Place	Split, Croatia
Date	2013.
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	University of Split: Literary Futures  University of Ljubljana: Shakespeare, American Drama, American Poetry, British Poetry, American Naturalism
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> <li>- "Speculative Realism: The Human Non-Human Divide." U: <i>After the Human: Reading Now</i>. Ur. Sherryl Vint. Cambridge: Cambridge University Press, 2020, str. 192-205.</li> <li>- "Automating Economic Revolution: Robert Heinlein's <i>The Moon is a Harsh Mistress</i>." U: <i>Economic Science Fictions</i>. Ed. Will Davies. London: Goldsmiths Press; Cambridge: MIT Press, 2018: 73-92.</li> <li>- "Scale and Change: Assaf Gavron's <i>CrocAttack!</i>, Nathan Englander's 'Sister Hills' and Elia Suleiman's <i>Divine Intervention</i>," <i>Textual Practice</i> 32:1 (2018): 163-84.</li> <li>- "Financijski algoritmi u književnosti poslije 2008.: Kim Stanley Robinson i Hari Kunzru." <i>Književna smotra</i> 50:189(3) (2018): 3-13.</li> <li>- <i>Speculative Realism and Science Fiction</i>. Edinburgh University Press, 2017.</li> </ul>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2018-2020. Establishment of Korean Studies and Training Plans for Experts in Koreanology at University of Split, KLASA 605-01/18-01/0005; URBROJ: 2181-190-03-1/9-18-0004. Project head: Prof. dr. sc. Boris Škvorc.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	/

PRIZES AND AWARDS	
Recognitions and awards for teaching and scientific work / artistic work	<p>2019. Award for academic achievement, University of Split, for 2019.</p> <p>2011, NajProfesora Student-given award for best professor at the Faculty of Philosophy</p> <p>2010, <i>From A to &lt;A&gt;: Keywords in Markup</i>, featuring the essay "An Accidental Imperative: The Menacing Nothing of &amp;nbsp;" was presented with the Computers and Composition Distinguished Book Award.</p>

### 3.4. Optimal number of students

Enrolment quota for the first year of the undergraduate study programme is 45 students, which is at the same time the ideal number for work in small groups in seminars (two groups of cca twenty students) and practice session groups (cca 15 students per group). The Department recommended the enrolment quota of 15 students per group for its elective courses.

### 3.5. Estimate of costs per student

The cost per student has been calculated based on the same criteria (total study expenses in relation to the number of students per year) for all double-major and single-major study programmes at the Faculty of Humanities and Social Sciences. According to all the above criteria the annual cost per student of the undergraduate study programme English Studies is 12,500.00 Croatian kunas.

### 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.	
<b>Documentation on which the quality assurance system of the constituent part of the University is based:</b>	
<ul style="list-style-type: none"> <li>Regulations on the quality assurance system of the constituent part (enclose if existing)</li> <li>Handbook on the quality assurance system of the constituent part (enclose if it exists)</li> </ul>	
<b>Description of procedures for evaluation of the quality of study programme implementation:</b>	
<ul style="list-style-type: none"> <li>For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation</li> <li>If procedure is described in an attached document, name the document and the article.</li> </ul>	
Evaluation of the work of teachers and part-time teachers	Student survey at the end of the semester (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> )

	Counselling at the level of Department (and broader) during the semester (teachers who teach related subjects cooperate and jointly take care of the quality of teaching)
Monitoring of grading and harmonization of grading with anticipated learning outcomes	Student survey (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> ) Self-evaluation Internal student evaluations via anonymous questionnaires
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Student survey (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> )
Availability and evaluation of student support (mentorship, tutorship, advising)	Student survey (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> ) Self-evaluation Internal student evaluations via anonymous questionnaires
Monitoring of student pass/fail rate by course and study programme as a whole	ISVU system
Student satisfaction with the programme as a whole	Student survey (CIRCO, <a href="https://www.ffst.hr/centri/circo">https://www.ffst.hr/centri/circo</a> ) Self-evaluation Internal student evaluations via anonymous questionnaires
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	E-mail communication with members of the Department
Evaluation of student practical education (where this applies)	Students' evaluations
Other evaluation procedures carried out by the proposer	Formal and informal counselling with colleagues from the field on Departmental level and elsewhere Class-shadowing with feedback by colleagues from the field
<b>Description of procedures for informing external parties on the study programme (students, employers, alums)</b>	Faculty Web-pages Prospectus (updated every year) University Open Day <i>Universitas</i> –University of Split supplement in <i>Slobodne Dalmacija</i> daily newspaper Participation of teachers and students at the Festival of Science and other similar events