

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNDERGRADUATE STUDY PROGRAMME

German Language and Literature

Class: 602-04/17-02/0017 Reg. No: 2181-190-03-1/1-17-0001 Split, 22 November 2017

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split, Croatia
Phone	(021) 386 122, (021) 490 280; Dean's Office: (021) 384 144
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GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	Undergraduate university study programme German Language and Literature						
Provider of the study programme	Faculty of Humanities and Social Sciences						
Other participants	N /A						
Type of study programme	Vocational study pro	ldy programme ⊠					
Level of study programme	Undergraduate ⊠	Graduate 🗆		Integrated			
	Postgraduate 🗆	Postgraduate specialist		Graduate specialist \Box			
Academic/vocational title earned at completion of study	A) in German)						

1. INTRODUCTION

1.1. Reasons for starting the study programme

German language and literature will be acquired.

The new undergraduate degree programme German Language and Literature at the Faculty of Humanities and Social Sciences, University of Split, has been created to educate and train professionals in the field of German studies. The need for such experts has long been present in today's labour market due to the internationalisation of the economy and all other areas of modern society. German is one of the major languages of the world: The first language of about 87 million people in the EU and 95 million people worldwide. The importance of German language across Europe, but also the world, opens up many opportunities for bachelors in educational, cultural and administrative institutions, in publishing, in the media and especially in tourism. The study programme German Language and Literature has been created in such a way to combine fundamental knowledge in linguistics, literature in German and German as a foreign language. Taking into consideration the continuing educational needs of the local community, as well as the economic trends in Split and Split-Dalmatia County (with its stress on tourism), there has been a growing demand for experts in the field of German studies. After the completion of undergraduate studies, an advanced level of language and the ability to comprehend and interpret topics in

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

The educational needs of the local community, the geopolitical position in the region, and the economic trends of the city and county, with emphasis on tourism, point to the need for experts in German studies. The emphasis is on the continuous cooperation of teachers and students with the City of Split, the Split-Dalmatia County, the Tourist Board of Split, the Honorary Consulate of the Federal Republic of Germany in Split, the Consulate of Switzerland in Split, the Consulate of the Republic of Austria, the Croatian-German Society as well as the institutions in Zagreb such as the Agency for Education, the Agency for Mobility and EU Programmes and the Ministry of Science and Education of the Republic of Croatia. The collaboration with the Goethe-Institut in Zagreb as well as the Austrian Cultural Forum should be added.

Many institutions, tourist and business entities relevant to the life of the local community, have the need for experts in German studies who have a high level of language knowledge and advanced communication skills. Upon the completion of their undergraduate study programme in German studies, graduates will be able to take on jobs requiring a high command of German and work in various institutions in the area of culture, economy and administration, such as tourist and other business agencies, publishing companies, and other cultural institutions. The presence of German studies in the local community is also measurable through scientific and educational activities for which the undergraduate studies of German Language and Literature is a necessary foundation.

1.3. Compatibility with requirements of professional organizations

The undergraduate study programme is designed in such a way that students are able to consolidate their existing skills and competencies and acquire new ones in the field of German studies. The study programme is based on modern concepts of syllabus design in German language and literature, offering a balanced approach to the study of German language and linguistics and the study of literature in German. This approach is in line with the requirements of professional organizations such as KDV (Der Kroatische Deutschlehrerverband). The general programme of each course-unit is constructed out of contemporary sources and includes fundamental topics from specific academic disciplines as well as recent research insights. Teaching methods and techniques to be implemented within the study programme encourage critical thinking and creativity which are essential to students' professional development. The teaching staff are members of numerous international professional organizations (Südosteuropäischer Germanistenverband) SOEGV MGV as (Mitteleuropäischer Germanistenverband), KDV (Der Kroatische Deutschlehrerverband), HDPL (Hrvatsko društvo za primijenjenu lingvistiku) etc.

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

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

1.5. Financing

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

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

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

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

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

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

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

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

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

1.9. Current experiences in equivalent or similar study programmes

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

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Humanities
Duration of the study programme	6 semesters (3 years)
The minimum number of ECTS required for completion of study	90 (180 ECTS) NB: One study year carries 60 ECTS points.
Enrolment requirements and admission procedure	Secondary school diploma ('matura') in Croatian Language (A), Foreign language (A) and Mathematics (B)

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

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

1. define the most important terms in the field of German language and literature and apply them effectively in further education and / or profession

2. master the syntactic legalities and lexical foundation of the German standard language

3. identify and analyze texts of all functional styles

4. translate contemporary texts from German into Croatian and vice versa

- 5. compose texts of all functional styles in German
- 6. master the phraseological fund of the German language
- 7. properly use monolingual and bilingual dictionaries
- 8. use relevant professional and scientific literature

9. master the spelling, prosodic, phonological, morphological, formational, syntactic, lexical-semantic and stylistic norms of the German standard language

10. define basic linguistic concepts and terminology of fundamental linguistic disciplines: phonology, morphology, syntax and semantics

11. define the basic features of contemporary linguistic disciplines: psycholinguistics, pragmalinguistics, cognitive linguistics, computer linguistics and other

12. distinguish and compare linguistic theories through history

13. effectively apply certain forms of public speaking and convincingly formulate their views in German

14. prepare and organize a speech and hold a presentation on a default theme

15. explain the lexicological and lexicographic terminology

16. define linguistic units at the superordinate level such as conversation, discourse, and text

17. define the most important literary epochs, periods and directions in the history of German literature

18. discuss about the most important German authors and their literary creativity in the socio-historical context

19. interpret literary texts in German

20. analyze socio-cultural circumstances of German speaking countries in different time periods

21. discuss reflective and critical methods in forming their personal assumptions about literary concepts, styles, poetics, literary value and influence of ideology on literature

22. competently discuss research approaches used in the field of literary theory in German

23. present and express, in spoken and written German, their personal opinion in the interpretation of works of German literature

24. explain and interpret the structure of the German language in synchrony / diachrony

2.3. Employment possibilities

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

2.4. Possibilities of continuing studies at a higher level

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

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

N/A

2.6. Structure of the study

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

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

2.7. Guiding and tutoring through the study system

Most of the courses are intended for work in small groups. Students are expected to consult course instructors regularly during office hours regarding the writing of their essays, presentations and exams. During the winter semester of their third year students choose their supervisor who will then supervise their research and the writing of their final thesis during the summer semester. There is one student representative for each academic year, and two students are representatives of the Department Council.

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

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

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

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

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

2.10. Criteria and conditions for transferring the ECTS credits

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

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

2.11. Completion of study

Final requirement for completion of study	Final thesis ⊠ Diploma thesis □	Final exam □ Diploma exam □					
Requirements for final/diploma thesis or final/diploma/exam	Successfully completed by the fifth (winter) semester of the third year.						
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	Completed coursework in all enrolled courses. Final thesis graded positively by the supervisor and successfully defend before an evaluation committee consisting of three members						

2.12. List of mandatory and elective courses

List of courses										
Year of study: 1.										
Semester:										
OTATUO	0005		HOU	IRS IN	SEMES	STER	ГОТО			
STATUS	CODE	COURSE	L	S	Е	F	ECTS			
	GER101	Introduction to the History of German Literature	30	0	0	0	4			
Mandatory	GER102	Introduction to Linguistics	30	0	0	0	4			
	GER103	Language Exercises I	0	0	90	0	4			
	Total		60	0	90	0	12			
	GER104	Sociolinguistics	15	15	0	0	3			
Elective	GER105	Introduction to Rhetorics	15	15	0	0	3			
	Students of	hoose one elective course								

List of courses									
Year of study: 1.									
Semester: I	II.								
OTATUO			HOU	IRS IN	SEMES	STER	FOTO		
STATUS	CODE	COURSE	L	S	Е	F	ECTS		
	GER106	Introduction to German Literary Studies	15	15	0	0	4		
Mandatany	GER107	Morphology of the German Language	15	15	0	0	4		
Mandatory	GER108	Language Exercises II	0	0	90	0	4		
	Total			30	90	0	12		
	GER109	Introduction to Literary Interpretation	15	15	0	0	3		
Elective	GER110	The Culture and Civilization of the German- speaking Countries	15	15	0	0	3		
	Students of	hoose one elective course							

List of courses									
Year of study: 2.									
Semester: I.									
OTATUO	CODE		HOU	IRS IN	SEMES	STER	ECTS		
STATUS	CODE	COURSE -	L	S	E	F	ECIS		
	GER201	German Literature of the 18th Century	15	15	0	0	4		
Mandatan	GER202	German Syntax	15	15	0	0	4		
Mandatory	GER203	Language Exercises III	0	0	90	0	4		
	Total	Total			90	0	12		
	GER209	The Literary Opus of Marie von Ebner- Eschenbach	15	15	0	0	3		
Elective	GER210	The Fairy Tales of the Brothers Grimm	15	15	0	0	3		
	Students of	hoose one elective course							

	List of courses									
Year of study: 2.										
Semester: I	Ι.									
STATUS	CODE	COURSE	HOL	IRS IN	SEMES	STER	ECTS			
STATUS	CODE	COURSE	L	S	Е	F	ECIS			
	GER206	German Literature of the 19th Century	15	15	0	0	4			
Mandatory	GER207	Semantics	15	15	0	0	4			
Internation y	GER208	Language Exercises IV	0	0	90	0	4			
	Total	otal		30	90	0	12			
Elective	GER204	German Phraseology	15	15	0	0	3			

	List of courses									
Year of study: 3.										
Semester: I	Semester: I.									
OTATUO	0005		HOL	IRS IN	SEMES	STER	ГОТО			
STATUS	CODE	COURSE	L	S	Е	F	ECTS			
	GER301	German Literature of the 20th Century I	15	15	0	0	4			
Mandatany	GER302	Introduction to Phonetics and Phonology	15	15	0	0	4			
Mandatory	GER303	Language Exercises V	0	0	90	0	4			
	Total		30	30	90	0	12			
	GER304	Effi Briest by Theodor Fontane: the Novel and the Film Adaptations	15	15	0	0	3			
Elective	GER305	Pragmalinguistics	15	15	0	0	3			
	HZX008	Professional practice at a teaching base*	0	30	40	80	5			
	Students of	choose one elective course								

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

List of courses										
Year of study: 3.										
Semester: II.										
OTATUO	0005		HOU	IRS IN	SEMES	STER	FOTO			
STATUS	CODE	COURSE	L	S	Е	F	ECTS			
	GER306	German Literature of the 20th Century II	15	30	0	0	3			
	GER307	Lexicology and Lexicography of the German Language	15	15	0	0	3			
Mandatory	GER308	Language Exercises VI	0	0	90	0	4			
	GER309	Final thesis		0	0	0	5			
	Total		30	45	90	0	12			
	HZX008	Professional practice at a teaching base*	0	30	40	0	5			
Elective										

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

2.13. Course description

NAME OF THE COU	IRSE	INTRODUCTION 1		STORY OF GE	RMAN L	ITERA1	URE		
Code	GER10	1	Year of s	tudy	1.				
Course teacher		ubišić Pulišelić, ull Professor	Credits (I	ECTS)	4				
Associate teachers			Type of instruction (number of hours)		L	F 0			
	mandai	lon /	•	,	30 20%	0	0	0	
Status of the course	mandat	lory	Percenta application	on of e-learning	20%				
			E DESCRI						
Course objectives Course enrolment requirements and entry competences	the Eur	n of the course is to opean context; to ir ents as well as the r	ntroduce st	udents to the p	roblems	of litera	ry perio	ds and	
required for the course									
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	present - to dis literary - identif - discus - to jude - discu	 to evaluate the entire history of German literature from the beginning to the present to distinguish and define the characteristics of literary works created in certain literary periods and movements identify problems of the periodization of literature discuss the literary work of the most significant authors of the German literature to judge the artistic and literary value of certain literary works discuss the literary periods and and movements of German literature in the European entort 							
Course content broken down in detail by weekly class schedule (syllabus)	enlighte 2. G.E. 3. Sturr 4. Weir 5. Betw 6. Bied 7. <i>Pre-</i> 8. Real 9. Real 9. Real 10. Nat 11. Imp 12. Exp 13. Lite 14. We 15. Lite 16. Lite 18. Lite	 - discuss the literary periods and and movements of German literature in the European context 1. Medieval literature/ renaissance literature/ literature of baroque / literature of the enlightenment (2 L) 2. G.E. Lessing (1 L) 3. Sturm und Drang / JW Goethe / F. Schiller (3 L) 4. Weimar Classicism / JW Goethe / F. Schiller (3 L) 5. Between classicism and romanticism / Romanticism (1 L) 6. Biedermeier / Young Germany (1 L) 7. <i>Pre-March</i> literature (Vormärz) (1 L) 8. Realism / T. Fontane (2 L) 9. Realism / M. von Ebner-Eschenbach (1 L) 10. Naturalism / G. Hauptmann (2 L) 11. Impressionism and symbolism (1 L) 12. Expressionism: F. Kafka (2 L) 13. Literature in the Weimar Republic (1 L) 14. Weimar Republic / T. Mann (2 L) 15. Literature of the Third Reich (1 L) 16. Literature after 1945 (2 L) 17. Literature after 1945 / G. Grass / H. Böll (1 L) 18. Literature of the DDR (1 L) 19. Literature after German reunification to date (1 L) 							
Format of instruction	□ lectu □ semi □ exere □ on lii	ires nars and workshops		 independent multimedia laboratory work with me (other) 	-	nents			

	□ field work									
Student responsibilities	class (individu outcomes. The and achieve a	Students are required to participate in classes and complete in-class and out-of- class (individual and group) activities which enable the acquisition of course butcomes. They are required to pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an oral exam.								
Screening student work (name the	Class attendance	1	Research		Practical traini	ng				
proportion of ECTS credits for each	Experimental work		Report		(Other)					
activity so that the total number of	Essay		Seminar essay		(Other)					
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)					
value of the course)	Written exam	2	Project		(Other)	gations, the final				
Grading and evaluating student work in class and at the final exam	elements: 1. a pass tests is 2. an oral 3. activity	 a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% an oral exam – 30% activity in class, participation in discussions during class – 10% The assessment and marking criteria of individual elements can be found in the 								
		Title				Availability via other media				
Required literature (available in the	Beutin, Wolfg Von den Anfä Stuttgart 2013.			yes						
library and via other media)	Rothmann, Ku Literatur. Rec 2014.	rt: Kleine lam Uni		/						
	Allkemper, Alo/ Literaturwissen 2016.		1	/						
Optional literature (at the time of submission of study programme proposal)	Grass. Walter of Reich-Ranicki, bis zur Gegenv Benedikt Jeß	de Gruyte Marcel: I vart. Anz, Sing/Ralpt	r Verlag, Berli Meine Geschi Thomas (Hrs n Köhnen:	n/New York 20 chte der deuts g). Pantheon V Einführung	11. schen Literatur 'erlag, Münche in die Ne	mann" zu Günter : vom Mittelalter n 2016. uere deutsche				
Quality assurance methods that ensure the acquisition of exit competences	 class attendar student ques level passed exam individual con students' self- 	 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 								
Other (as the proposer wishes to add)	1									

NAME OF THE COURSE INTRODUCTION TO LINGUISTICS										
Code	GER10	2	Year of s	tudy	1.					
Course teacher		Matea Kovač, ssociate Professor	Credits (E		4					
Associate teachers			Type of in of hours)	e of instruction (number ours)		S 0	E 0	F 0		
Status of the course	mandat	tory	Percenta of e-learn	ge of application	30 20%	I				
	COURSE DESCRIPTION									
Course objectives	lingu - mast as th of lin	 Obtaining a comprehensive view of the basic linguistic concepts of respective linguistic disciplines; mastering the most important concepts of particular linguistic disciplines, as well as the authors (schools) that made a significant contribution to the development of linguistics as a modern science; using relevant and current linguistic literature. 								
Course enrolment requirements and entry competences required for the course Learning outcomes	None. Studen	lone. Students will be able to:								
expected at the level of the course (4 to 10 learning outcomes)	- explai - explai	 explain the programs of the most important schools and directions in linguistics; explain the basic concepts and terminology of particular linguistic disciplines; explain and evaluate contemporary theoretical approaches; compare different theories and approaches. 								
Course content broken down in detail by weekly class schedule (syllabus)	lexicolc sociolin 2. Histo 3. Histo Linguis 4. Ferd 5. From 6. Ame (2L) 7. Socia 8. Prag 9. Cogr 10. Cor 11. Psy 12. Cor	uistics and related di ogy, semantics, etc oguistics, pragmaling prical overview of ling prical development of tics as an independed inand de Saussure of Structuralism to An erican linguistics: L. plinguistics and psyce malinguistics (2L) nitive linguistics (2L) nitive linguistics (2L) mputational linguistic rman linguistics (2L)	Approac guistics, tex guistics I (of linguistic ent scientif and his in nerican lin Bloomfield cholinguist	hes to language a tt linguistics and oth Greece, Rome, Indi s II (Humanism, Re ic discipline) (2L) fluence on the dev guistics (3L) d, N. Chomsky and cs (2L)	analysis hers (3L a, Midd enaissa elopme	s: psyc _) lle Age ince, E ent of li	choling s) (3L) nlightei nguistic	nment, s (3L)		
Format of instruction	13. German linguistics (2L) □ lectures □ seminars and workshops □ exercises □ on line in entirety □ partial e-learning □ field work									
Student responsibilities	1. Activ 2. A pa	e participation in lec ssing grade in the w n both midterm tes	ritten exar							

Screening student	Class attendance	1	Research		Practical trainir	ıg				
work (name the proportion of ECTS credits for each	Experimental work		Report		Individual work					
activity so that the total number of	Essay		Seminar essay		(Other)					
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	1.5	(Other)					
value of the course)	Written exam	1.5	Project		(Other)					
Grading and evaluating student work in class and at the final exam	contents of the o do not take the fi In line with the grade for the o elements: 1. a passing gra both tests is equi 2. oral exam – 50	a passing grade in the written exam, i.e. two midterm tests (a positive grade in th tests is equivalent to the written examination) – 50% oral exam – 50% e assessment and marking criteria of individual elements can be found in the urse repository.								
			Number of copies in the library	Availability via other media						
Required literature (available in the library and via other	Busch, A., and Stenschke, O. (2011). 1 / Germanistische Linguistik. Günter Narr Verlag, Tübingen.									
media)	Ernst, P. (2004). Germanistische 1 / sprachwissenschaft. UTB Basics.									
	Glovacki-Bernaro <i>lingvistiku.</i> Škols)1). Uvod ι	<i>u</i> 1	/				
Optional literature (at the time of submission of study programme proposal)	Volmert, J. (20 Sprachwissenscl					führung in die				
Quality assurance methods that ensure the acquisition of exit competences Other (as the	 passed exam individual cons 	on the and fulfi sultation	teaching and teaching and teaching and teaching and teaching teaching and teaching at the teac	eacher's qual prescribed b		sity level,				
proposer wishes to add)	/									

NAME OF THE COU	RSE	LANGUAGE EXER	RCISES I					
Code	GER10	3	Year of study	1.				
Course teacher	Silvija l Instruct	Jgrina, Language tor	Credits (ECTS)	4				
	Irina Boban, Teaching Assistant		Type of instruction	L	S	Е	F	
Associate teachers	ASSISIA	in	(number of hours)	0	0	90	0	
Status of the course	manda	tory	Percentage of application of e-learning	20%				

	COURSE DESCRIPTION
Course objectives	The aim of the course is to develop language skills (reading comprehension, writing,
Course enrolment requirements and entry competences required for the course	speaking and listening) on level B2+. None.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending and completing the course students will be able to: - communicate orally and in writing in German (at least) at B2 level CEFR; - apply actively the processed lexicon; - apply actively the processed grammatical structures in written and oral expression; - read and comprehend texts in German at level B2 +; - improve independently the language and use sources of linguistic knowledge in German for further training and education; - discuss fluently about topics taught in class and apply acquired knowledge (vocabulary and grammar rules); - retell orally and in writing a text of appropriate complexity in German; - understand independently different types of texts, by adapting the way and speed of reading for different reading purposes; - write a text dictate at appropriate level of complexity; - translate simple German texts.
Course content broken down in detail by weekly class schedule (syllabus)	The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for a free oral and written communication and the revision and improvement of acquired grammatical knowledge. Content: People and their lifes, At home and on the road, Between cultures, Work and study including planned language activities (exercises on expressing opinion and writing). Grammar: Modal verbs, Past forms of verbs, Declension of verbs, Declension of adjectives, Prepositions of place and prepositional sentences, Passive, Declension of nouns, Conjunctions of cause, reason, result, Verbs with prepositional case, Konjunktiv II, Rection of verbs, Word order in sentences. Translation exercises (from German to Croatian and simpler texts from Croatian to German) are also an important component of this course. The texts that are translated are thematically related to topics taught in class. 1. People and their lives (10 E) 2. Modal verbs (2 E) 3. Past forms of verbs (2 E) 4. Declension of adjectives (2 E) 5. Oral communication exercises (2 E) 6. Listening comprehension exercises (2 E) 7. Translation exercises (2 E) 10. Passive (4 E) 11. Oral communication exercises (2 E) 13. Translation exercises (2 E) 14. Between cultures (10 E) 15. Declension of nouns (2E) 16. Conjunctions of cause, reason, result (2 E) 17. Verbs with prepositional case (2 E) 18. Oral communication exercises (2 E) 19. Listening comprehension exercises (2 E) 19. Listening comprehension exercises (2 E) 19. Conjunctions of cause, reason, result (2 E) 17. Verbs with prepositional case (2 E) 18. Oral communication exercises (2 E) 19. Listening comprehension exercises (2 E) 19. Listening comprehension exercises (2 E) 10. Passive (4 E) 11. Oral communication exercises (2 E) 12. Work and study (12 E) 23. Reaction of verbs (2 E) 24. Work and study (12 E) 25. Konjunktiv II: indicative and subjunctive moods (2 E) 23. Rection of verbs (2 E)

	25. Oral communication exercises (2 E)									
	26. Listening co									
	27. Translation			- ()						
	□ lectures			🗆 indonondor	t accienment					
	□ seminars and	d worksho	ops	□ independent assignments						
Format of	exercises			multimedia						
instruction	□ on line in ent	tirety								
	partial e-lear	ning	□ work with m	entor						
	□ field work	Ū		□ (other)						
Student responsibilities	out-of-class (in outcomes. The discussions du timely manner exam, i.e. two examination) a	Students are required to attend classes regularly and to complete in-class and but-of-class (individual and group) activities which enable the acquisition of course butcomes. They are obliged to participate actively and constructively in class and discussions during class as well as to complete individual and group tasks in a imely manner and to the best of their ability. Students are required to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to achieve a minimum score of 60% on the exam/tests. After bassing the written exam (or 2 tests), they are obliged to pass an oral exam.								
Screening student	Class attendance	3	Research		Practical traini	ng				
work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS	Experimental work		Report		(Other)					
	Essay		Seminar essay		(Other)					
	Tests		Oral exam	0.5	(Other)					
value of the course)	Written exam	0.5	Project		(Other)					
Grading and evaluating student work in class and at the final exam	grade for the elements: 1. a pass tests is 2. a passi 3. activity 4. succes	course i ing grade equivaled ing grade in class, sful fulfilm nt and m	is formed ac in the written nt to the writte in the oral ex participation in nent of individ	cording to the exam, i.e. two en examination) am – 20% n discussions d ual and group t	e completion tests (a positi - 60% luring class – 1 asks – 10%	gations, the final of the following ve grade in both 10% be found in the				
		-	Title		Number of copies in the library	Availability via other media				
Required literature (available in the library and via other media)	Anne Buscha Erkundungen Integriertes Kui (2016), 2., ve Leipzig	Deutsch rs-und Art	2	/						
	Dreyer, Schm deutschen Gra Ismaning	nitt, Lehi Immatik (yes						
Optional literature (at the time of submission of study programme proposal)	München Helbig, Buscha (1996), Langen	a, Deutscl scheidt, \ ıš, Rena	he Grammatil /erlag Enzyklo te. et al., N	k, Ein Handbuo opädie Leipzig,	ch für den Au Berlin, Münch	t KG, Berlin und sländerunterricht en rječnik (2005),				

Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university level passed exam and the fulfilment of the other obligations prescribed by the syllabus individual consultations students' self-assessment of the learning outcomes they achieved collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	Independent assignments primarily refer to work at home (preparation for class, writing homework, written translations).

NAME OF THE COU	IRSE	INTRODUCTION 1		RICS						
Code	GER10)5	Year of s	tudy	1.					
Course teacher	Mirjana PhD, A	i Matea Kovač, ssociate Professor	Credits (E	ECTS)	3	3				
Associate teachers			Type of ir of hours)	Type of instruction (number		S 15	E 0	F 0		
Status of the course	elective	9	Percenta of e-learn	ge of application	15 15 0 0 20%					
COURSE DESCRIPTION										
Course objectives	comi - deve pres	erstanding the ba munication, as well a loping the skills o entation performanc nizing speech inform	of present e in the Ge	ors that influence the ation planning, preman language;	ese cor resenta	ncepts;		verbal , and		
Course enrolment requirements and entry competences required for the course	None.									
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- use d - organ - give a	ts will be able to: ifferent types of publize speech information persuasive present ently use notes for co	ion in a chi ation of ide	onological order; eas in front of an au	idience;	;				
Course content broken down in detail by weekly class schedule (syllabus)	cultura 2. Verb 3. Que 4. Activ 5. Spec 6. Stan 7. Pres 8. Rhe 9. Publ 10. Inte 11. Tal 12. Spec	 <u>efficiently use notes for communication.</u> <u>1</u>. Definitions of communication; Overview of the theory of communication; Cross- cultural communication (2L+2S) <u>2</u>. Verbal and nonverbal communication (1L+1S) <u>3</u>. Questioning as a communication skill (1L+1S) <u>4</u>. Active listening and Barriers to active listening (1L+1S) <u>5</u>. Speech preparation (2L+1S) <u>6</u>. Standard language and modal expressions (1L+1S) <u>7</u>. Presentation skills (1L+1S) <u>8</u>. Rhetorical figures of speech (1L+1S) <u>9</u>. Public speaking fear (1L+1S) <u>10</u>. Interpretative reading (1L+1S) <u>11</u>. Taking notes (1L+1S) <u>12</u>. Speech disfluencies (1L+2S) 								
Format of instruction		nunciation speech e ures		□ independent as	ssignm	ents				

	seminars an	d worke	nons	multimedia						
	exercises		lops							
	on line in ent	iretv		\Box work with mentor						
	partial e-lear			□ (other)						
	field work									
		oation in l	ectures and s	eminars:						
	 active participation in lectures and seminars; create a presentation in line with set criteria; 									
	. present in lin									
	4. A passing grade in the written exam (min. 50%), i.e. two tests (a positive grade in									
	both midterm tests is equivalent to the written examination) 5. A passing grade in the oral exam.									
C	lass		orai exam.							
Screening student	ttendance	1	Research		Practical trainin	g				
work (name the	xperimental		n ,							
	ork		Report		Individual work					
	ssay		Seminar		(Other)					
total number of	ssay		essay							
ECTS credits is M equal to the ECTS	lidterm exam		Oral exam	1	(Other)					
	/ritten exam	0.5	Project		Presentation	0.5				
Grading and evaluating student gr work in class and at the final exam 1. bc 2. 3.	The students are required to give a presentation with set criteria prior to the oral exam. In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two midterm tests (a positive grade in both tests is equivalent to the written examination) and in the oral exam – 70% 2. created and presented oral presentation with set criteria – 20% 3. active and constructive participation in classes –10% The assessment and marking criteria of individual elements can be found in the									
	•	,				be found in the				
Required literature					copies in	be found in the Availability via other media				
(available in the	rend, S. (2012	2). Einfüh	rung in Rhete	orik und Poetik	copies in the library	Availability via				
(available in the library and via other (G	Germanistik ko	mpakt). V	VBG, Darmst	adt.	copies in the library	Availability via				
(available in the library and via other media)	Germanistik ko karić, I. (2000	ompakt). V)). Temelj	VBG, Darmst		copies in the library	Availability via				
(available in the library and via other media) SI Optional literature	Germanistik ko karić, I. (2000 kolska knjiga,	ompakt). V)). Temelj Zagreb. <u>:ert</u> , K-H.	VBG, Darmst ci suvremenc	adt. og govorništva.	copies in the library111	Availability via				
(available in the library and via other media)Ar (C Ši ŠiOptional literature (at the time of submission of study programme proposal)Ka Fi submission of study programme proposal)	Germanistik ko karić, I. (2000 kolska knjiga, arl-Heinz Gött ink Verlag, Mü class attenda	ompakt). V). Temelj Zagreb. <u>ært</u> , K-H. inchen.	VBG, Darmst ci suvremenc (2009). Einfü class participa	adt. og govorništva. hrung in die R ation,	copies in the library 1 1 hetorik: Grundb	Availability via other media / / egriffe. Wilhelm				
(available in the library and via other media)Ar (G ŠiOptional literature (at the time of submission of study programme proposal)Ka FiQuality assurance methods that-	Germanistik ko karić, I. (2000 kolska knjiga, arl-Heinz Gött ink Verlag, Mü class attenda student surve	ompakt). V). Temelj Zagreb. <u>ert</u> , K-H. inchen.	VBG, Darmst ci suvremenc (2009). Einfü class participa teaching and	adt. og govorništva. hrung in die R ation, teacher's quali	copies in the library 1 1 hetorik: Grundb	Availability via other media / / egriffe. Wilhelm				
(available in the library and via other media)Ar (G ŠIOptional literature (at the time of submission of study programme proposal)Ka FiQuality assurance methods that ensure the-	Germanistik ko karić, I. (2000 kolska knjiga, arl-Heinz Gött ink Verlag, Mü class attenda student surve passed exam	mpakt). V). Temelj Zagreb. <u>ert</u> , K-H. inchen.	VBG, Darmst ci suvremenc (2009). Einfü class participa teaching and led obligation	adt. g govorništva. hrung in die R ation, teacher's quali s prescribed b	the library 1 1 hetorik: Grundb	Availability via other media / / egriffe. Wilhelm				
(available in the library and via other media)Ar (C SiOptional literature (at the time of submission of study programme proposal)Ka FiQuality assurance methods that acquisition of exit-	Germanistik ko karić, I. (2000 kolska knjiga, arl-Heinz Gött ink Verlag, Mü class attenda student surve passed exam	mpakt). V). Temelj Zagreb. <u>ert</u> , K-H. inchen.	VBG, Darmst ci suvremenc (2009). Einfü class participa teaching and led obligation	adt. og govorništva. hrung in die R ation, teacher's quali	the library 1 1 hetorik: Grundb	Availability via other media / / egriffe. Wilhelm				
(available in the library and via other media)Ar (C SiOptional literature (at the time of submission of study programme proposal)Ka FiQuality assurance methods that ensure the acquisition of exit competences-	Germanistik ko karić, I. (2000 kolska knjiga, arl-Heinz Gött ink Verlag, Mü class attenda student surve passed exam	mpakt). V). Temelj Zagreb. <u>ert</u> , K-H. inchen.	VBG, Darmst ci suvremenc (2009). Einfü class participa teaching and led obligation	adt. g govorništva. hrung in die R ation, teacher's quali s prescribed b	the library 1 1 hetorik: Grundb	Availability via other media / / egriffe. Wilhelm				
(available in the library and via other media)Ar (C SiOptional literature (at the time of submission of study programme proposal)Ka FiQuality assurance methods that acquisition of exit-	Germanistik ko karić, I. (2000 kolska knjiga, arl-Heinz Gött ink Verlag, Mü class attenda student surve passed exam	mpakt). V). Temelj Zagreb. <u>ert</u> , K-H. inchen.	VBG, Darmst ci suvremenc (2009). Einfü class participa teaching and led obligation	adt. g govorništva. hrung in die R ation, teacher's quali s prescribed b	the library 1 1 hetorik: Grundb	Availability via other media / / egriffe. Wilhelm				

NAME OF THE COU	IRSE	SOCIOLINGUISTI	cs							
Code	GER10	4	Year of s	tudy	1.	1.				
Course teacher	Mirjana	Matea Kovač, ssociate Professor	Credits (E		3					
Associate teachers		Lukšić, PhD, ctoral Researcher	Type of ir of hours)	nstruction (number	L 15	S 15	E 0	F 0		
Status of the course	elective)	Percenta of e-learr	ge of application	20%		•			
	COURSE DESCRIPTION									
Course objectives	langı - gaini langı	duction to socioling uage in the social co ng insight into the s uage behavior; ering the skills of re	ntext; social stru	cture of language	and the	e social	condit	tion of		
Course enrolment requirements and entry competences required for the course	None.									
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 define consorright field of explai analy morpho 	Students will be able to: - define the underlying concepts, theories and problems of sociolinguistics; - consolidate previously acquired linguistic knowledge with novel knowledge in the field of sociolinguistics; - explain the complexity of the relationship between language, culture and society; - analyze the relations between different language structures (phonological, morphological and syntactic) and the social dimension of language;								
Course content broken down in detail by weekly class schedule (syllabus)	 Intro. Basic Socie Meth Lang Stan Gern Lang Stud Stud Lang Stud Lang Stud Lang 	 - explain the significance of the external context in the linguistic analysis. 1. Introduction to sociolinguistics as a scientific discipline (2L+2S) 2. Basic terminological definitions (1L+1S) 3. Sociolinguistic research in the world (1L+1S) 4. Methods of sociolinguistic research (2L+2S) 5. Language and social context (1L+1S) 6. Standard language, dialect, variance, vernacular, idiolect (1L+1S) 7. German speaking language (1L+1S) 8. Language and culture (1L+1S) 9. Studies on linguistic variation (Fischer, Labov, Trudgill, Wolfram, Milroy) (1L+1S) 10. Language policy and language planning (1L+1S) 11. Bilingualism (1L+1S) 12. Dialectology and social network (1L+1S) 								
Format of instruction	□ lectu □ sem □ exere □ on lin □ partia □ field	ires inars and worksho cises <i>ne</i> in entirety al e-learning work	ps	 independent as multimedia laboratory work with mento (other) 	or					
Student responsibilities	group) the cou accordi reposito tests) a	r class attendance activities which ena urse syllabus. Stude ng to previously d ory on the Intranet, and achieve a minin hich the oral exam is	able the ad ents are re etermined pass a wi num of 50	equisition of learnin equired to write and criteria which are ritten exam (or an	ng outco d prese e publis equival	omes p ent a se shed in ent of 2	orescrib eminar the c 2 prelir	ed by paper course minary		

Screening student	Class attendance	1	Research		I	Practical trainir	ng			
work (name the proportion of ECTS credits for each	Experimental		Report			Individual work				
activity so that the total number of	Essay		Seminar essay	0.5	((Other)				
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	0.5		(Other)				
value of the course)	Written exam	1	Project			(Other)				
Grading and evaluating student work in class and at the final exam	is a prerequisite part of the exa learning outcor the following el- 1. written exam 2. writing and p 3. activity in cla 4. oral exam – 2 The evaluation	tudents are required to write and present a seminar paper on a given topic, which a prerequisite for accessing the written part of the exam. After passing the written art of the exam, the student takes the oral part of the exam. In accordance with earning outcomes, the final grade is formed with the regard to the achievement of he following elements: . written exam – 50% . writing and presenting a seminar paper – 20% . activity in class – 10% . oral exam – 20% he evaluation and grading criteria for individual elements are described in the purse repository on the Intranet.								
Required literature	Title					Number of copies in the library	Availability via other media			
(available in the library and via other	Veith, H. W. (2005). Soziolinguistik. Ein Arbeitsbuch. 1 yes Günter Narr Verlag, Tübingen.									
media)		(2013).	Varietätenling	guistik:	Eine	1	yes			
Optional literature (at the time of submission of study programme proposal)	Ball, M. J., (ed World. Routled Trudgill, P. (2 Penguin, Londo	l.). (2010) ge, Londo 000). So on.	b. The Routled on and New Yo ciolinguistics:	ork. An intro	oductio	on to languag	tics Around the e and society.			
Quality assurance methods that ensure the acquisition of exit competences	 Student surv Passed exan Individual col Self-assessn 	 Passed exam and other obligations prescribed by syllabus. Individual consultation hour. Self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and the quality of the teaching 								
Other (as the										

NAME OF THE COU	RSE	INTRODUCTION T	O GERMAN LITERARY	ERARY STUDIES						
Code	GER106		Year of study	1.						
Course teacher		a Erstić, PhD, ate Professor	Credits (ECTS)	4						
			Type of instruction	L	S	Е	F			
Associate teachers			(number of hours)	15	15	0	0			
Status of the course	mandat	tory	Percentage of application of e-learning	20%						
	COURSE DESCRIPTION									

Course objectives	The aim of the course is to gain insights into the entire field of the study of literature: introducing students with basic literary-theoretical concepts and literary phenomena, as well as the principles of writing literary texts and the methodology in studying literature.							
Course enrolment requirements and entry competences required for the course	None.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 to establish r to define liter define and us analyze and critically eval explain the li 	to analyze, explain and use basic concepts in literary theory to establish methods for the study of literature to define literary genres and sub-genres define and use metric and versatile patterns and stylistic figures in German analyze and interpret literary texts critically evaluate all the dimensions of a literary work explain the link between literature and other arts with a focus on movies discuss new media in literary production and reception						
Course content broken down in detail by weekly class schedule (syllabus)	 Introduction Methodology Cultural stud Different app Prose (1 L + Drama (1 L + Poetry (1 L + Versification Rhetorics, st Literature a From literat From literat Literary crit Examples or 	y of literatu lies / Gend proaches t 1 S) + 1 S) - 1 S) (1 L + 1 S ylistics an of literary ind other a of literary und new m ure to dig icism (1 L	Are studies: A der studies (1 to the analysis of poetics (1 I arts (1 L + 1 S of theory nedia (1 L + 1 ital literature (1 L + 1 S)	L + 1 S of a L + 1 S of a S) (1 L +	w (1 L + ⁻ S) literary w S) 1 S)	1 S) ork (1 L + 1 S)		
Format of instruction	□ lectures □ seminars ar □ exercises □ on line in ent □ partial e-lear □ field work	n d works l tirety		 independent assignments multimedia laboratory work with mentor (other) 				
Student responsibilities	Students are r class (individu outcomes. The determined cri achieve a minir (or 2 tests), the	al and g ey are re teria and mum scor	roup) activiti quired to w pass a writ e of 60% on	es wi rite a ten ex the ex	hich ena seminar xam (or :am/tests.	complete in-class ble the acquisitio paper in line wit an equivalent of After passing the	n of course h previously 2 tests) and	
Screening student work (name the proportion of ECTS	Class attendance Experimental work	1	Research Report			Practical training (Other)		
credits for each activity so that the total number of	Essay		Seminar essay			(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	1		(Other)		
value of the course)	Written exam	2	Project			(Other)		
Grading and evaluating student						students' obligation e completion of t		

work in class and at	elements:]					
the final exam	 a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% oral exam – 30% activity in class, participation in discussions during class and seminars – 10% The assessment and marking criteria of individual elements can be found in the course repository. 							
	Title	Number of copies in the library	Availability via other media					
Required literature (available in the library and via other media)	Lacko Vidulić, Svjetlan: Literatur studieren. Einführung in die germanistische Literaturwissenschaft. Leykam international d.o.o. Zagreb 2016.	1	/					
	Becker, Sabine/Christine Hummel/Gabriele Sander: Grundkurs Literaturwissenschaft. Reclam Universal- Bibliothek, Stuttgart 2006.	1	/					
	Allkemper, Alo/Norbert O. Eke: Literaturwissenschaft. Wilhelm Fink, Paderborn 2016.	1	/					
Optional literature (at the time of submission of study programme proposal)	Neuhaus, Stefan: <i>Grundriss der Literaturwissensc</i> Verlag, Tübingen 2017. PDF. Brackert, Helmut/Stückrath, Jörn (ur.), <i>Literaturw</i> Rowohlt Taschenbuch Verlag, Reinbek bei Hamburg 2 Benedikt Jeßing/Köhnen, Ralph: <i>Einführung</i> <i>Literaturwissenschaft</i> . Verlag J. B. Metzler, Stuttgart 2	vissenschaft. 2004. in die Ne	Ein Grundkurs.					
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully comple- student questionnaire on the quality of teaching a level passed exam and the fulfillment of the other of syllabus individual consultations students' self-assessment of the learning outcomes 	iteraturwissenschaft. Verlag J. B. Metzler, Stuttgart 2012. PDF. 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						
Other (as the proposer wishes to add)	/							

NAME OF THE COU	IRSE	MORPHOLOGY O	OF THE GERMAN LANGUAGE						
Code	GER107		Year of study	1.					
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor		Credits (ECTS)	4	4				
Associate teachers		Lukšić, PhD, ctoral Researcher	Type of instruction (number	L	S	Е	F		
Associate teachers	1 03100	cional researcher	of hours)	15	15	0	0		
Status of the course	manda	tory	Percentage of application of e-learning	20%					
		COURSE	DESCRIPTION						
Course objectives	the - ma - ana	most important cond stering the basic fea alysing the structure	nsive view of the key areas in cepts; tures of word formation; of words and parts of words; <u>do the morphological analysis</u>	·	ology a	nd mas	stering		

					German lexicon ar	nd the lexical		
Course enrolment requirements and entry competences required for the course	and inflectional morphology of the German language. None.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 define the fun explain the main structural theor explain the main 	Students will be able to: - define the fundamental concepts in the field of morphology; - explain the morphological structure of German according to the principles of the structural theory of morphology; - explain the major morphological categories; - analyze contemporary texts						
Course content broken down in detail by weekly class schedule (syllabus)	 Grammatical Content and Verbs (modational German conjunctional Grammatical Active and particular Active and particular Active determination Pronouns (11) Definite and Adverbs and Morphemic 	 analyze contemporary texts. Grammatical categories (2L+2S) Content and function words (1L+1S) Verbs (modal and auxiliary) (1L+1S) German conjugation and verb valency (1L+1S) Grammatical moods: indicative, imperative, subjunctive (2L+2S) Active and passive voice, the infinitive, the present and past participle (1L+1S) Adjective declination (1L+1S) Pronouns (1L+1S) Pronouns (1L+1S) Morphemic analysis: identifying morphemes of a given set of data (1L+1S) Common linguistical contemporary theories of morphology (1L+1S) 						
Format of instruction	□ exercises □ <i>on line</i> in ent	 □ seminars and workshops □ exercises □ on line in entirety □ partial e-learning □ independent assignments □ multimedia □ laboratory □ work with mentor □ (other) 						
Student responsibilities	group) activitie the course syl assignments in preliminary test exam are two	s which e labus. St class and or the ex prelimina	enable the ac udents are r d to regularly am. Students ry tests) and	quisition of le equired to ac do their home take a writter are required	nd out-of-class (ir earning outcomes p stively participate in ework at home to pro- n exam (equivalent to achieve a mini- sh the oral exam is to	prescribed by n completing repare for the to the written mum of 50%		
Screening student work (name the	Class attendance	1	Research		Practical training			
proportion of ECTS credits for each	Experimental work		Report		Individual work	0.5		
activity so that the total number of	Essay		Seminar essay		(Other)			
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	0.5	(Other)			
value of the course)	Written exam	2	Project		(Other)			
Grading and evaluating student work in class and at the final exam	of theoretical morphological a is exempted fr written exam	knowled analysis. om taking the stud final gra ents:	ge and its The student w the written ent takes ar	application ho successfu exam. After p oral exam.	n exam consisting of to specific tasks Ily passed both pre bassing preliminary In accordance of ard to the achieve	within the liminary tests tests or the with learning		

	 in-class and out-of-class activity 20% oral exam 30% The evaluation and grading criteria for individual elements are described in the course repository on the Intranet. 					
	Title	Number of copies in the library	Availability via other media			
Required literature (available in the library and via other media)	Duden (2009). Die Grammatik. Unentbehrlich für richtiges Deutsch. Dudenverlag, Mannheim.	1	yes			
	Helbig, G. (2008). Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Langenscheidt, München.	1	yes			
	Römer, Ch. (2006). Morphologie der deutschen Sprache. Niemeyer, Tübingen.	1	yes			
Optional literature (at the time of submission of study programme proposal)	Meibauer, J., Demske, U., Geilfuß-Wolfgang, J., Rothweiler, M., Steinbach, M. (2007). Einführung in Metzler, Stuttgart. Bußmann, H. (2008). Lexikon der Sprachwissenschaf Linke, A., Nußbaumer M., Portmann, P. R. (20 Niemeyer, Tübingen.	die germanis t. Kröner, Stut	tische Linguistik. tgart.			
Quality assurance methods that ensure the acquisition of exit competences	 Class attendance, activity in class, efficiency in perf Student survey on the quality of teaching and teach Passed exam and other obligations prescribed by s Individual consultation hour. Self-assessment of achieved learning outcomes. Collaborative assessment of the implementation a process. 	ers at univers yllabus.				
Other (as the proposer wishes to add)	/					

NAME OF THE COU	RCISES II								
Code	GER10	8	Year of study	1.					
Course teacher	Silvija Ugrina, Language Instructor		Credits (ECTS)	4	4				
Associate teachers	Irina Boban, Teaching Assistant		Type of instruction	L	S	E	F		
(number of hours)	0	0	90	0					
Status of the course	mandat	ory	Percentage of application of e-learning	20%	-	-			
COURSE DESCRIPTION									
Course objectives		n of the course is to ng and listening) on l	develop language skills (re evel B2+.	eading c	omprehe	ension, v	vriting,		
Course enrolment requirements and entry competences required for the course	None.								
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to con - apply - apply - read a	nmunicate orally and actively the process actively the process and comprehend tex	eting the course students w d in writing in German (at le ed lexicon; ed grammatical structures ts in German at level C1; le language and use sour	east) at l in writte	B2 level n and o	ral expre	-		

	German for further training and educa						
	and apply acquired knowledge (vocab	and discussions about topics taught in class oulary and grammar rules):					
	- retell orally and in writing a text of ap						
	- interpret a text related to a more co						
		on tasks by adapting the way and speed of					
	listening for different listening purpose						
	- translate simpler texts to and from G						
	Language exercises II are a follow up of Language exercises I. The focus of work lies in the enrichment of knowledge (lexical and grammat						
	The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for free oral and written communication and the revision and						
	improvement of acquired grammatical	nd relaxation, Technology and trends, Health					
		language activities (exercises on expressing					
	opinion and writing). Grammar: Conju						
		n as transmitter of information, noun-verb-					
		passive and passive substitutes,					
		aries and sentences, concessive conjunctions					
	and clauses, participial constructions,						
		on exercises, primarily of simple texts from The texts that are translated are thematically					
	related topics taught in class.						
	1. Time and activity (10 E)						
	2. Conjunctions of time and cause (4 E)						
	3. Oral communication exercises (2 E)						
	 Listening comprehension exercises (2 E) Translation exercises (2 E) 						
Course content	6. Stress and relaxation (8 E)						
broken down in	7. Konjunktiv I: Indirect speech (2 E)						
detail by weekly class schedule	8. Sollen as transmitter of information	(2 E)					
(syllabus)	9. Noun-verb-connections (2 E)						
(-)	10. Prepositions (2 E)						
	 Oral communication exercises (2) Listening comprehension exercise 						
	13. Translation Exercises (2 E)						
	14. Technology and trends (8 E)						
	15. Passive and passive substitutes (4 E)					
	16. Participles as adjectives (2 E)						
	 Modal auxiliaries and sentences (18. Oral communication exercises (2) 						
	19. Listening comprehension exercises						
	20. Translation exercises (2 E)						
	21. Health and the environment (10 E)					
	22. Concessive conjunctions and						
	clauses (4 E)						
	23. Participial constructions (2 E) 24. werden and its functions (2 E)						
	25. Oral communication exercises (2	E)					
	26. Listening comprehension exercise						
	27. Translation exercises (2 E)	·					
	□ lectures	🗆 independent assignments					
	seminars and workshops	independent assignments multimedia					
Format of	□ exercises	□ laboratory					
instruction	□ <i>on line</i> in entirety	work with mentor					
	partial e-learning	□ (other)					
	□ field work						
Student	Studente ere required to ettend ele	sses regularly and to complete in-class and					

responsibilities	out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to participate actively and constructively in class and discussions during class as well as to complete individual and group tasks in a timely manner and to the best of their ability. Students are required to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to achieve a minimum score of 60% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an oral exam.							
Screening student work (name the	Class 3 Research Practical training							
proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay		(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)			
value of the course)	Written exam	0.5	Project		(Other)			
Grading and evaluating student work in class and at the final exam	grade for the elements: 1. a pass tests is 2. a pass 3. activity 4. succes	course i ing grade equivaler ing grade in class, sful fulfilm ent and m	in the written in the written in the oral exa participation in nent of individu	exam, i.e. two exam, i.e. two n examination m – 20% discussions o al and group	e completion o tests (a positi) – 60% during class – 1 tasks – 10%	pations, the final of the following ve grade in both 0% be found in the		
	Title Number of copies in the library							
					the library	other media		
Required literature (available in the library and via other media)	Anne Buscha Erkundungen Integriertes Ku B2, (2016), 2., Leipzig	Deutsch urs- und	als Fremd Arbeitsbuch,	sprache B2: Sprachniveau	2	/		
(available in the library and via other	Erkundungen Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schm deutschen Gra Ismaning	Deutsch urs- und veränder nitt, Lehr ammatik (als Fremd Arbeitsbuch, te Auflage, Sc r- und Übur 1998), Verlag	sprache B2 Sprachniveau hubert Verlag ngsbuch der für Deutsch	2	/ yes		
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal)	Erkundungen Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schm deutschen Gra Ismaning Helbig/Buscha, München Helbig, Buscha (1996), Langen Hansen-Kokorn Nakladni zavo - class attenda	Deutsch urs- und veränder nitt, Lehr ammatik (, Übungsg a, Deutsch scheidt, N uš, Rena <u>d Globus,</u> ance, clas	als Fremd Arbeitsbuch, te Auflage, Sc r- und Übur 1998), Verlag grammatik Deu he Grammatik /erlag Enzykloj te et al., Nje Zagreb s activity, succ	sprache B2: Sprachniveau hubert Verlag ngsbuch der für Deutsch utsch, (2000), , Ein Handbu pädie Leipzig, emačko-hrvats	2 Langenscheid ch für den Au Berlin, Münche ski univerzalni	/ yes t KG, Berlin und sländerunterricht		
(available in the library and via other media) Optional literature (at the time of submission of study programme	Erkundungen Integriertes Ku B2, (2016), 2., Leipzig Dreyer, Schm deutschen Gra Ismaning Helbig/Buscha, München Helbig, Buscha (1996), Langen Hansen-Kokoru Nakladni zavo - class attenda - student ques level - passed exan - individual co - students' sel	Deutsch urs- und veränder nitt, Lehr ammatik (, Übungsg a, Deutsch scheidt, N uš, Rena d Globus, ance, clas stionnaire n and the nsultation f-assessm	als Fremd Arbeitsbuch, te Auflage, Sc r- und Übur 1998), Verlag grammatik Deu he Grammatik /erlag Enzyklop te et al., Nje Zagreb s activity, succ on the quality fulfilment of the s nent of the lear	sprache B2: Sprachniveau hubert Verlag ngsbuch der für Deutsch itsch, (2000), Ein Handbu pädie Leipzig, emačko-hrvats essfully comp of teaching e other obligation ning outcome	2 Langenscheid ch für den Aus Berlin, Müncheski univerzalni oleting tasks and teachers tions prescribed s they achieved	/ yes t KG, Berlin und sländerunterricht en; rječnik (2005), at the university d by the syllabus		

NAME OF THE COU	IRSE	THE CULTURE A COUNTRIES		ZATION OF TH	E GERM	AN-SPE	EAKING		
Code	GER11		Year of s	tudy	1.				
Course teacher		ubišić Pulišelić, ull Professor	Credits (E	ECTS)	3				
			Type of ir	nstruction	L	S	Е	F	
Associate teachers			(number		15	15	0	0	
Status of the course	elective	9	Percenta application	ge of on of e-learning	20%				
	COURSE DESCRIPTION								
Course objectives	Germa	n of this course is to n-speaking countrie					rilization	of the	
Course enrolment requirements and entry competences required for the course	None.	None.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 to exp speakin comp countridies to ev Germa to columna 	 to explain the history of German-speaking countries in the European context to explain the socio-historical and cultural links between Croatia and the German-speaking countries compare the most important geographic characteristics of the German-speaking countries to evaluate the contribution of the most significant persons in the history of the German-speaking countries to compare the contemporary territorial and political organization, education and economy of Germany, Austria and Switzerland 							
Course content broken down in detail by weekly class schedule (syllabus)	1. An i (1L + 1 2. Chrc Switzer 3. Chrc special 4. Gec countrie 5. Educ 6. Popu 7. Ecor 8. Tour 9. The 10. The 11. Th signific 13. Spo 14. Cul	ntroduction to the of S) onological overview rland (1 L + 1 S) onological overview focus on Austro-Cr ographical terms at es (1 L + 1 S) cation (1 L + 1 S) ulation (demographi nomy ism (1 L + 1 S) political system of C e most significant ar e most significant ar ant scientists througouts orts and entertainment ture and media (1 L	culture and of the mos of the mos oatian histo nd the tern c structure, Germany, A tists throug musicians gh history (7 ent (1 P + 1 L + 1 S)	civilization of the st significant historical relations (ritorial organization) (1 ustria and Switz h history (1 L + through history S)	torical e torical ev 1 L + 1 S ttion of L + 1 S zerland (⁻ 1 S)	vents in vents in ;) the Ger) 1 L + 1 S	German Austria, man-sp	ny and with a eaking	
Format of instruction Student	□ sem □ exer □ <i>on lii</i> □ parti □ field	15. Everyday life and customs (1 L + 1 S) Iectures seminars and workshops exercises on line in entirety partial e-learning field work							
responsibilities		ts are required to (individual and gro							

	outcomes. They are obliged to write and present a seminar paper in line with previously determined criteria, to pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/ tests. After passing the written exam (or 2 tests), they are obliged to pass an oral exam.						
Screening student	Class attendance	1	Research		Practical training	ng	
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)		
activity so that the total number of	Essay		Seminar essay	0.5	(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)		
value of the course)	Written exam	1	Project		(Other)		
Grading and evaluating student work in class and at the final exam	grade for the elements: 1. a passi tests is 2. written 3. activity 4. an oral	course i ing grade equivaler and prese in class, exam – 2 nt and m	in the written ent to the writter ented seminar participation in 20%	eording to the exam, i.e. two n examination paper – 20% discussions o	e completion of tests (a positive) – 50% during class – 1	pations, the final of the following e grade in both 0% be found in the	
Required literature	Title Number of copies in the library						
Required literature (available in the library and via other	Luscher, Renate: Landeskunde Deutschland. Von 1 / / der Wende bis heute. Max Hueber Verlag, Ismaning						
(available in the						/	
(available in the library and via other	der Wende bis	heute. M	ax Hueber Ver	lag, Ismaning nte: Von 1806		/	
(available in the library and via other	der Wende bis 2016. Naumann, Gür bis heute. Marin Specht, Franz Verlag, Ismanir Vogt, Martin: D Metzler, Stuttga Naumann, Gür	heute. M nter: Deut <u>x Verlag, V</u> de / Heue ng 2012. Deutsche art 1997. nter: Deut	ax Hueber Ver sche Geschich Wiesbaden 200 r, Wiebke: Z Geschichte: V	lag, Ismaning hte: Von 1806 08. wischendurch fon den Anfär	malLandes	/ skunde. Hueber Gegenwart. J. B. 16. Marix Verlag,	
(available in the library and via other media) Optional literature (at the time of submission of study programme	der Wende bis 2016. Naumann, Gür bis heute. Mari: Specht, Franz Verlag, Ismanir Vogt, Martin: D Metzler, Stuttga Naumann, Gür Wiesbaden 200 - class attendar - student ques level - passed exam - individual con - students' self-	heute. M hter: Deut <u>x Verlag, V</u> d / Heue ng 2012. Deutsche art 1997. hter: Deut 07. hter: Deut 07. hter, class tionnaire and the fi sultations	ax Hueber Ver sche Geschich <u>Wiesbaden 200</u> r, Wiebke: Z Geschichte: V sche Geschich sactivity, succe on the quality ulfillment of the ent of the learn	lag, Ismaning nte: Von 1806 08. wischendurch on den Anfär nte: Das Alte essfully completed of teaching e other obligat ing outcomes	1 malLandes ngen bis zur G Reich 962-180 eting tasks and teachers a ions prescribed they achieved	Gegenwart. J. B.	

NAME OF THE COURSE INTRODUCTION T			O LITERARY INTERPRE	TATION
Code	GER10	9	Year of study	1.
Course teacher	,	a Erstić, PhD, ate Professor	Credits (ECTS)	3

	[.					
Associate teachers			Type of in			S	E	F		
			(number	,	15	15	0	0		
Status of the course	elective		Percenta		20%					
		COUR		n of e-learning						
COURSE DESCRIPTION The aim of the course is to deepen knowledge of literary genres, as well as to										
Course objectives	amiliarize the concepts and methods necessary for independent analysis and nterpretation of lyric, prose and dramatic texts.									
Course enrolment requirements and entry competences required for the course	None.									
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	works - to analyze th - critically eval - to critically of genres and s of literary wo - use the scier - to judge the p - to serve diffe	 to analyze the different aspects of literary texts (lyrical, narrative and dramatic) critically evaluate all the dimensions of a literary work to critically compare and discuss different models of interpretation of literary genres and sub-genres, as well as methods of understanding and interpretation of literary works use the scientific apparatus properly in writing seminar papers to judge the plagiarism problem to serve different types of literary and scientific literature compare and re-examine classical and new media in literary production and 								
Course content broken down in detail by weekly class schedule (syllabus)	 Basic kinds of Literary texts Lyric: definiti Epic: basic of Drama: basic Techniques of The use of so Proper data of Problems of Types of so 	reception1. Introduction to literary interpretation $(1 L + 1 S)$ 2. Basic kinds of literary interpretation $(1 L + 1 S)$ 3. Literary texts and text analysis $(1 L + 1 S)$ 4. Lyric: definition $(2 L + 2 S)$ 5. Epic: basic characteristics and types, basic concepts of analysis $(2 L + 2 S)$ 6. Drama: basic types and literary interpretation $(2 L + 2 S)$ 7. Techniques of scientific work $(1 L + 1 S)$ 8. The use of scientific apparatus in scientific writing $(1 L + 1 S)$ 9. Proper data citation and bibliographic reference $(1 L + 1 S)$ 10. Problems of plagiarism and ethical issues $(1 L + 1 S)$ 11. Types of scientific literature in literary science $(1 L + 1 S)$								
Format of instruction	12. Classical and new media in literation Image: lectures seminars and workshops exercises on line in entirety partial e-learning field work			ure (1 L + 1 S) □ independent assignments □ multimedia □ laboratory □ work with mentor □ (other)						
Student responsibilities	Students are ro class (individu outcomes. The determined crit achieve a minir (or 2 tests), the	al and g ey are re teria and mum scor	roup) activiti quired to wr pass a writ e of 60% on	es which ena ite a seminar ten exam (or he exam/tests	ble the paper in an equiv	acquisiti n line w /alent of	on of rith pre 2 tests	course viously s) and		
Screening student work (name the	Class attendance	1	Research		Practica	l training				
proportion of ECTS credits for each	Experimental work		Report		(Other)					

activity so that the total number of	Essay		Seminar essay	0.5	(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)			
value of the course)	Written exam	1	Project		(Other)			
Grading and evaluating student work in class and at the final exam	grade for the elements: 1. a passi tests is 2. written 3. activity 10% 4. oral exa	course in grade equivale and pres in class, am – 20% nt and m	is formed acc in the written nt to the writter ented seminar participation	cording to the exam, i.e. two n examination paper – 20% in discussions	e completion o tests (a positi) – 50% s during class	pations, the final of the following ve grade in both and seminars – be found in the		
	TitleNumber of copies in the libraryAvailability v other mediaAllkemper,Alo/NorbertO.Eke:1/Literaturwissenschaft.WilhelmFink,Paderborn/2016.Image: Solution of the second							
Required literature (available in the								
library and via other media)	Benedikt Jeßing/Ralph Köhnen: Einführung in die1yesNeuere deutsche Literaturwissenschaft. Verlag J. B.Metzler, Stuttgart 2012.							
	Schutte, Jürgen: Einführung in die 1 / Literaturinterpretation. Sammlung Metzler, Stuttgart 2005.							
Optional literature (at the time of submission of study programme proposal)	Lacko Vidulić, Svjetlan: Literatur studieren. Einführung in die germanistische Literaturwissenschaft. Leykam international d.o.o. Zagreb 2016. Brackert, Helmut/ Jörn Stückrath (Hrsg.), Literaturwissenschaft. Ein Grundkurs. Rowohlt Taschenbuch Verlag, Reinbek bei Hamburg 2004. Schönau, Walter/Joachim Pfeiffer: Einführung in die psychoanalytische Literaturwissenschaft. Sammlung Metzler, Stuttgart 2003.							
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)	1							

NAME OF THE COU	IRSE	GERMAN LITERA	TURE OF THE 18TH CENTURY					
Code	GER20	1	Year of study	2.				
Course teacher	-	a Erstić, PhD, ate Professor	Credits (ECTS)	4				
Associate teachers			Type of instruction	L	S	Е	F	

			(number	of hours)	15	15	0	0
Status of the course	mandatory	ge of n of e-learning	20%					
		COUR	SE DESCRI		-			
Course objectives	The aim of the the European literary courses phenomena as	socio-hist s, student	torical contex s will study a	tt. Using the and critically ju	knowledg dge the	ge gaine most imp	d in p	revious
Course enrolment requirements and entry competences required for the course	None.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	development - analyze and	ous histo of enlight interpret s nost impo n and into Itural and	orical, cultur, tenment, Stur selected 18th ortant features erpret the lite socio-politica	al, political a m und Drang a century literary s and authors erary phenome il context	nd socia and Weim y works ir of Germa ena of th	al influe nar Class n the give an literatu ne 18th o	icism en conte ire of th century	ext ne 18th in the
Course content broken down in detail by weekly class schedule (syllabus)	The course provides a chronological overview of the most important literar phenomena of the 18th century, authors and their works. Literary, cultural, social and historical phenomena, essential to understand the period, with an emphasis of paradigmatic authors and their poetics, will be analyzed: 1. Enlightenment: meaning, concept and cultural assumptions in European cultural history $(1 L + 1 S)$ 2. Literature of the Enlightenment: a review $(1 L + 1 S)$ 3. G.E. Lessing and the bourgeois tragedy $(1 L + 1 S)$ 4. G.E. Lessing: drama and theoretical discussions $(1 L + 1 S)$ 5. Sturm und Drang: cultural assumptions $(1 L + 1 S)$ 6. J.W. Goethe and Sturm und Drang $(1 L + 1 S)$ 7. F. Schiller and Sturm und Drang $(1 L + 1 S)$ 8. Classicism: $(1 L + 1 S)$ 9. J.W. Goethe and the literary life of his age $(2 L + 1 S)$ 10. F. Schiller and Classicism $(1 L + 2 S)$ 11. Goethe's Faust $(2 L + 1 S) S)$ 12. Between classicism and romanticism $(1 L + 1 S)$					literary social asis on		
Format of instruction	 lectures seminars and workshops exercises on line in entirety partial e-learning 			ism (1 L + 1 S) □ independent assignments □ multimedia □ laboratory □ work with mentor □ (other)				
Student responsibilities	☐ field work Students are required to participate in classes and complete in-class and out-of- class (individual and group) activities which enable the acquisition of course outcomes. They are required to write a seminar paper in line with previously determined criteria and pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an oral exam.						course viously s) and	
Screening student work (name the	Class attendance	1	Research		Practica	I training		
proportion of ECTS credits for each	Experimental work		Report		(Other)			

activity so that the total number of	Essay		Seminar essay	0.5	(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)			
value of the course)	Written exam	2	Project		(Other)			
Grading and evaluating student work in class and at the final exam	grade for the elements: 1. a passi tests is 2. written 3. activity 10% 4. oral exa	course i ing grade equivale and pres in class, am – 20% nt and m	is formed acc in the written nt to the written ented seminar participation	cording to the exam, i.e. two n examination paper – 20% in discussions	e completion o tests (a positi) – 50% s during class elements can	pations, the final of the following ve grade in both and seminars – be found in the		
	TitleNumber of copies in the libraryAvailability vi other mediaWillems, Gottfried: Geschichte der deutschen Literatur. Band 2. Aufklärung. Böhlau Verlag, Köln, Weimar, Wien 2013.1/							
Required literature (available in the								Literatur. Band 2. Aufklärung. Böhlau Verlag, Köln, Weimar, Wien 2013.
library and via other media)	Willems, Gottfried: Geschichte der deutschen1/Literatur. Band 3. Goethezeit. Böhlau Verlag, Köln, Weimar, Wien 2013.							
	Gigl, Claus: Deutsche Literaturgeschichte. Stark, 1 / / Freising 2014.							
	A selection from primary literature (students choose / yes literary works according to the given instructions)							
Optional literature (at the time of submission of study programme proposal)	Jürgensen, Christoph/Irsigler, Ingo: Sturm und Drang. Vandenhoeck & Ruprecht, Göttingen 2010.							
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 COU	IRSE	GERMAN SYNTA	(
Code	GER20	2	Year of study	2
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor		Credits (ECTS)	4

	Candra Lukžić DhD				1	1		
	Sandra Lukšić, PhD, Postdoctoral Researd		Type of in	struction (number	L	S	E	F
Associate teachers	Posidocioral Researd	iner	of hours)	,	15	15	0	0
	mandatory		Percenta	ge of application			Ũ	•
Status of the course	manualory		of e-learn		20%			
	CC	URSI	E DESCRI	0	<u> </u>			
	- Understanding the basic concepts of syntax as a linguistic discipline;							
Course objectives	 understanding the application of synta basic language and obtaining the kno Croatian and Gern the interdependend 	basic actic r d com wledg nan w	procedures rules in the munication le about the ith respect	s of the syntactic an formulation of a s unit; ne similarities and	nalysis entence d the c	of the s e, cons differen	entenc idered ces be	as the tween
Course enrolment		00 01 0						
requirements and entry competences required for the course	None.							
	Students will be able to:							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 define the fundamental concepts of the German syntax; explain the linguistic facts at the syntactic level; analyze complex syntactic forms and understand the relationships between the syntactic units and their components; define the syntactic standard of the German standard language; analyze texts of all functional styles; define the similarities and differences between the Croatian and German syntax. 							
	1. Fundamentals of syntax as a linguistic discipline (2L+2S)							
Course content broken down in detail by weekly class schedule (syllabus)	 Word as a syntactic unit (1L+1S) Grammatical structure of the sentence (in contrast) (1L+1S) Sentence structure: traditional parts (subject, predicate, object, adverbial) (2L+2S) Syntactic model of valency (1L+1S) Sentence topology: sentence frame (1L+1S) Complex sentences (1L+1S) Complex sentences according to their function (1L+1S) Sentence structure: word order (1L+1S) Subordinate clauses (1L+1S) Subordinate clauses (1L+1S) Syntactic analysis of complex sentences and text segments (in contrast) (1L+1S) Text structure (1L+1S) 							
	Iectures			🗆 independent e				
Format of instruction	 lectures seminars and workshops exercises on line in entirety partial e-learning field work 			 independent assignments multimedia laboratory work with mentor (other) 				
Student responsibilities	group) activities white the course syllabus. assignments in class preliminary test or the exam are two prelim accuracy in the exam	□ field work □ (other) Regular class attendance, completing in-class and out-of-class (individual and group) activities which enable the acquisition of learning outcomes prescribed by the course syllabus. Students are required to actively participate in completing assignments in class and to regularly do their homework at home to prepare for the preliminary test or the exam. Students take a written exam (equivalent to the written exam are two preliminary tests) and are required to achieve a minimum of 50% accuracy in the exam or preliminary tests, after which the oral exam is taken.						bed by oleting for the written
Screening student	Class 1	R	lesearch	Pra	actical tr	ainina		
work (name the	attendance							

Midterm exam Written exam Students take tw of theoretical kno analysis. The stu from taking the w student takes an is formed with the 1. written exam 5 2. activity in class 3. oral exam 30% The evaluation a course repository Glovacki-Bernard gramatike, Školsł	owledge ident wh vritten ex oral ex e regard 50% s and ind 53 and gra v on the di, Z. (e and its appli ho successfully xam. After pas am. In accorda I to the achieve dividual work 2 ding criteria fo Intranet. Title (2002). Osno	ication to spe y passed bot sing prelimina ance with lea ement of the f 20% or individual	ecific tasks with h preliminary te ary tests or the rning outcomes ollowing elemen elements are of Number of copies in the library	nin the syntactic ests is exempted written exam the s, the final grade nts:	
Students take tw of theoretical kno analysis. The stu from taking the w student takes an is formed with the 1. written exam 5 2. activity in class 3. oral exam 30% The evaluation a course repository Glovacki-Bernard	o prelim owledge udent wh vritten ex oral ex e regard 50% s and ind 53% and gra v on the	hinary tests an and its appli ho successfully am. After pas am. In accorda to the achieve dividual work 2 ding criteria for Intranet.	ication to spe y passed bot sing prelimina ance with lea ement of the f 20% or individual	ecific tasks with h preliminary te ary tests or the rning outcomes ollowing element elements are of Number of copies in the library	hin the syntactic ests is exempted written exam the s, the final grade nts: described in the Availability via	
of theoretical knd analysis. The stu from taking the w student takes an is formed with the 1. written exam 5 2. activity in class 3. oral exam 30% The evaluation a course repository Glovacki-Bernard	owledge ident wh vritten ex oral ex e regard 50% s and ind 53 and gra v on the di, Z. (e and its appli ho successfully xam. After pas am. In accorda I to the achieve dividual work 2 ding criteria fo Intranet. Title (2002). Osno	ication to spe y passed bot sing prelimina ance with lea ement of the f 20% or individual	ecific tasks with h preliminary te ary tests or the rning outcomes ollowing elemen elements are of Number of copies in the library	hin the syntactic ests is exempted written exam the s, the final grade nts: described in the Availability via	
	di, Z. ((2002). Osno ⁻	ve njemačko	copies in the library		
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	ina ini inge					
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Engel, U. (2004).	Deutsc	s 1	/			
Weinrich, H. et al. (2003). Textgrammatik der 1 /						
Wöllstein-Leisten, A., Heilmann, A., Stepan, P., Vikner, S. (1997). Deutsche Satzstruktur. Grundlagen der syntaktischen Analyse. Stauffenburg, Tübingen. Engel, U. (2016). Syntax der deutschen Sprache. Erich Schmidt Verlag, Berlin.						
 Class attendance, activity in class, efficiency in performing tasks. Student survey on the quality of teaching and teachers at university level. Passed exam and other obligations prescribed by syllabus. Individual consultation hour. Self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and the quality of the teaching process. 						
V V S	Veinrich, H. e deutschen Sprac Völlstein-Leisten Satzstruktur. Gru Engel, U. (2016). Class attendar Student survey Passed exam Individual cons Self-assessme Collaborative a	deutschen Sprache. Olm Wöllstein-Leisten, A., H Satzstruktur. Grundlager Engel, U. (2016). Syntax Class attendance, acti Student survey on the Passed exam and othe Individual consultation Self-assessment of ac Collaborative assessn	 Weinrich, H. et al. (2003). Textgr deutschen Sprache. Olms, Hildesheim. Wöllstein-Leisten, A., Heilmann, A., Satzstruktur. Grundlagen der syntaktisc Engel, U. (2016). Syntax der deutscher Class attendance, activity in class, er Student survey on the quality of teac Passed exam and other obligations p Individual consultation hour. Self-assessment of achieved learnin Collaborative assessment of the im 	 Weinrich, H. et al. (2003). Textgrammatik de deutschen Sprache. Olms, Hildesheim. Wöllstein-Leisten, A., Heilmann, A., Stepan, P., Satzstruktur. Grundlagen der syntaktischen Analyse Engel, U. (2016). Syntax der deutschen Sprache. Er Class attendance, activity in class, efficiency in pe Student survey on the quality of teaching and teac Passed exam and other obligations prescribed by Individual consultation hour. Self-assessment of achieved learning outcomes. Collaborative assessment of the implementation 	Weinrich, H. et al. (2003). Textgrammatik der 1 deutschen Sprache. Olms, Hildesheim. 1 Wöllstein-Leisten, A., Heilmann, A., Stepan, P., Vikner, S. (1 Satzstruktur. Grundlagen der syntaktischen Analyse. Stauffenburg, Engel, U. (2016). Syntax der deutschen Sprache. Erich Schmidt Ve Class attendance, activity in class, efficiency in performing tasks. Student survey on the quality of teaching and teachers at univers Passed exam and other obligations prescribed by syllabus. Individual consultation hour. Self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and the quality	

NAME OF THE COU	IRSE	LANGUAGE EXER	CISES III						
Code	GER20	3	Year of study	2.					
Course teacher	Silvija Ugrina, Language Instructor		Credits (ECTS)	4	4				
Associate teachers	Irina Boban, Teaching Assistant		Type of instruction	L	S	E	F		
Associate teachers	7331314	in the second seco	(number of hours)	0	0	90	0		
Status of the course	mandat	tory	Percentage of	20%					

		on of e-learning
	COURSE DESCRI	
Course objectives	speaking and listening) on level C1.	nguage skills (reading comprehension, writing,
Course enrolment requirements and entry competences required for the course	None.	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 apply actively the processed lexicon apply actively the processed gramm read and comprehend texts in Germ improve independently the language German for further training and educated discuss fluently about topics tauge (vocabulary and grammar rules); retell orally and in writing a text of application on topics tauge hold a structured presentation by ch interpret graphics and evaluate different 	in German (at least) at B2+ level CEFR; ; atical structures in written and oral expression; an at level C1; je and use sources of linguistic knowledge in ition; ght in class and apply acquired knowledge opropriate complexity in German; at in class by using arguments; oosing one of the topics discussed in class; rent opinions.
Course content broken down in detail by weekly class schedule (syllabus)	necessary for free oral and writi improvement of acquired grammatic weather, Happiness and other fee environment including planned langua and writing) Grammar: Adverbial sent conditional, concessive and consect consecutive sentences, Konjunktiv II Expressing assumptions using modal Translations exercises from German important part of this course. The tex topics taught in class. 1. Let's talk about the weather (10 E) 2. Adverbial sentences: temporal, mo 3. Oral communication exercises (2 E 4. Listening comprehension exercises 5. Translation exercises (2 E) 6. Happiness and other feelings (12 E	a to Croatian and vice versa are also a very dts that are translated are thematically related dal and causal sentences (6 E) (2 E) (2 E) (2 E) (2 E) (2 E) (3 (2 E) (4 E) (5 (2 E) (4 E) (5 (2 E) (5 (2 E) (5 (2 E)) (5 (2 E) (5 (2 E)) (6 E) (6 E) (6 E) (6 E) (7 (2 E) (7 (2 E)) (7 (2 E) (7 (2 E)) (7 (2 E))
Format of	\Box lectures	□ independent assignments
instruction		

		ما ، برم ساد م ام						
	□ seminars and □ exercises	a worksha	ops					
	□ <i>on line</i> in entirety □ partial e-learning			\Box work with mentor				
				□ (other)				
	☐ field work							
Student responsibilities	out-of-class (in outcomes. The discussions du timely manner exam, i.e. two examination) a	Students are required to attend classes regularly and to complete in-class and but-of-class (individual and group) activities which enable the acquisition of course butcomes. They are obliged to participate actively and constructively in class and discussions during class as well as to complete individual and group tasks in a imely manner and to the best of their ability. Students are required to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to achieve a minimum score of 60% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an oral exam.						
Screening student	Class attendance	3	Research		Practical traini	ng		
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay		(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)			
value of the course)	Written exam	0.5	Project		(Other)	pations, the final		
Grading and evaluating student work in class and at the final exam	tests is 2. a passi 3. activity 4. succes	 a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% a passing grade in the oral exam – 20% activity in class, participation in discussions during class – 10% successful fulfilment of individual and group tasks – 10% The assessment and marking criteria of individual elements can be found in the 						
	Title				Number of copies in the library	Availability via other media		
Required literature (available in the library and via other media)	Anne Buscha, Susanne Raven, Szilvia Szita: 2 / Erkundungen, Deutsch als Fremdsprache C1: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C1, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig							
	Helbig / Buscha Langenscheidt		, 1	yes				
	Helbig / Buscha, Deutsche Grammatik, (2014), / yes Langenscheidt KG Berlin und München							
Optional literature (at the time of submission of study programme proposal)	Nakladni zavoc	hes Unive uš, Rena I Globus,	ersal Wörterbu te et al., Nj Zagreb	ich A-Z, (2019 emačko-hrvats), Dudenverlag ski univerzalni			
Quality assurance methods that	 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	Independent assignments primarily refer to work at home (preparation for class,
proposer wishes to	writing homework, written translations).
add)	

NAME OF THE COU	JRSE THE LITERARY	OPUS OF M		NER-ES	CHENB	АСН		
Code	GER209	Year of st	udy	2.				
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (E	CTS)	3				
Associate teachers			/pe of instruction umber of hours)		S	E	F	
Status of the course	elective	Percentag	je of	15 20%	15	0	0	
			n of e-learning					
		SE DESCRIP			f. th	ana at Ar		
Course objectives	The aim of the course is writer Marie von Ebner Es literary European context.	to gain insig schenbach (1	1830-1916) in tl	ary opus ne socio	s of the -historica	great Ai al, cultui	ustrian ral and	
Course enrolment requirements and entry competences required for the course	Enrolment into the seco Language and Literature.	nd year of	the undergrad	duate pr	ogramm	e of G	erman	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 to evaluate the literary work of Marie von Ebner-Eschenbach in the given socio- historical, political, cultural and literary context competently discuss the characteristics of Marie von Ebner-Eschenbach's literary opus critically evaluate the artistic and literary value of the literary works discuss some of the literary motifs and topics that emerge in the author's opus explain the author's contribution to literature and society, in the context of promoting humanity towards marginalized groups 							
Course content broken down in detail by weekly class schedule (syllabus)	 Marie von Ebner-Esche S) Aphorisms (1 L + 1 S) Main features of Marie v The aristocratic world in Marie-von Ebner-Esche Emancipated women ar + 2 S) The criticism of the patr Mother characters and r The motive of adultery ar 	 Aphorisms (1 L + 1 S) Main features of Marie von Ebner-Eschenbach's prose (1 L + 1 S) The aristocratic world in Marie von Ebner-Eschenbach's opus (1 L + 1 S) Marie-von Ebner-Eschenbach as a social reformator (1 L+ 1 S) Emancipated women and weak men in Marie-von Ebner-Eschenbach's opus (2 L 						
Format of instruction	 lectures seminars and workshop exercises on line in entirety partial e-learning field work 	ops	 independent multimedia laboratory work with me (other) 	entor				
Student responsibilities	Students are required to class (individual and gro outcomes. They are oblig previously determined crit	oup) activitie ged to write	es which enate and present	ole the a semir	acquisiti har pape	ion of o er in lin	course e with	

	and achieve a exam (or 2 test					ssing the written				
Screening student	Class attendance	1	Research		Practical traini	ng				
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)					
activity so that the total number of	Essay		Seminar essay	0.5	(Other)					
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)					
value of the course)	Written exam	1	Project		(Other)					
Grading and evaluating student work in class and at the final exam	grade for the elements: 1. a passi tests is 2. written 3. activity 4. an oral	 a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% written and presented seminar paper – 20% activity in class, participation in discussions during class – 10% an oral exam – 20% assessment and marking criteria of individual elements can be found in the se repository. 								
		-	Number of copies in the library	Availability via other media						
Required literature (available in the	Lohnmeyer, Enno: Marie von Ebner-Eschenbach als1/Sozialreformerin. Ulrike Helmer Verlag, Königstein2002.1									
library and via other media)	Tanzer, Ulrike: Frauenbilder im Werk Marie von1/Ebner-Eschenbachs.Hans-DieterHeinz,Akademischer Verlag Stuttgart, Stuttgart 1997.									
	A selection from primary literature (students choose / yes literary works according to the given instructions)									
Optional literature (at the time of submission of study programme proposal)	Rossbacher, Ka Wien. J&V Verl Strigl, Daniela Biographie. Re Seeling, Claud	arlheinz: l ag, Wien :: Berühm sidenz Ve ia: Zur In	iteratur und Li 1992. tsein ist nicl rlag, Salzburg terdependenz	beralismus. Z hts. Marie v - Wien 2016. von Gender-	von Ebner-Eso und Nationald	ingstraßenzeit in chenbach. Eine iskurs bei Marie				
Quality assurance methods that ensure the acquisition of exit competences	 von Ebner-Eschenbach. Röhrig Universitätsverlag, St. Ingbert 2008. class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university evel 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	process	assessii	nent of the in	Inplementation		or the teaching				

NAME OF THE COURSE THE FAIRY TALES			S OF THE BROTHERS G	RIMM
Code	GER210)	Year of study	2.
Course teacher		a Erstić, PhD, te Professor	Credits (ECTS)	3

			Type of in	atruction	L	S	E	F		
Associate teachers			Type of in (number of		15	15	0	0		
Status of the	elective		Percentag	ge of	20%	10	•			
course				n of e-learning						
COURSE DESCRIPTION										
Course objectives	Hausmärchen, (1786-1859), a arts and film.	The object of the course is to introduce students to the fairy tales (Kinder- und Hausmärchen, 1812-1858) of the brothers Jacob (1785-1863) and Wilhelm Grimn 1786-1859), as well as to the interpretation and adaptation of fairy tales in visua arts and film. Through reading and discussion, as well as other materials ir German, language skills will be improved.								
Course enrolment requirements and entry competences required for the course	None.	Jone.								
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 to evaluate ce critically evaluination critically judge explain the m 	competently discuss the characteristics of the Brothers Grimm fairy tales to evaluate certain fairy tales and their adaptations critically evaluate the artistic and literary value of fairy tales critically judge about the film and other adaptations of the fairy tales explain the meaning of fairy tales and discuss their role in different socio-historical circumstances								
Course content broken down in detail by weekly class schedule (syllabus)	 Text analysis Gretel; Aschen, Fairy tales and Text analy Dornröschen (2 Text analysis Fairy tales and Text analysis Text analysis 	1.Grimm Brothers and their fairy tales: An introduction $(2 L + 2 S)$ 2. Text analysis: Der Froschkönig und der Eiserne Heinrich; Rapunzel; Hensel und Gretel; Aschenputtel $(2 L + 2 S)$ 3. Fairy tales and film adaptations: The Brothers Grimm (USA 2005) $(2 L + 2 S)$ 4. Text analysis: Frau Holle; Rotkäppchen; Die Bremer Stadtmusikanten; Dornröschen $(2 L + 2 S)$ 5. Text analysis: König Drosselbart; Schneewittchen $(1 L + 1 S)$ 6. Fairy tales and film adaptations: Avengers Grimm (USA 2015) $(2 L + 2 S)$ 7. Text analysis: Rumpelstilzchen; Hans im Glück; Die kluge Bauerntochter; Die Sterntaler $(2 L + 2 S)$								
Format of instruction	 □ lectures □ seminars ar □ exercises □ on line in ent □ partial e-lear □ field work 	nd worksl irety ning	hops	 independent assignments multimedia laboratory work with mentor (other) 						
Student responsibilities	Students are re class (individua outcomes. The determined criti achieve a minir (or 2 tests), the	al and g ey are re- teria and num score	roup) activitie quired to writ pass a writte e of 60% on th	s which enal e a seminar en exam (or a le exam/tests.	ole the a paper in an equiva	cquisitio line wit lent of	n of co h previ 2 tests)	ourse ously) and		
Screening student work (name the	Class attendance	1	Research		Practical	training				
proportion of ECTS credits for each	Experimental work		Report		(Other)					
activity so that the total number of	Essay		Seminar essay	0.5	(Other)					
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)					
value of the course)	Written exam	1	Project		(Other)					
Grading and	In line with the	e course l	earning outco	mes and the	students'	obligatio	ons, the	final		

evaluating student work in class and at the final exam	 grade for the course is formed according to the completion of the following elements: a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% written and presented seminar paper – 20% activity in class, participation in discussions during class and seminars – 10% oral exam – 20% The assessment and marking criteria of individual elements can be found in the course repository. 								
	Title	Number of copies in the library	Availability via other media						
	Gerstner, Hermann: <i>Brüder Grimm.</i> Rowohlt, Reinbek bei Hamburg 1997 ⁹ .	1	/						
Required literature (available in the library and via other media)	Mazenauer, Beat und Perrig, Severin: <i>Wie</i> Dornröschen seine Unschuld gewann. Archäologie der Märchen. Dtv, München 1998.	1	/						
	Rölleke, Heinz: <i>Die Märchen der Brüder Grimm.</i> <i>Eine Einführung</i> . Reclam, Stuttgart 2016 ⁵ .	1	/						
	Uther, Hans-Jörg: <i>Handbuch zu den Kinder- und Hausmärchen der Brüder Grimm</i> . De Gruyter, Berlin / New York 2013 ² .	1	yes						
	Selection from primary literature (students choose literary works according to the given instructions)	/	yes						
	Literary texts, as well as excerpts from scientific studies.	/	yes						
Optional literature (at the time of submission of study programme proposal)	Wissenschaftsgeschichte. Olms-Weidmann, Hildeshei Brinker von der Heyde, Claudia/Ehrhardt, Holg Annekatrin (ur.): Märchen, Mythen und Modern Hausmärchen der Brüder Grimm. Teil 1, Teil 2. Pete PDF. Dettmar, Ute; Pecher, Claudia Maria; Schlesinge Medienwandel. Zur Geschichte und Gegenwart Stuttgart 2017. PDF.	Bluhm, Lothar: Grimm-Philologie. Beiträge zur Märchenforschung und Wissenschaftsgeschichte. Olms-Weidmann, Hildesheim 1995. Brinker von der Heyde, Claudia/Ehrhardt, Holger/Ewers, Hans-Heino/Inder, Annekatrin (ur.): Märchen, Mythen und Moderne. 200 Jahre Kinder- und Hausmärchen der Brüder Grimm. Teil 1, Teil 2. Peter Lang, Frankfurt a.M. 2015. PDF. Dettmar, Ute; Pecher, Claudia Maria; Schlesinger, Rom (ur.): Märchen im Medienwandel. Zur Geschichte und Gegenwart des Märchenfilms. Metzler,							
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully comple student questionnaire on the quality of teaching a level passed exam and the fulfillment of the other o syllabus individual consultations students' self-assessment of the learning outcomes collaborative assessment of the implementation process 	nd teachers a bligations pre they achieved	scribed by the						
Other (as the proposer wishes to add)	1								

NAME OF THE COU	IRSE	GERMAN LITERA	TURE OF	THE 19TH CEN	ITURY				
Code	GER20	6	Year of s	tudy	2.				
Course teacher		ubišić Pulišelić, ull Professor	Credits (B	ECTS)	4				
Associate teachers			Type of ir (number	nstruction of hours)	L 15	S 15	Е 0	F 0	
Status of the course	mandat	tory	Percenta	ge of on of e-learning	20%				
		COURSE							
Course objectives Course enrolment requirements and entry competences required for the	the Eu literary phenon Enrolm	COURSE DESCRIPTION The aim of the course is to gain insight into German literature of the 19th century in the European socio-historical context. Using the knowledge gained in previous literary courses, students will study and critically judge the most important literary phenomena as well as the authors and literary works of that period. Enrolment into the second year of the undergraduate programme of German Language and Literature.							
course Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 explate develop analyz discu discu literatur to tra cultural 	 to distinguish the specificities of the 19th-century literary periods explain various historical, cultural, political and social influences on the development of German literature in the 19th century analyze and interpret selected 19th century literary works in the given context discuss the most important features and authors of the 19th century German literature to translate and interpret the literary phenomena of that period in the European cultural and socio-political context 							
Course content broken down in detail by weekly class schedule (syllabus)	The co phenon their wo underst their po 1. Rom and the 2. Wom 3. The 4. Bied 5. Jung 6. Bour 7. The 8. F. He	- prepare a seminar paper on the topic of 19th century German literature The course provides a chronological overview of the most important literary phenomena of the 19th century until the appearance of naturalism, the authors and their works. The literary, cultural and socio-historical phenomena necessary for the understanding of different literary periods with a focus on paradigmatic authors and their poetics, will be analyzed: 1. Romanticism: a definition of the term in European and German cultural history and the most significant authors $(1 L + 1 S)$ 2. Women's authorship in Romanticism, literary life and culture of the salon $(1 L + 1 S)$ 3. The most significant authors of German Romanticism and their work $(1 L + 1 S)$ 4. Biedermeier's Literature $(2 L + 2 S)$ 5. Junges Deutschland: lyric and drama $(2 L + 2 S)$ 6. Bourgeois Realism: the emergence, specificity, literary life $(1 L + 1 S)$ 7. The most significant authors and narrative works of realism $(3 L + 3 S)$ 8. F. Hebbel and the drama in realism $(2 L + 1 S)$							
Format of instruction	□ lectu □ sem □ exere □ on lii □ partia □ field	ires inars and worksho cises ne in entirety al e-learning work	ps	□ independent □ multimedia □ laboratory □ work with me □ (other)	assignn entor	nents			
Student responsibilities	class (outcom	ts are required to p individual and grou es. They are oblig sly determined crite	up) activit ed to writ	ies which enat e and present	ole the a semir	acquisit har pap	ion of o er in lin	course e with	

	and achieve a exam (or 2 test					ssing the written			
Screening student work (name the	Class attendance	1	Research		Practical traini	ng			
proportion of ECTS credits for each	Experimental work		Report		(Other)				
activity so that the total number of	Essay		Seminar essay	0.5	(Other)				
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)				
value of the course)	Written exam	2	Project		(Other)				
Grading and evaluating student work in class and at the final exam	grade for the elements: 1. a pass tests is 2. written 3. activity 4. an oral The assessme	 a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% written and presented seminar paper – 20% activity in class, participation in discussions during class – 10% an oral exam – 20% assessment and marking criteria of individual elements can be found in the urse repository. 							
		7	Number of copies in the library	Availability via other media					
Required literature	Willems, Gottfried: Geschichte der deutschen1/Literatur. Band 4. Vormärz und Realismus. Böhlau/Verlag, Köln, Weimar, Wien 2013./								
(available in the library and via other media)	Balzer, Bernd: Einführung in die Literatur des1/Bürgerlichen Realismus. Wissenschaftliche1/Buchgesellschaft, Darmstadt 2012.11								
	Wittenberg, Hild der deutschen Bürgerlicher Re	Literatur/	1	/					
	A selection from literary works a	n primary	/	yes					
Optional literature (at the time of submission of study programme proposal)	Koopmann, He Darmstadt 1993 Aust. Hugo: Re Martini, Fritz: I Metzler, Stuttga	Imut: Das 3. alismus: I Deutsche art 1981.	s Junge Deuts Lehrbuch Gern Literatur im b	chland. Wiss nanistik. Metz bürgerlichen F	ler, Stuttgart 20 Realismus 184	Buchgesellschaft, 006. 8 – 1898. J. B.			
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 COU	IRSE SEMA	NTICS						
Code	GER207		Year of s	tudy	2.			
Course teacher	Mirjana Matea PhD, Associate		Crodite (4			
Associate teachers			Type of ir of hours)	nstruction (numb	er L 15	S 15	E 0	F 0
Status of the course	mandatory		Percenta of e-learn	ge of application ing	20%	-		
	•	COURS	SE DESCRI	PTION				
Course objectives	 adopting the language at understandir 	 Introduction to semantics as a linguistic discipline; adopting the necessary competences to independently analyze meaning in language at the level of words, phrases and sentences; understanding the complexity of meaning relations and defining different traditional and contemporary theoretical frameworks. 						
Course enrolment requirements and entry competences required for the course	None.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 define basic of apply those c describe the of critically analy 	Students will be able to: • define basic concepts in semantics; • apply those concepts in the analysis of language at the semantic level; • describe the differences among the leading theories of reference; • critically analyze semantic relations at the level of words and sentences; • do independent research and provide conclusions.						
Course content broken down in detail by weekly class schedule (syllabus)	 Traditional s Structural set Prototype th Conceptual, Denotative a Methods of s Transfer of r Traditional a Paradigma Introduction Semantics 	 I. Semantics as a linguistic discipline (2L+2S) 2. Traditional semantics (1L+1S) 3. Structural semantics (1L+1S) 4. Prototype theory (1L+1S) 5. Conceptual, referential, contextual definition of meaning (1L+1S) 5. Denotative and connotative meaning (1L+1S) 7. Methods of semantic analysis (2L+2S) 8. Transfer of meaning (1L+1S) 9. Traditional and contemporary approaches to metaphors and metonymy (1L+1S) 10. Paradigmatic and syntagmatic relations (1L+1S) 11. Introduction to cognitive semantics (1L+1S) 12. Semantics and pragmatics (1L+1S) 						
Format of instruction	13. Hyponyms and hypernyms (1L lectures seminars and workshops exercises on line in entirety partial e-learning field work			□ independent assignments				
Student responsibilities	 A passing gr both midterm to After the wri Create a ser 	 Active participation in lectures and seminars; A passing grade in the written exam (min. 50%), i.e. two tests (a positive grade in both midterm tests is equivalent to the written examination) After the written test, students are required to pass the oral exam. Create a seminar paper with set criteria. Active participation in classes (discussions, text analysis). 						
Screening student work (name the	Class attendance	1 F	Research	F	Practical tr	aining		
proportion of ECTS credits for each	Experimental work	F	Report		ndividual	work		

activity so that the total number of	Essay		Seminar essay		(Other)						
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	1	(Other)						
value of the course)	Written exam	1.5	Project		Seminar paper	0.5					
Grading and evaluating student work in class and at the final exam	theoretical con midterm exams exam. In line with the grade for the elements: 1. a passing gr both tests is eq 2. created sem 3. oral exam -4	Line with the course learning outcomes and the students' obligations, the final adde for the course is formed according to the completion of the following ments: a passing grade in the written exam, i.e. two midterm tests (a positive grade in th tests is equivalent to the written examination) – 45% created seminar paper with set criteria – 15% oral exam –40% e assessment and marking criteria of individual elements can be found in the urse repository.									
Required literature		٦	Number of copies in the library	Availability via other media							
(available in the library and via other media)	Löbner, S. (2003). Semantik. Eine Einführung. de 1 / Gryter, Berlin.										
media)	Schwarz, M., Chur, J. (2007). Semantik: ein 1 / / Arbeitsbuch. Günter Narr, Tübingen										
Optional literature (at the time of submission of study programme proposal)	Culture-Specific	Wierzbicka, A. (1992). Semantics, Culture and Cognition. Universal Concepts in Culture-Specific Configurations. Oxford. Lyons, J. (1977). Semantics. Cambridge.									
Quality assurance methods that ensure the acquisition of exit competences	 student surve passed exam students' self 	 class attendance and class participation, student survey on the teaching and teachers quality at the university level, passed exam and fulfilled obligations prescribed by the syllabus, students' self-assessment of their learning outcomes 									
Other (as the proposer wishes to add)	/										

NAME OF THE COU	RSE	LANGUAGE EXER	RCISES IV						
Code	GER208		Year of study	2.					
Course teacher	Silvija Ugrina, Language Instructor		Credits (ECTS)	4					
Associate teachers	Irina Bo Assista	ban, Teaching	Type of instruction	L	S	E	F		
	Assista	nit ((number of hours)	0	0	90	0		
Status of the course	mandat	ory	Percentage of application of e-learning	20%					
		COURSE	E DESCRIPTION						
Course objectives	Course objectives The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level C1.								
Course enrolment requirements and entry competences	None.								

required for the	
course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending and completing the course students will be able to: - to communicate orally and in writing in German (at least) at C1 level CEFR; - apply actively the processed lexicon; - apply actively the processed grammatical structures in written and oral expression; - read and comprehend texts in German at level C1; - improve independently their language and use sources of linguistic knowledge in German for further training and education; - discuss fluently about topics taught in class and apply acquired knowledge (vocabulary and grammar rules); - retell orally and in writing a text of appropriate complexity in German; - express own opinion, make suggestions, respond to counter-arguments and reach an argument on topics taught in class; - hold a structured presentation by choosing one of the topics discussed in class with the help of a mind map; - translate written texts related to more complex topics from Croatian to German and vice versa.
Course content broken down in detail by weekly class schedule (syllabus)	Language exercises IV are a follow up of Language exercises III. The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for free oral and written communication and the revision and improvement of acquired grammatical knowledge. Content: The realm of senses, History and politics, Sound, picture and word, Journey through life including planned language activities (exercises on expressing opinion and writing). Grammar: simple sentences, order of sentence components, constituent order of sentence components in middle position, order of sentence components in final position. Infinitive clauses, infinitive constructions and dass clauses, indirect questions as subordinate clauses, relative clauses, participial clauses. Translations exercises from German to Croatian and vice versa are also an important component of this course. The texts that are translated are thematically related to topics taught in class. 1. The realm of senses (12 E) 2. Simple sentences (2 E) 3. Order of sentence components in middle position (2 E) 5. Order of sentence components in final position (2 E) 6. Oral communication exercises (2 E) 7. Listening comprehension exercises (2 E) 8. Translation exercises (1 E) 9. History and politics (16 E) 10. Infinitive clauses (2 E) 11. Infinitive clauses (2 E) 13. Oral communication exercises (2 E) 14. Listening comprehension exercises (2 E) 15. Translation exercises (2 E) 16. Sound, picture and word (14 E) 17. Relative clauses (2 E) 18. Participial clauses (2 E) 19. Oral communication exercises (2 E) 21. Translation exercises (1 E) 22. Journey through life (8 E) 23. Oral communication exercises (2 E) 24. Listening comprehension exercises (2 E) 25. Translation exercises (2 E) 26. Translation exercises (2 E) 27. Tanslation exercises (2 E) 28. Participial clauses (2 E) 29. Oral communication exercises (2 E) 21. Translation exercises (2 E) 23. Oral communication exercises (2 E) 24. Listening comprehension exercises (2 E) 25. Translati

Format of instruction	 lectures seminars and workshops exercises on line in entirety partial e-learning field work 			 independer multimedia laboratory work with m (other) 	nt assignment entor	s
Student responsibilities	out-of-class (in outcomes. The discussions du timely manner a exam, i.e. two examination) a passing the wri	dividual a y are obl ring class and to the tests (a nd to ac	and group) act iged to partic s as well as best of their positive grad hieve a minir	tivities which e ipate actively a to complete ir ability. Student de in both tes num score of	nable the acquand construction and construction dividual and g ts are required ts is equivaled 60% on the e	ete in-class and uisition of course vely in class and group tasks in a to pass a written nt to the written exam/tests. After al exam.
Screening student work (name the proportion of ECTS	Class attendance Experimental	3	Research		Practical traini	ng
credits for each activity so that the total number of	work Essay		Report Seminar essay		(Other) (Other)	
ECTS credits is	Tests		Oral exam	0.5	(Other)	
equal to the ECTS value of the course)	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	elements: 1. a pass tests is 2. a passi 3. activity 4. succes	ing grade equivale ng grade in class, sful fulfiln nt and m	in the written nt to the writte in the oral ex- participation in nent of individ	exam, i.e. two on examination am – 20% n discussions o ual and group	o tests (a positi) – 60% during class – 1 tasks – 10% elements can	of the following we grade in both 10% be found in the
		-	Title		Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Anne Buscha Erkundungen, Integriertes Ku C1, (2016), 2., Leipzig	Deutso Irs- und	ch als I Arbeitsbuch,	remdsprache: Sprachniveau		/
,	Helbig / Buscha Langenscheidt					yes
	Helbig / Buscha, Deutsche Grammatik, (2014), 2 yes Langenscheidt KG, Berlin und München					
Optional literature (at the time of submission of study programme proposal)	Hall/Scheiner, Übungsgrammatik für Fortgeschrittene, (2001), Verlag für Deutsch; Duden, Deutsches Universal Wörterbuch A-Z, (2019), Dudenverlag, Berlin; Hansen-Kokoruš, Renate et al., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb					
Quality assurance methods that ensure the acquisition of exit competences	level - passed exam - individual co	stionnaire n and the nsultation	on the qualit fulfilment of th s	ty of teaching	and teachers	at the university d by the syllabus d

	- collaborative assessment of the implementation and quality of the teaching
	process
Other (as the	Independent assignments primarily refer to work at home (preparation for class,
proposer wishes to	writing homework, written translations).
add)	

NAME OF THE COU	IRSE	GERMAN PHRAS	EOLOGY						
Code	GER20	4	Year of s	tudy	2.				
Course teacher		Matea Kovač, ssociate Professor	Credits (E	ECTS)	3	3			
Associate teachers				nstruction (number	L	S	Е	F	
			of hours)		15	15	0	0	
Status of the course	elective	9	Percenta of e-learn	ge of application ling	20%				
		COURSE	E DESCRI	PTION					
Course objectives	- recog - unde phras	ning and understanc gnizing the characte rstanding the simila seology for compara lating phraseologica	ristic eleme rities and c ative reseau	ents of different type lifferences between rch;	es of ph Croatia	nraseolo an and	ogical u Germa	inits;	
Course enrolment requirements and entry competences required for the course	None.	<u> </u>							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 define linguist analy syntact choos Croatia 	 Students will be able to: define the phraseological unit (phraseme) as the basic unit of the phraseological linguistic system; analyze the German phrasemes from different aspects: structural, semantic, syntactic, etc; choose the appropriate ways of translating phraseological units from German into Croatian and vice versa; 							
Course content broken down in detail by weekly class schedule (syllabus)	1. Defii (2L+2S 2. Stru (1L+1S 3. Idion 4. Stru 5. Morp 6. Sem 7. Cor (1L+1S 8. Phra 9. Stylis 10. Lex 11. Res 12. Tra Germa	 use phraseological units in written and oral communication. Definition of the phraseological unit. History of the development of phraseology (2L+2S) Structural, syntactic and semantic aspects of the phraseological unit analysis (1L+1S) Idiomaticity, polilexical expressions, stability, reproduction (1L+1S) Structure and classification of phraseological units (1L+1S) Morphostinctic description of phraseological units (1L+1S) Semantic description of phraseological units (1L+1S) Contrastive phraseology. Phraseological units of foreign origin in German (1L+1S) Phraseological homonymy, synonymy and antonymy (1L+1S) Stylistic classification of German phraseological units (1L+1S) Lexicographic researches of phraseological units (1L+1S) Research methodology of phraseological units (1L+1S) Translation of phraseological units: Analysis of German phraseological units in 							
Format of instruction		<u>w issues in German</u> Ires		independent as		ents			

	□ seminars and	works	hons	multimedia			
	•						
				□ work with mentor			
	□ partial e-learni	•		□ (other)			
	□ field work			_ (00)			
	1. Active particip	ation in	lectures and s	eminars;			
Student responsibilities	 A passing grad both midterm test After the writter Create a semi Active particip 	its is equents is equent en test, son test, so son test, son test, s son test, son test, s	uivalent to the students are re er with set crit	written examinequired to passeria.	nation) s the oral exam	positive grade in	
Screening student	Class attendance	1	Research		Practical traini	ng	
work (name the proportion of ECTS credits for each	Experimental work		Report		Individual work	κ	
activity so that the total number of	Essay		Seminar essay	0.5	(Other)		
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	0.5	(Other)		
value of the course)	Written exam	1	Project		(Other)	am covering the	
Grading and evaluating student work in class and at the final exam	grade for the or elements: 1. a passing gra both tests is equi 2. created semin 3. oral exam -40	course course de in th ivalent t ar pape % t and m	learning outco is formed ac ne written exa o the written e r with set crite	omes and the cording to th m, i.e. two mi (xamination) ria – 15%	students' oblig e completion o dterm tests (a p 45%	al exam. gations, the final of the following positive grade in be found in the	
Required literature					Number of copies in the library	Availability via other media	
(available in the library and via other	Palm, Ch. (1997 Tübingen.	'). Phra	seologie – ei	ne Einführung		/	
media)	Burger, H. (201 am Beispiel c Germanistik. ES	les De Verlag.	utschen. Gr	undlagen de	r	/	
Optional literature (at the time of submission of study programme proposal)	Cowie, Anthony P. (Ed.). (2000). Phraseology. Theory, Analysis and Applications. Oxford Univeristy Press, Oxford. (selected chapters)						
Quality assurance methods that ensure the acquisition of exit competences Other (as the proposer wishes to	 student survey passed exam a individual cons students' self-a 	 class attendance and class participation, student survey on the teaching and teacher's quality at the university level, passed exam and fulfilled obligations prescribed by the syllabus, individual consultations students' self-assessment of their learning outcomes teaching quality evaluation 					
add)							

NAME OF THE COU	IRSE	STYLIS	TICS OF		E AND SPEECH	4			
Code	GER20	5		Year of s	tudy	2.			
Course teacher		i Matea K ssociate l		r Credits (I	ECTS)	3			
Associate teachers		Sandra Lukšić, PhD, Postdoctoral Researcher			nstruction of hours)	L 15	S 15	Е 0	F 0
Status of the course	elective	9		Percenta applicatio	ge of on of e-learning	20%	1		1
			COUR	SE DESCRI	PTION				
Course objectives	and o - gaini appro - stylis	communic ng insigh oach; itic organi	cation mo ts into th zation of	odels; e differences the messag	mmunication, Ia s and the similar e; nethods of Gern	rities bas	sed on t	he struc	•
Course enrolment requirements and entry competences required for the course	None.								
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 define German define conne 	n languag the fund ect the tex	sic conce je; amental ct with a c	relationships certain functi		age and			of the
Course content broken down in detail by weekly class schedule (syllabus)	1. Intro 2. Sem 3. Rela 4. Feat 5. Verb 6. Com 7. Jako 8. Stilis 9. Leve 10. Mo 11. Me 12. Fig 13. An	 recognize speech stylistics in spoken and written text. 1. Introduction to the science of speech (2L+2S) 2. Semantics and speech systematicity (2L+2S) 3. Relationship between language and speech (1L+1S) 4. Features of the linguistic sign (1L+1S) 5. Verbal and nonverbal communication (1L+1S) 6. Communication Models. Saussure's speech circle (1L+1S) 7. Jakobson's linguistic functions. Saussure's dichotomy (1L+1S) 8. Stilistics as a linguistic discipline (1L+1S) 9. Levels of stylistic analysis and their basic units (1L+1S) 10. Morphostylistics (1L+1S) 11. Metaphor and Methonyms: Jakobson's theory and its application (1L+1S) 12. Figures of speech and functional styles (1L+1S) 13. Analysis of different types of texts in accordance with contemporary stylistic 							
Format of instruction	approaches (1L+1S) lectures seminars and workshops exercises on line in entirety partial e-learning field work								
Student responsibilities	Regular class attendance, completing in-class and out-of-class (individual and group) activities which enable the acquisition of learning outcomes prescribed by the course syllabus. Students are required to write and present a seminar paper according to previously determined criteria which are published in the course repository on the Intranet, pass a written exam (or an equivalent of 2 preliminary tests) and achieve a minimum of 50% accuracy in the exam or preliminary tests, after which the oral exam is taken.								
Screening student	Class		1	Research		Practic	al trainin	ig	

work (name the proportion of ECTS	attendance								
credits for each activity so that the	Experimental work		Report		Individual wo	rk			
total number of ECTS credits is	Essay		Seminar essay	0.5	(Other)				
equal to the ECTS value of the course)	Midterm exam		Oral exam	0.5	(Other)				
	Written exam	1	Project		(Other)				
Grading and evaluating student work in class and at the final exam	is a prerequisite part of the exam learning outcome the following eler 1. written exam – 2. writing and pre 3. activity in class 4. oral exam – 20	tudents are required to write and present a seminar paper on a given topic, which a prerequisite for accessing the written part of the exam. After passing the written art of the exam, the student takes the oral part of the exam. In accordance with earning outcomes, the final grade is formed with the regard to the achievement of the following elements: . written exam – 50% . writing and presenting a seminar paper – 20% . activity in class – 10% . oral exam – 20% he evaluation and grading criteria for individual elements are described in the							
Required literature		-	Title		Number of copies in the library	Availability via other media			
(available in the library and via other	Vuletić, B. (200 fakultet Sveučiliš				6	/			
media)		(2008).	Stil und S	Stilistik. Eine	1	/			
Optional literature (at the time of submission of study programme proposal)	Sowinski, B. (199 Sprachgestaltung Moennighoff, B. (g im Dei	utschen. Fisch	er Taschenbuc	ch. Frankfurt ar				
Quality assurance methods that ensure the acquisition of exit competences Other (as the	 Class attendance, activity in class, efficiency in performing tasks. Student survey on the quality of teaching and teachers at university level. Passed exam and other obligations prescribed by syllabus. Individual consultation hour. Self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and the quality of the teaching process. 								
proposer wishes to add)	, 								

NAME OF THE COU	RSE	GERMAN LITERA	TURE OF THE 20TH CENTURY I						
Code	GER301		Year of study	3.	3.				
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor		Credits (ECTS)	4					
A a a a i a ta a a h a ra			Type of instruction		S	Е	F		
Associate teachers			(number of hours)	15	15	0	0		
Status of the course	mandat	ory	Percentage of 20% application of e-learning						
		COURSE	DESCRIPTION						

	1							
Course objectives Course enrolment requirements and	The aim of the course is to gain insight into the German literature that emerged at the end of the 19th century, as well as in the first half of the 20th century. Using the knowledge gained in previous literary courses, students will study and critically evaluate the most important literary phenomena, authors and works from naturalism untill the end of World War II, in the European context. Enrolment into the third year of the undergraduate programme of German Language and Literature							
entry competences required for the course	Language and	anguage and Literature.						
Learning outcomes expected at the level of the course	century - explain vari development of - analyze and ir	ous histo German hterpret so	orical, cultur literature in tl elected 19th o	al, political a ne first half of t century literary	ods in the first half and social influen he 20th century works in the given	ces on the context		
(4 to 10 learning outcomes)	half of the 20th - to translate a cultural and soc	century nd interp cio-politica	ret the literar al context	y phenomena	of German literatur of that period in the ry German literatur	ne European		
Course content broken down in detail by weekly class schedule (syllabus)	The course p phenomena of Literature, cul understanding their poetics: 1. Naturalism: k 2. The most sig 3. The naturalis 4. Impressionis 5. Symbolism: t 6. Expressionis (1 L + 1 S) 7. Franz Kafka	rovides a the first ture and of the pe pasic elen nificant a tic plays of m: the most the most i m: fundar (2 L+ 2 S the Weir t authors a on (2 L+ 2 esse (1 L cht and th f the Third	a chronologic half of the socio-histo riod with the nents (1 L + 1 uthors and wo of Gerhart Ha ost important auti mental eleme) nar Republic and works (1 2 S) + 1 S) ne Epic Theat d Reich (1 L +	eal overview of 20th century, prical phenom emphasis on the S) porks of German ouptmann (1 L authors and works ents, most sign and the Repu L + 1 S) er (1 L + 1 S)	of the most impo the authors and iena are necess the most important n naturalism (1 L + + 1 S) orks (1 L + 1 S)	rtant literary their works. ary for the authors and 1 S) Franz Kafka		
Format of instruction	 □ lectures □ seminars and workshops □ exercises □ on line in entirety □ partial e-learning □ independent assignments □ multimedia □ laboratory □ work with mentor □ (other) 							
Student responsibilities	Students are ro class (individu outcomes. The previously dete and achieve a	☐ field work ☐ (other) Students are required to participate in classes and complete in-class and out-of- class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to write and present a seminar paper in line with previously determined criteria, to pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/ tests. After passing the written exam (or 2 tests), they are obliged to pass an oral exam.						
Screening student work (name the proportion of ECTS	Class attendance	1	Research		Practical training			
credits for each	Experimental work		Report		(Other)			

activity so that the total number of	Essay		Seminar essay	0.5	(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)			
value of the course)	Written exam	2	Project		(Other)			
Grading and evaluating student work in class and at the final exam	grade for the elements: 1. a passi tests is 2. written 3. activity 4. an oral	 a passing grade in the written exam, i.e. two tests (a positive gratests is equivalent to the written examination) – 50% written and presented seminar paper – 20% activity in class, participation in discussions during class – 10% an oral exam – 20% The assessment and marking criteria of individual elements can be for 						
		-	Title		Number of copies in the library	Availability via other media		
Required literature	Streim, Grego Weimarer Repu		r 1	/				
(available in the library and via other	Fähnders, Wal 1933. J. B. Met	ter: Avan	- 1	/				
media)	Streim, Gregor 1945: eine Eint 2015.					/		
	A selection from literary works a) /	yes		
Optional literature (at the time of submission of study programme proposal)	Verlag, Köln, W Lorenz, Dagma Kurze, Herman 2009. Ajouri, Philip: Akademie Verla	Ajouri, Philip: Literatur um 1900. Naturalismus-Fin de Siecle-Expressionismus.						
Quality assurance methods that ensure the acquisition of exit competences Other (as 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 individual consultations students' self-assessment of the learning outcomes they achieved collaborative assessment of the implementation and quality of the teaching process 							
proposer wishes to add)								

NAME OF THE COURSE INTRODUCTION T GERMAN LANGU			TO PHONETICS AND PHONOLOGY OF THE AGE					
Code	GER30	2	Year of study	3.				
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor		Credits (ECTS)	4				
Accesiote teachere			Type of instruction (number	L	S	Е	F	
Associate teachers			of hours)	15	15	0	0	

Status of the course		rcentage of application e-learning	20%				
	COURSE DE						
Course objectives	 Defining and adopting the basic concepts in phonetics and phonology; mastering the correct pronunciation of the standard German language; gaining information about the basic concepts of articulation, acoustic and auditory phonetics; gaining information about the segmental and prosodic issues in German phonology; describing acoustic and auditory properties of German vowels and consonants; reading and producing phonemic transcriptions and transcription of intonation patterns. 						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 Students will be able to: properly pronounce German sounds; explain the principles underlying the classification and description of German speech sounds and prosodic patterns; identify and remove speech errors and other speech disfluencies; describe the general principles of phonetics; describe the German phonetic and phonemic system and how it differs from the native language; describe the writing (graphemic) system and the basic components of the German language; use Praat the computer software package for the scientific <i>analysis</i> of <i>speech;</i> 						
Course content broken down in detail by weekly class schedule (syllabus)	 use IPA (International Phonetii 1. Articulation phonetics (2L+2E 2. Phone, phoneme, allophone, 3. Phonetics: words and senten 4. The production of speech soids 5. Place of articulation. German Place of articulation (1L+3E) 6. German vowels (long and sh 7. Stress or accent and rhythm 8. Speech errors (1L+2E) 9. Contrastive analysis (1L+3E) 10. Phonetic transcription (1L+2) 11. Speech melody (1L+3E) 12. Instrumental methods of art 13. Standard language and dial 	E) distinctive phonetic featu- ices (2L+2E) unds (1L+3E) n consonant system. Ma ort) (1L+2E) (1L+2E) 2E) iculation and coarticulatic	ures (1L+2E) nner of articulation Voicing.				
Format of instruction	13. Standard language and dialect (1L+2E) Istering independent assignments seminars and workshops multimedia exercises laboratory on line in entirety work with mentor partial e-learning (other)						
Student responsibilities	 1. Student's active participation in lectures and exercises. 2. A passing grade in the written exam relating to theoretical contents (min. 50%), i.e. two tests (a positive grade in both midterm tests is equivalent to the written examination). 3. Students are required to pass the oral exam. 4. Active and constructive participation in exercises (practical application of vocal and pronunciation exercises) 						

Screening student	Class attendance	1	Research		Practical trainin	ng	
work (name the proportion of ECTS	Experimental work		Report		Individual work		
credits for each activity so that the total number of	Essay		Seminar essay		Vocal and pronunciation exercises	0.5	
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	1.5	(Other)		
value of the course)	Written exam	1	Project		(Other)		
Grading and evaluating student work in class and at the final exam	contents of the In line with the grade for the elements: 1. a passing gr both tests is eq 2. oral exam -5 3. active and co	course. T course i course i rade in th uivalent to 50% onstructive nt and m	he written examined accord s formed accord e written examined by the written examined of the written examined accord e participation is	m is followed mes and the ording to the n, i.e. two mic amination)- 4 n vocal and p	by an oral exam students' oblig e completion c dterm tests (a p 40% pronunciation ex	ations, the final of the following positive grade in	
		-	Number of copies in the library	Availability via other media			
Required literature (available in the	Altman, H., and Ziegenhain, In: (2010). 1 / Prüfungswissen Phonetik, Phonologie und Graphemik. Vandenhoeck und Ruprecht, Gőttingen.						
library and via other media)	Ramers, K. H. Fink, München		inführung in die	e Phonologie	. 1	/	
	Busch, A., an Phonetik und Linguistik. Eine	Phonol	ogie. In: Ge	ermanistische		/	
Optional literature (at the time of submission of study programme proposal)	Zweitsprache. I Hirschfeld, U., Aussprachetrai Duden (2005). Krech, E. et al. Krech, E. et al.	Erich Schi Reinke, ning. Arbe Das große (2010). D (2010). E d Liker,	midt Verlag. K., and S eit-Übungsbuch e Aussprachew eutsches Auss Deutsches Auss M. (2016). Ar	tock, E. (Ed) (mit Audio-C vörterbuch, M prachewörter sprachewörte	d.) (2013). Ph D). Berlin. annheim. buch. De Gruyte rbuch. De Gruyte		
Quality assurance methods that ensure the acquisition of exit competences Other (as the	 class attend student sur passed exa individual c 	dance and vey on the am and ful onsultatio	d class particip e teaching and filled obligatior	teacher's qua ns prescribed	ality at the unive by the syllabus, mes.		
proposer wishes to add)							

NAME OF THE COU	IRSE	LANGUAGE EXER	RCISES V	
Code	GER30	3	Year of study	3.
Course teacher	Silvija l Instruct	Jgrina, Language tor	Credits (ECTS)	4

	Mirela Müller, PhD,		L	S	Е	F					
Associate teachers	Assistant Professor	Type of instruction (number of hours)									
		· · · · ·	0	0	90	0					
Status of the course	mandatory	Percentage of	20%								
	application of e-learning COURSE DESCRIPTION										
			ading c	omprehe	nsion w	vriting					
Course objectives	The aim of the course is to develop language skills (reading comprehension, writing speaking and listening) on level C2.										
Course enrolment requirements and entry competences required for the course	None.										
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending and complet - to communicate orally and - apply actively the process - apply actively the process - read and comprehend text - improve independently the German for further training - discuss fluently topics tau and grammar rules); - retell orally and in writing a - express own ideas and o the discussion; - give a clear, detailed de developing specific opinion - write about complex issue consider important.	I in writing in German (at le ed lexicon; ed grammatical structures ts in German at level C2; eir language and use sou and education; ight in class and apply ac a text of appropriate compl pinions logically in order scription of complex fact and making a conclusion	east) at (in writte rces of l cquired k lexity in to involv s linked at the er	C2 level on and or linguistic knowledg German ve other to relevand of the	al expre knowle ge (voca speake vant top present	dge in bulary rs into ics by ation;					
Course content broken down in detail by weekly class schedule (syllabus)	The focus of work lies in the necessary for free oral improvement of acquired glanguage structures orally expressing opinion and takin Topics: Language and Weaknesses, Education (exercises on expressing of verb tenses, verbs with shadverbial clauses, verbs shadverbial clauses, verbs shadverbial clauses, verbs with shadverbial clauses, verbs shadve	and written communica rammatical knowledge. T and in writing in form of ng a stand on a topic taug Communication, Past a and Training including pinion and writing). Gramme eparable or inseparable with complements, noun-we tives, adjectives and parties m German to Croatian s course. The texts that a ass. cation (10 E) verb tenses (8 E) cises (2 E) exercises (2 E) E) adverbial clauses (2 E) cises (2 E) exercises (2 E)	ation ar he cours talks, wr ht in clas and Pro planned mar: (Re prefixes verb-con ciples u and vic are trans	nd the se applie ritten cor ss. esent, d langu evision al s, Konjur nections sed as r se versa slated ar	revision es the le mpositio Strength age ac nd deep nktiv I a , format nouns, re are al re thema	and and earned ns, by and tivities ening) and II, tion of elative so an atically					

	15. Translation 16. Education a	 14. Listening comprehension exercises (2 E) 15. Translation exercises (2 E) 16. Education and Training (10 E) 17. Revision and deepening: participles as adjectives, adjectives and participles 							
	used as nouns, 18. Oral comm 19. Listening co	used as nouns, relative clauses (6 E) 18. Oral communication exercises (2 E) 19. Listening comprehension exercises (2 E) 20. Translation exercises (2 E)							
Format of instruction	 lectures seminars and exercises on line in ent partial e-lear field work 	irety	ops	 independer multimedia laboratory work with m (other) 	n t assignment entor	S			
Student responsibilities	Students are r out-of-class (in outcomes. The discussions du timely manner a exam, i.e. two examination) a passing the wri	tudents are required to attend classes regularly and to complete in-class and ut-of-class (individual and group) activities which enable the acquisition of course utcomes. They are obliged to participate actively and constructively in class and iscussions during class as well as to complete individual and group tasks in a mely manner and to the best of their ability. Students are required to pass a written xam, i.e. two tests (a positive grade in both tests is equivalent to the written xamination) and to achieve a minimum score of 60% on the exam/tests. After assing the written exam (or 2 tests), they are obliged to pass an oral exam.							
Screening student work (name the	Class attendance	3	Research		Practical traini	ng			
proportion of ECTS credits for each	Experimental work		Report		(Other)				
activity so that the total number of	Essay		Seminar essay		(Other)				
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)				
value of the course)	Written exam	0.5	Project		(Other)				
Grading and evaluating student work in class and at the final exam	grade for the elements: 1. a passi tests is 2. a passi 3. activity 4. succes	course i ing grade equivaler ng grade in class, j sful fulfilm nt and m	s formed ac in the writter nt to the writter in the oral ex participation i nent of individ	cording to the exam, i.e. two en examination am – 20% n discussions o ual and group	e completion o tests (a positi) – 60% during class – 1 tasks – 10% elements can	gations, the final of the following ve grade in both 0% be found in the			
			Fitle		Number of copies in the library	Availability via other media			
Required literature (available in the library and via other	Anne Buscha, Erkundungen, Integriertes Ku C2, (2014), Sch	Deutso Irs- und	ch als Arbeitsbuch,	Fremdsprache		/			
media)	Tatsachen üb Frankfurt/Main (also at: <u>deutschland.de</u> <u>eu.pdf</u>)	er Deut (only som	schland. So e chapters) ttps://www.ta	tsachen-ueber-	<u>.</u>	yes			
Optional literature (at the time of submission of study	Langenscheidt,	Müncher	n und Wien;			015), Redaktion iges und gutes			

programme proposal)	Deutsch, Band 9, (2019), 8., vollständig überarbeitete Auflage (2019), Dudenverlag, Berlin.
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)	Independent assignments primarily refer to work at home (preparation for class, writing homework, written translations).

NAME OF THE COU	RSE	EFFI BRIEST BY 1 ADAPTATIONS	THEODOR	R FONTANE: TH	IE NOVE	el and	THE FI	LM
Code	GER30	4	Year of s	tudy	3.			
Course teacher		a Erstić, PhD, nt Professor	Credits (E	ECTS)	3			
Associate teachers			Type of ir (number	nstruction of hours)	L 15	S 15	E 0	F 0
Status of the course	elective	9	Percenta applicatio	ge of on of e-learning	20%			
		COURSE	DESCRIP	TION	•			
Course objectives	by the adaptat	n of the course is to German author Th tions of this novel. Ils in German, langua	eodor Fo Through	ntane (1819-18 reading and d	98), as liscussio	well as	various	s film
Course enrolment requirements and entry competences required for the course	None.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	histo - comp - to ev	ally evaluate the ne rical, political, cultura petently discuss the f aluate some adaptat ally evaluate the artis	al and liter features of tions of Th	ary context of th f realistic novels leodora Fontane	e 19th a s novel	nd 20th <i>Effi Brie</i>	centurie est	S
Course content broken down in detail by weekly class schedule (syllabus)	1. Theo 2. Text 3. Effi E 4. Effi E 5. Effi E 6. Effi E	odor Fontane and re analysis: <i>Effi Briest</i> Briest – film adaptatio Briest – film adaptatio Briest – film adaptatio Briest – film adaptatio Briest – film adaptatio	alism in C (3 L + 3 S) on: <i>Der Sc</i> on: <i>Rosen</i> on: <i>Effi Bri</i> on: <i>Effi Bri</i>	erman literature hritt vom Wege im Herbst (BRD est (DDR 1969) est (BRP 1974)	e: An inti (D 1939) 1955) (2 (2 L + 2) (2 L + 2)	roduction) (2 L + 2 2 L + 2 \$ S)	n (2 L + 2 S)	
Format of instruction	□ lectu □ sem □ exere □ on lin	ires inars and worksho cises ne in entirety al e-learning		□ independent □ multimedia □ laboratory □ work with me □ (other)	assignn	nents		
Student	Studer	nts are required to p	articipate	in classes and	complete	e in-clas	s and o	ut-of-

responsibilities	outcomes. The determined classifier of a classifier of the determined classifier of the determined of	ney are ré riteria and nimum so	equired to wri	te a seminar en exam (or n the exam/t	able the acquisi paper in line an equivalent c ests. After pass exam.	with previously of 2 tests) and		
Screening student	Class attendance	11 Resear			Practical trainin	g		
work (name the proportion of ECTS credits for each	Experimenta I work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay	0.5	(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)			
value of the course)	Written exam	1	Project		(Other)			
Grading and evaluating student work in class and at the final exam	elements: 1. a pas both t 2. writtel 3. activit 10% 4. oral e	esing grac ests is eq n and pre y in class xam – 20 ent and n	le in the writte uivalent to the sented semina s, participation %	en exam, i.e. written exam ir paper – 20% in discussion	ination) – 50% % Is during class a elements can b	sitive grade in and seminars – be found in the		
			Number of copies in the library	Availability via other media				
Required literature	Ursula Amrein, Regina Dieterle (ed.): <i>Gottfried</i> 1 / <i>Keller und Theodor Fontane. Vom Realismus zur</i> <i>Moderne.</i> De Gruyter, Berlin / New York 2008.							
(available in the library and via other media)		st (ed.): L	en der Litera <i>iteraturverfilm</i> t			yes		
	Chance des Klassikers am Effi Briest. Ifki	Literatur Beispiel ud, Breme		esarten eines	two tests (a positination) – 50% s during class and elements can be Number of copies in the library 1 /	yes		
	Theodor Font	ane: <i>Effie</i>	Briest		/	yes		
	Kühnel, Jürgen: <i>Einführung in die Filmanalyse</i> . Teil I. Die Zeichen des Films. Universi, Siegen 2004. PDF.							
Optional literature (at	Kühnel, Jürge Universi, Sieg			<i>manalyse</i> . Tei	I II. Dramaturgie	des Spiefilms.		
the time of submission of study programme	Mecklenburg, J.B. Metzler, S			ane. Realism	us, Redevielfalt,	Ressentiment.		
DIOOIAIIIIIE	Nürnhorger	Helmuth	n: Theodor	Fontane	in Selbstzeu	gnissen und		
proposal)	Nürnberger, Bilddokument		hlt, Reinbek b.	Hamburg 19	68.	0		
	<i>Bilddokument</i> Demetz, Pe	<i>en</i> . Rowo ter: <i>For</i>		Realismus.	68. Theodor Fonta			
	Bilddokument Demetz, Pe Untersuchung - class attend	en. Rowo ter: <i>For</i> gen. Hans ance, clas	men des F er, München 1 ss activity, succ	Realismus. 964. cessfully com	Theodor Fonta	ane. Kritische		

	 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 COU	IRSE	PRAGMALINGUIS	STICS				
Code	GER30		Year of study	3.			
Course teacher		i Matea Kovač, ssociate Professor	Credits (ECTS)	3			
Associate teachers		Lukšić, PhD, ctoral Researcher	Type of instruction (number of hours)	L	S	E	F
Status of the course	elective	9	Percentage of application	15 20%	15	0	0
	of e-learning COURSE DESCRIPTION						
Course objectives	use o - critic	ning the basic conce of illocution in a lang al thinking in rela	epts of pragmalinguistics as a				
,	- ident lingu	ifying similarities a istic disciplines;	nd differences between pra				elated
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 define analyzisyntax, selection intent taicommute analyzisyntax 	ze the relationship b sociolinguistics and t contextually approp aking into considera unicative cooperation	briate linguistic forms to expre tion the norms of linguistic po n; with respect to the cooperat	l related ess the liteness	discip expect and th	ed prag e princi	matic ple of
Course content broken down in detail by weekly class schedule (syllabus)	1. The (semar 2. Prag (1L+1S 3. The 4. Lang 5. Deic 6. Com 7. Com 8. Leve 9. Type 10. Li interdis 11. Ind	e relationship between tics, sociolinguistics gmatics and applied by history of pragmaling guage as a communi- tic and referential ex- versational maxims a versational implicatur es of speech acts (11 inguistic politeness course communicat irect speech acts (11	een pragmalinguistics and and syntax) (2L+2S) linguistics. Communication a guistics (2L+2S) ication system: language func spressions (1L+1S) and the cooperative principle (res and cultural conditionality L+1S) _+1S) and principle of comm ion (1L+1S)	and pra tions (1 (1L+1S) (1L+1S nunicativ	gmatic L+1S)		tence

	13. Pragmatic f	eatures o	f an utterance	e (1L+1S)			
Format of instruction	Seminars and worksnops Image: multing in antirety on line in entirety Image: work in antirety partial e-learning Image: other inantirety field work Image: other inantirety			 ☐ multimedia ☐ laboratory ☐ work with m ☐ (other) 	ratory < with mentor er)		
Student responsibilities	group) activitie the course syl assignments in preliminary test exam are two accuracy in the	egular class attendance, completing in-class and out-of-class (individual arroup) activities which enable the acquisition of learning outcomes prescribed line course syllabus. Students are required to actively participate in completing signments in class and to regularly do their homework at home to prepare for the reliminary test or the exam. Students take a written exam (equivalent to the writted are two preliminary tests) and are required to achieve a minimum of 50 accuracy in the exam or preliminary tests, after which the oral exam is taken.					
Screening student work (name the	Class attendance	1	Research		Practical traini	ng	
proportion of ECTS credits for each	Experimental work		Report		Individual worl	k 0.5	
activity so that the total number of	Essay		Seminar essay		(Other)		
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	0.5	(Other)		
value of the course)	Written exam	1	Project		(Other)		
Grading and evaluating student work in class and at	linguistic analy exempted from	sis. The s taking t the stud final gra	student who a the written e ent takes ar	successfully pa xam. After pa n oral exam.	assed both pre ssing prelimin In accordanc	n the pragmatic- eliminary tests is ary tests or the e with learning	
the final exam	 written exam in-class and oral exam - 3 	- 50% out-of-cla 30% and gra	ding criteria	0%		described in the	
Required literature	1. written exam 2. in-class and 3. oral exam - 3 The evaluation course reposito	- 50% out-of-cla 30% and gra bry on the	ding criteria Intranet. Title	0% for individual	Number of copies in the library	described in the	
	1. written exam 2. in-class and 3. oral exam - 3 The evaluation course reposito Jörg Meibaue Staufenburg E (2001)	- 50% out-of-cla 30% and gra ry on the ry on the er: Prag inführung	ding criteria Intranet. Title Imatik: Eine en, Narr Vei	0% for individual E Einführung. lag, Tübingen	Number of copies in the library	described in the Availability via	
Required literature (available in the library and via other	1. written exam 2. in-class and 3. oral exam - 3 The evaluation course reposito Jörg Meibaue Staufenburg E	- 50% out-of-cla 30% and gra rry on the er: Prag inführung Pragr	ding criteria Intranet. Fitle Imatik: Eine en, Narr Vei nalinguistik.	0% for individual E Einführung lag, Tübingen Grundlagen	Number of copies in the library	described in the Availability via other media	
Required literature (available in the library and via other	1. written exam 2. in-class and 3. oral exam - 3 The evaluation course reposito Jörg Meibaue Staufenburg E (2001) Peter Ernst: Anwendungen. Levinson, S. C.	- 50% out-of-cla 30% and gra yry on the er: Prage Prage Probleme (1983). F	ding criteria Intranet. Fitle Imatik: Eine en, Narr Ver nalinguistik. e. De Gryter (Pragmatics. C	0% for individual E Einführung lag, Tübingen Grundlagen 2002) ambridge Univ	Number of copies in the library 1 1 ersity Press, C	described in the Availability via other media yes yes ambridge.	
Required literature (available in the library and via other media) Optional literature (at the time of submission of study programme	 written exam in-class and oral exam - 3 The evaluation course reposito Jörg Meibaue Staufenburg E (2001) Peter Ernst: Anwendungen. Levinson, S. C. Class attenda Student surv. Passed exam Individual coil Self-assessm 	- 50% out-of-cla 30% and gra ry on the er: Prage Probleme (1983). F ance, acti ey on the n and othe nsultation nent of ac	ding criteria Intranet. Fitle matik: Eine en, Narr Ver malinguistik. <u>e. De Gryter (</u> . Pragmatics. C vity in class, e quality of teac er obligations hour. hieved learnir	0% for individual E Einführung. lag, Tübingen Grundlagen. 2002) ambridge Univ efficiency in pe ching and teac prescribed by ng outcomes.	Number of copies in the library 1 1 ersity Press, C rforming tasks. hers at univers syllabus.	described in the Availability via other media yes yes ambridge.	

proposer wishes to	
add)	

NAME OF THE COU	IRSE	GERMAN LITER	ATURE OF	THE 20TH CE	NTURY I	I		
Code	GER30)6	Year of s	tudy	3.			
Course teacher		na Erstić, PhD, ant Professor	Credits (I	ECTS)	3			
Associate teachers			Type of ii (number	nstruction	L	S	E	F
			`	,	15	30	0	0
Status of the course	manda	tory	Percenta application	ge of on of e-learning	20%			
		COUR	SE DESCRI	PTION				
Course objectives	20th c contex	The aim of the course is to gain insight into the literature of the second half of the 20th century, as well as contemporary German literature, in the socio-historical ontext. Using the knowledge gained in the previous literary courses, students will tudy and critically judge the most important literary phenomena, authors and works						
Course enrolment requirements and entry competences required for the course	None.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	cent - expla deve begi - anal - discu secc - to tra cultu	stinguish the speci ury ain various histo elopment of Germ nning of the 21th c yze and interpret s uss the most imp ond half of the 20th anslate and interpri ral and socio-politi are a seminar pape	rical, cultur an literature entury elected litera ortant featu century ret the litera cal context	al, political a in the secon ary works in the res and author ry phenomena	nd socia d half of given co rs of Ge of that p	al influe f the 20 ontext erman lit period in	ences o oth cent cerature the Eu	on the ary/the in the
Course content broken down in detail by weekly class schedule (syllabus)	The c appear beginn necess 1. Intro Germa 2. "Trü 3. The 4. BRD 5. The 6. G. G 7. H. B 8. Swis 9. Aust 10. Eas 11. The 12. Lite	ourse provides a rances and authors ing of the 21st cer sary to understand oduction to the lif in literature after W mmerliteratur" and most important auto o Literature (1949 – most important auto Grass (1 L + 3 S) coll (1 L + 4 S) so literature: M. Frist strian literature: I. Bas st Germany (DDR) e most important auto erature after 1989: ust important author	chronologi s in the second tury. Literar d this period terary-histor forld War II (Group 47 (1 thors and wo - 1989) (1 L thors and wo sch and F. D achmann (1 literature (1 uthors and wo basic eleme	cal overview of ond half of the y, cultural and d, both in the ical period: "N 1 L + 1 S) L + 1 S) orks: W. Borche + 1 S) orks of BRD (2 wirrenmatt (1 L L + 2 S) 949-1989) (1 L vorks of East G nts (1 L + 1 S)	of the m 20th cer socio-his Europea ull-Stunc ert (1 L + L + 2 S) + 3 S) + 1 S) ermany (nost imp atury, as torical p n and g le" and 1 S) DDR) (1	L + 4 S	at the ena are context. cies in
Format of				□ independen				,
instruction	□ sem	inars and worksh	ops	□ multimedia				

				•	□ laboratory		
	-			□ work with mentor			
	\Box field work	uning		□ (other)			
		required t	o participate i	n classes and	l complete in-c	lass and out-of-	
Student responsibilities	class (individu outcomes. Th determined cr	ual and g ey are re iteria and nimum sc	group) activitie equired to wri l pass a writte ore of 60% o	es which ena te a seminar en exam (or n the exam/t	ble the acquis paper in line an equivalent ests. After pas	with previously of 2 tests) and sing the written	
Screening student work (name the	Class attendance	1.5	Research		Practical traini	ng	
proportion of ECTS credits for each	Experimental work		Report		(Other)		
activity so that the total number of	Essay		Seminar essay	0.5	(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)		
value of the course)	Written exam	0.5	Project		(Other)		
Grading and evaluating student work in class and at the final exam	 In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% written and presented seminar paper – 20% activity in class, participation in discussions during class and seminars – 10% oral exam – 20% The assessment and marking criteria of individual elements can be found in the course repository. 						
			Title		Number of copies in the library	Availability via other media	
Required literature	Wittenberg, H der deutsch Gegenwart. Kl	en Liter	· 1	/			
(available in the library and via other media)	Weidermann, Geschichte de heute. Btb Ver	Volker: er deutsc		/			
	Sørensen, Be <i>Literatur</i> . Bd Gegenwart. C.	II: Vom		/			
	A selection from primary literature (students choose / yes literary works according to the given instructions)						
Optional literature (at the time of submission of study programme proposal)	Reich-Ranicki, Marcel: <i>Meine deutsche Literatur seit 1945.</i> Anz, Thomas (Hrsg). Pantheon Verlag, München 2017. Beutin, Wolfgang: <i>Deutsche Literaturgeschichte.</i> Von den Anfängen bis zur <i>Gegenwart.</i> Metzler, Stuttgart 2013. Nusser, Peter: <i>Deutsche Literatur: Eine Sozial-und Kulturgeschichte.</i> WBG,						
Quality assurance	 Darmstadt 2012. 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 COU		ID LEXICOGRAPHY OF THE	GERM		NGUA	GE	
Code	GER307	Year of study	3.				
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	3	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
Status of the course	mandatory	Percentage of application	15 20%	15	0	0	
	COURS	of e-learning					
Course objectives	 COURSE DESCRIPTION Learning about lexicology and lexicography and their relation to other related linguistic disciplines; defining basic terminological definitions and areas of research; Understanding the need for proper use of monolingual, bilingual, electronic and online dictionaries; recognition of lexical changes in language; categorizing language concepts and language concepts at all linguistic levels; 						
Course enrolment requirements and entry competences required for the course	- linking language processes with social events.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - explain the lexicological and lexicographic terminology; - categorize lexicological and lexicographical terms; - analyze various contemporary texts which contributes to better quality in speaking German; - analyze the German lexicon; - connect lexical processes in German in relation to social and political circumstances;						
Course content broken down in detail by weekly class schedule (syllabus)	 <u>find information independently and use relevant literature.</u> Lexicology as a linguistic discipline and its relation to other linguistic disciplines (2L+2S) Definitions of terms: word and lexem, lexical unit, mental lexicon. Identification and classification of words. The problem of lexical meaning (2L+2S) Systematic relations in the lexicon. Lexical semantic fields and lexical sets (1L+1S) Syntagmatic lexical relations: collocations, phrasemes, and multiple lexical units (1L+1S) Semantic relations: ambiguity and disambiguity (1L+1S) Semantic relations: hypernyms and synonyms (1L+1S) Enriching the German language by borrowing. Different ways of borrowing (1L+1S) Developing tendencies in the German language dictionary. Specific regional variants. Swiss and Austrian standard German (1L+1S) Contemporary lexicological research and lexicographic projects (1L+1S) 						

	 German lexicography; introduction to lexicographical terminology; dictionary typology (1L+1S) History of lexicography (1L+1S) Types of dictionaries (1L+1S) 						
Format of instruction	seminars and workshops exercises on line in entirety partial e-learning			 □ independer □ multimedia □ laboratory □ work with m □ (other) 	nt assignment entor	s	
Student responsibilities	 Active particip A passing graboth midterm tes After the writter After the writter Active particip 	de in the ts is equ en test (e	e written exar uivalent to the or two midter	n (min. 50%), i. e written examir m tests), studer	nation) hts are required		
Screening student work <i>(name the</i>	Class attendance Experimental	1	Research		Practical traini	ng	
proportion of ECTS credits for each	work		Report		Individual work	x 0.5	
activity so that the total number of	Essay		Seminar essay		(Other)		
ECTS credits is equal to the ECTS	Midterm exam		Oral exam	0.5	(Other)		
value of the course)	Written exam	1	Project		(Other)		
Grading and evaluating student work in class and at the final exam	contents of the c do not take the fi In line with the grade for the c elements: 1.a passing grad both tests is equ 2. oral exam – 44 3. active and cor	 a passing grade in the written exam, i.e. two midterm tests (a positive grade in both tests is equivalent to the written examination) – 45% oral exam – 45% active and constructive participation and individual task solving – 10% The assessment and marking criteria of individual elements can be found in the 					
		-	Title		Number of copies in the library	Availabil other m	
Required literature	Schippan, T. (Gegenwartsspra Tübingen.	che.	Max Niem		,	/	
(available in the library and via other media)	in the Schlaefer, M. (2008). Lexikologie und Lexikographie,					/	
	Stojić, A. (2015). Lexikologie und Lexikographie / yes (Lehr- und Übungsbuch). Sveučilište u Rijeci.						
Optional literature (at the time of submission of study programme proposal)	Stauffenburg Ein Herbst, T., Klotz, Schwarze, C., V Verlag.	Englberg, S., Lemnitzer L. (2009). Lexikographie und Wörterbuchbenutzung. Stauffenburg Einführungen. Herbst, T., Klotz, M. (2003). Lexikografie: Eine Einführung. Ferdinand Schöningh. Schwarze, C., Wunderlich, D. (ur.). (1985). Handbuch der Lexikologie. Athenaum					
Quality assurance methods that	 class attendar student survey 				ty at the univer	sity level,	

ensure the acquisition of exit competences	 passed exam and fulfilled obligations prescribed by the syllabus, individual consultations students' self-assessment of their learning outcomes.
Other (as the proposer wishes to add)	

NAME OF THE COU	E OF THE COURSE LANGUAGE EXERCISES VI						
Code	GER308		Year of study	3.			
Course teacher	Silvija U Instruct	Jgrina, Language or	Credits (ECTS)	4			
		Nüller, PhD,	Type of instruction	L	S	Е	F
Associate teachers	Assista	nt Professor	(number of hours)	0	0	90	0
Status of the course	mandat	ory	Percentage of application of e-learning	20%			
	-	COURSE	DESCRIPTION				
Course objectives	speakir	n of the course is to ng and listening) on l	develop language skills (re evel C2.	eading c	omprehe	ension, v	vriting,
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending and completing the course students will be able to: - to communicate orally and in writing in German (at least) at C2 level CEFR; - apply actively the processed lexicon; - apply actively the processed grammatical structures in written and oral expression; - read and comprehend texts in German at level C2; - improve independently their language and use sources of linguistic knowledge in German for further training and education; - discuss fluently topics taught in class and apply acquired knowledge (vocabulary and grammar rules); - express themselves orally and in writing in a clear and structured way on complex topics; - give a clear, detailed description of complex facts linked to relevant topics by developing specific opinion and making a conclusion at the end of presentation; - hold a short speech (5 min) or presentation (using a graphic display) in front of the audience; - write about complex issues in a letter, composition or report highlighting what they						
Course content broken down in detail by weekly class schedule (syllabus)	consider important. Language exercises VI are a follow up of Language exercises V. The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for a free oral and written communication and the revision and improvement of acquired grammatical knowledge. The course applies the learned language structures orally and in writing in form of talks, written compositions, by expressing opinion and taking a stand on a topic taught in class. Topics: Research and Technology, Special and ordinary things, Art and culture, Political and official including planned language activities (exercises on expressing opinion and writing). Grammar: (Revision and deepening) passive and passive substitutes, modal auxiliaries, adjectives (declension, comparison, formation of adjectives), appositions, nominal style, prepositions of the written language. Translations exercises from German to Croatian and vice versa are also an important component of this course. The texts that are translated are thematically related to topics taught in class.						

	 Research and Technology (14 E) Revision and deepening: Passive and passive replacements (4 E) Oral communication exercises (2 E) Listening comprehension exercises (2 E) Translation exercises (2 E) Special and ordinary things (14 E) Revision and deepening: Modal verbs (2 E) Oral communication exercises (2 E) Listening comprehension exercises (2 E) Istening comprehension exercises (2 E) Translation exercises (2 E) Arts and culture (12 E) Revision and deepening: Adjectives (declension, comparison, formation adjectives) (4 E) Oral communication exercises (2 E) Oral communication exercises (2 E) Charleman exercises (2 E) 						
	 Political and Appositions Nominal sty Preposition Oral common Listening co Translation 	 15. Translation exercises (2 E) 16. Political and official (10V) 17. Appositions (2 E) 18. Nominal style (2 E) 19. Prepositions of the written language (2 E) 20. Oral communication exercises (2 E) 21. Listening comprehension exercises (2 E) 22. Translation exercises (2 E) 					
Format of instruction	 lectures seminars and workshops exercises on line in entirety partial e-learning field work 			 independent assignments multimedia laboratory work with mentor (other) 			
Student responsibilities	Students are r out-of-class (in outcomes. The discussions du timely manner exam, i.e. two examination) a	dividual a y are obl ring class and to the tests (a ind to ac	and group) ac iged to partic s as well as best of their positive grad hieve a minin	tivities which of ipate actively to complete i ability. Studer de in both te num score of	and to complete enable the acquisiti and constructively ndividual and grounts are required to p sts is equivalent to 60% on the exampled to pass an oral e	on of course in class and p tasks in a pass a written o the written n/tests. After	
Screening student work (name the	Class attendance	3	Research		Practical training		
proportion of ECTS credits for each	Experimental work		Report		(Other)		
activity so that the total number of	Essay		Seminar essay		(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	0.5	(Other)		
value of the course)	Written exam	0.5	Project		(Other)		
Grading and evaluating student work in class and at the final examIn line with the course learning outcomes and the students' obligations, th grade for the course is formed according to the completion of the fol elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade i tests is equivalent to the written examination) – 60% 2. a passing grade in the oral exam – 20% 3. activity in class, participation in discussions during class – 10% 4. successful fulfilment of individual and group tasks – 10% The assessment and marking criteria of individual elements can be found course repository.					the following grade in both		

	Title	Number of copies in the library	Availability via other media			
Required literature (available in the library and via other	Anne Buscha, Susanne Raven, Mathias Toscher: Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C2, (2014), Schubert Verlag Leipzig	2	/			
media)	Tatsachen über Deutschland. Societäts-Verlag, Frankfurt/Main (only some chapters) (also at: <u>https://www.tatsachen-ueber- deutschland.de/de/system/files//tatsachen 2015 d eu.pdf)</u>	/	yes			
Optional literature (at the time of submission of study programme proposal)	Langenscheidt Großwörterbuch Deutsch als Fremdsprache, (2015), Redaktion Langenscheidt, München und Wien; Duden, Das Wörterbuch der sprachlichen Zweifelsfälle: Richtiges und gutes Deutsch, Band 9, (2019), 8., vollständig überarbeitete Auflage, Dudenverlag, Berlin.					
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)	Independent assignments primarily refer to work at writing homework, written translations).	Independent assignments primarily refer to work at home (preparation for class,				

NAME OF THE COURSE	PROFESSIONAL PRACTICE	AT A TEACHIN	G BAS	E		
Code	HZX008	Year of study	3 rd (undergraduate study programme)			
Course teacher	All teachers in scientific- teaching professions who participate in teaching	Credits (ECTS)	5			
		Type of instruction	Р	S	V	Т
Associate teachers	-	(number of hours)	0	30	40	80
Status of the course	elective Percentage of application of e-learning					
	COURSE DESCRIF	TION				
Course objectives	Introduce students to specific practical conditions in the teaching base and train them to independently identify and solve simpler practical problems in a real work environment.					
Course enrolment requirements and entry competences required for the course	Students have the right to apply for the Internship Competition before the beginning of the third year of undergraduate study. Considering the available places for internships in teaching bases, in the case of a larger number of registered students than the number of available places for internships in host organizations, a selection procedure is carried out according to the Ordinance on professional internships at the Faculty of Humanities and Social Sciences.					
Learning outcomes	Course learning outcomes:					

expected at the level of the course (4 to 10 learning outcomes)	 Apply the knowledge and skills acquired during the undergraduate studies necessary for independent observation and solving simpler concrete problems in a real work environment. Prepare a report on professional practice and explain the tasks performed with the attachment of relevant documentation. Individual learning outcomes: Describe the structure of the selected teaching base. Recognize the challenges posed by the work environment and explain the processes of facing specific challenges. Analyze concrete practical situations based on recent scientific sources. Monitor, document and evaluate processes in the teaching base. Describe the problems arising from specific work tasks in the teaching base and explain the processes of solving them. 							
Course content broken down in detail by weekly class schedule (syllabus)	Professional assignments practice lasts work assign remaining 7 mentor/teach teaching bas report on pro of the report	6. Document personal practice and reflexively evaluate it critically. Professional practice is realized through the performance of specific work assignments overseen by the mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 working hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).						
Format of instruction	 lectures seminars and workshops exercises on line in entirety partial e-learning 			 independent assignments multimedia laboratory work with mentors other 				
Student responsibilities	 Field work Behave in accordance with ethical and scientific principles in higher education and the principles of organization / teaching base in accordance with the instructions of the mentor. Participate in the work of the teaching base and perform the obligations of professional practice defined in accordance with the schedule by the professional mentor, which enables the acquisition of learning outcomes provided by the course. Adhere to the time frames required to perform professional practice. Actively and constructively act in the teaching base and report to the mentor on Faculty during the performance of this course. 							
	Class attendance	1	Literatu	ire research	0.5	Practical training	3	
Screening student work (name the proportion of ECTS credits for each	Experimenta I work			ation and defense essional practice	0.5	(Other)		
activity so that the total number of ECTS credits is	Essay		Semina	ar essay		(Other)		
equal to the ECTS value of the course)	Tests		Oral ex	am		(Other)		
	Written exam Project (Other)							
Grading and evaluating student work in class and at the final exam	Professional practice is descriptively evaluated by mentors of the teaching base and of the Faculty. The mentor from the teaching base continuously monitors the regularity of coming to practice, diligence and success in solving the set work tasks.							

	At the end of the internship, the mentor assigned escriptive grades to the student: • The student has successfully completed a pro • The student did not successfully complete the In case the student has not successfully consistent of the student of the successfully consistent of the student of the student has not successfully consistent of the faculty enters the grade of the internship "N If the mentor's grade from the teaching base completed a professional internship" is a menter the Professional Practice Report, discusses student and assigns one of the following two defines the student has successfully prepared and define the student did not successfully prepared and define the student did not successfully prepared and define the student from the Faculty gave the grade of the student from the faculty gave the grade of the student from the faculty gave the grade of the student from the faculty gave the grade of the student from the faculty gave the grade of the grade of the student from the faculty gave the grade of the student from the faculty gave the grade of the grade of the student from the faculty gave the grade of the g	fessional inte internship. ompleted the writing, and lot passed". e "Student H or from the F work assign scriptive grad	rnship internship, the the mentor from has successfully faculty, analyzes iments with the des: iternship Report the Professional		
	The subject Professional Practice is considered descriptive grades of both mentors have implementation of professional practice / Report the descriptive grades of both mentors are praculty enters the descriptive grade of both mentors are praculty enters the descriptive grade "Passed" in In accordance with the learning outcomes of the following elements: 1. Achieved practical work, - 60% 2. Prepared and presented Report, in accord mentors - 20% 3. Consultations with mentors and independent	practice" the idered pass confirmed ort on profess positive, the m in the student ne course and ith regard to the ance with the	grade should be ed only if the the successful ional practice. If mentor from the index. d the obligations the realization of e instructions of		
Required literature (available in the library and	Title	Number of copies in the library	Availability via other media		
via other media)	Professional literature is defined by the mentor from the teaching base.	internoral y			
Optional literature	Optional literature is defined by the mentor from	the teaching	base.		
Quality assurance methods that ensure the acquisition of exit competences	Before joining the professional practice in the teaching base the mentor / teacher from the Faculty explains the instructions for performing the practice, documenting the process and compiling the Report on professional practice. During the professional practice, the mentor / teacher from the Faculty, the mentor in the teaching base and the student hold consultations on the process, records are kept on the student's presence and activities. The realized professional practice is continuously monitored as a team through discussion, (self) analysis and (self) evaluation After completing the internship, the student fills out a survey on the quality of the internship in accordance with the Rules.				
Other (as the proposer wishes to add)	/				

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, No. of cadastral plot 7840/28 K. O. Split				
Location of building Poljička cesta 35, 21000 Split				
Year of completion 1991.				
Total square area in m ²	7967,10 m ²			

3.2. List of teachers and associate teachers

Course	Teachers and associate teachers
Introduction to the History of German Literature	Eldi Grubišić Pulišelić, PhD, Full Professor
Introduction to Linguistics	Mirjana Matea Kovač, PhD, Associate Professor
Language Exercises I	Silvija Ugrina, Language Instructor / Irina Boban, Teaching Assistant
Introduction to German Literary Studies	Marijana Erstić, PhD, Associate Professor
Sociolinguistics	Mirjana Matea Kovač, PhD, Associate Professor / Sandra Lukšić, PhD, Postdoctoral Researcher
Introduction to Rhetorics	Mirjana Matea Kovač, PhD, Associate Professor
Morphology of the German Language	Mirjana Matea Kovač, PhD, Associate Professor / Sandra Lukšić, PhD, Postdoctoral Researcher
Language Exercises II	Silvija Ugrina, Language Instructor / Irina Boban, Teaching Assistant
Introduction to Literary Interpretation	Marijana Erstić, PhD, Associate Professor
The Culture and Civilization of the German- speaking Countries	Eldi Grubišić Pulišelić, PhD, Full Professor
German Literature of the 18th Century	Marijana Erstić, PhD, Associate Professor
German Syntax	Mirjana Matea Kovač, PhD, Associate Professor / Sandra Lukšić, PhD, Postdoctoral Researcher
Language Exercises III	Silvija Ugrina, Language Instructor / Irina Boban, Teaching Assistant
German Phraseology	Mirjana Matea Kovač, PhD, Associate Professor
Stylistics of Language and Speech	Mirjana Matea Kovač, PhD, Associate Professor / Sandra Lukšić, PhD, Postdoctoral Researcher
German Literature of the 19th Century	Eldi Grubišić Pulišelić, PhD, Full Professor
Semantics	Mirjana Matea Kovač, PhD, Associate Professor
Language Exercises IV	Silvija Ugrina, Language Instructor / Irina Boban, Teaching Assistant
The Literary Opus of Marie von Ebner- Eschenbach	Eldi Grubišić Pulišelić, PhD, Full Professor
The Fairy Tales of the Brothers Grimm	Marijana Erstić, PhD, Associate Professor
German Literature of the 20th Century I	Eldi Grubišić Pulišelić, PhD, Full Professor
Introduction to Phonetics and Phonology	Mirjana Matea Kovač, PhD, Associate Professor

Language Exercises V	Mirela Müller, PhD, Assistant Professor
Effi Briest by Theodor Fontane: the Novel and the Film Adaptations	Marijana Erstić, PhD, Associate Professor
Pragmalinguistics	Mirjana Matea Kovač, PhD, Associate Professor / Sandra Lukšić, PhD, Postdoctoral Researcher
German Literature of the 20th Century II	Marijana Erstić, PhD, Associate Professor
Lexicology and Lexicography of the German Language	Mirjana Matea Kovač, PhD, Associate Professor
Language Exercises VI	Mirela Müller, PhD, Assistant Professor

3.3. Curriculum vitae of the course teacher

First and last name and title of teacher	Marijana Erstić, PhD, Associate Professor	
The course he/she teaches in the proposed study programme	Introduction to German Literary Studies Introduction to Literary Interpretation German Literature of the 18th Century The Fairy Tales of the Brothers Grimm Effi Briest by Theodor Fontane: the Novel and the Film Adaptations German Literature of the 20th Century II	
GENERAL INFORMATION ON COURSE TEACHER		
Address	Poljička cesta 35, 21000 Split	
Telephone number	021/ 329 284	
E-mail address	merstic@ffst.hr	
Personal web page	www.marijanaerstic.com	
Year of birth	/	
Scientist ID	307815	
Research or art rank, and date of last rank appointment	Senior Research Associate, 8 November 201	
Research-and-teaching, art-and- teaching or teaching rank, and date of last rank appointment	Associate Professor, 13 February 2019	
Area and field of election into research or art rank	Humanities, Philology	
INFORMATION ON CURRENT EMPLOYMENT		
Institution where employed	Faculty of Humanities and Social Sciences, University of Split	
Date of employment	1 March 2019	
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor	
Field of research	German literature	
Function	Associate Professor	
INFORMATION ON EDUCATION – Highest degree earned		
Degree	Habilitation (german professorial degree - PD Dr. phil. habil.)	
Institution	Siegen University, Germany	
Place	Siegen	
Date	23 November 2016 and 7 December 2016	
INFORMATION ON ADDITIONAL TRAINING		
Year	1 November 2011 – 30 September 2012	
Place	Mainz	

Institution	Johannes Gutenberg University of Mainz
Field of training	Film science
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	German (5)
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	Italian (5)
foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of	English (3)
foreign language on a scale from 2	g(c)
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	E
Earlier experience as course	Research and teaching associate, lecturer, assistant and
teacher of similar courses (name	temporary professor in various courses on literary, cultural and
title of course, study programme	media studies at the Siegen University, 2002-2018
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	1. Erstić, Marijana: "Das Jahr Null irgendwo in Berlin. Denken
articles published in the last five	und Pathos bei Morin, Rossellini, Lamprecht, Kluge".
years in the field of the course (5	Comparatio. Zeitschrift für Vergleichende
works at most)	Literaturwissenschaft, 12 (2020.), 1, 79-96
	 Erstić, Marijana: Dubrovnik intermedial. Zwischen Idyll und Katastrophe. Siegen: Universi 2020.
	3. Erstić, Marijana: "Der Tod des Autors? Thomas Manns
	'Buddenbrooks'". Comparatio. Zeitschrift für Vergleichende
	Literaturwissenschaft. 10 (2018), 2, 331-342.
	4. Erstić, Marijana: Paragone 1900. Studien zum Futurismus.
	Siegen: Universi 2018.
	5. Erstić, Marijana: <i>Ein Jahrhundert der Verunsicherung.</i>
Professional and scholarly articles	Medienkomparatistische Analysen. Siegen: Universi 2017. Erstić, Marijana: "Die 'Banalität des Bösen' im Film 'Sturm' von
published in the last five years in	Hans Christian Schmid und im Roman 'Meeresstille' von Nicol
subjects of teaching methodology	Ljubić". Sieglinde Grimm/Nathalie Kónya-Jobs/Mark O. Carl
and teaching quality (5 works at	(ed.): Umbrüche und Aufbrüche - 1918 und 2018. Das östliche
most)	Mitteleuropa als Ort und Gegenstand interkultureller
	literarischer Lernprozesse. Göttingen: V&R 2021 [TOLD.
Professional, science and artistic	Themenorientierte Literaturdidaktik] (forthcoming). Scientific Project Manager, 01.02.2018-30.11.2018., Siegen
projects in the field of the course	University, Germany, DFG / German Research Community,
carried out in the last five years (5	International Scientific Conference "100 Years on from Fiume.
at most)	Talks on Gabriele d'Annunzio", German-Italian Center for
	European Excellence Villa Vigoni, Loveno di Menaggio, Italy,
	0922.11.2018.
The name of the programme and	Higher Education didactics at Siegen University (topic: group
the volume in which the main teacher passed exams in/acquired	work)
the methodological-psychological-	
didactic-pedagogical group of	
competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and	Rector's Award, Siegen University, dissertation, 27 November
scholarly/artistic work	2007.

	1
First and last name and title of	Eldi Grubišić Pulišelić, PhD, Full Professor
teacher	
The course he/she teaches in the	Introduction to the History of German Literature
proposed study programme	The Culture and Civilization of the German-speaking Countries The Literary Opus of Marie von Ebner-Eschenbach
	German Literature of the 19th Century
	German Literature of the 20th Century I
GENERAL INFORMATION ON COU	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/ 329 284
E-mail address	eldi@ffst.hr
Personal web page	
Year of birth	
Scientist ID	275983
Research or art rank, and date of	Scientific Advisor, 2019
last rank appointment	
Research-and-teaching, art-and-	Full Professor, 2019
teaching or teaching rank, and date	
of last rank appointment	
Area and field of election into	Humanities and Social Sciences; Philology; Literary Studies
research or art rank	
INFORMATION ON CURRENT EMP	LOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	October, 2017
Name of position (professor,	Professor
researcher, associate teacher, etc.)	
Field of research	Philology; Literary Studies
Function	
INFORMATION ON EDUCATION - H	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	2007
INFORMATION ON ADDITIONAL TR	RAINING
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN	
Mother tongue	Croatian
Foreign language and command of	German (5)
foreign language on a scale from 2	
(sufficient) to 5 (excellent) Foreign language and command of	English (5)
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	Italian (2)
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	E
Earlier experience as course	German literature of realism and naturalism, graduate study
teacher of similar courses (name	programme in German Language and Literature, Department of
title of course, study programme	German Studies, University of Zadar

where it is/was offered, and level of study programme)	Introduction to the History of German Literature; The Literary Opus of Marie von Ebner-Eschenbach, Faculty of Humanities and Social Sciences University of Split
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)	 Grubišić Pulišelić, Eldi: "Germanski Turčin" Murad Efendi: književnost, politika i/ili identitet, Leykam international d. o. o., Zagreb, 2019. Grubišić Pulišelić, Eldi: "Zwischen Tradition und Emanzipation. Frauenliteratur am Ende des 19. Jahrhunderts am Beispiel von Jagoda Truhelkas 'Plein air' und Marie von Ebner-Eschenbachs 'Wieder die Alte', <i>Zeitschrift für Slawistik</i>, 63 (2018), 1, 52-73. Grubišić Pulišelić, Eldi: Tilla Durieux' Zagreber Exil in "Meine ersten neunzig Jahre. Erinnerungen" und "Zagreb 1945" // Brücken überbrücken in der Literatur- und Sprachwissenschaft / Jazbec, Saša; Kacjan, Brigita; Leskovich, Anna ; Kučiš, Vlasta (ur.), Hamburg: dr. Kovac Verlag, 2020. str. 93-114. Grubišić Pulišelić, Eldi: "Marija Crnobori's autobiographical prose: a diary of construction of a theatre", <i>Zeitschrift für Slawistik</i> 2017; 62(3): 427-442. Grubišić Pulišelić, Eldi: "'Gründerzeit' ethics in the dramas by Paul Lindau and Richard Voss", <i>Brünner Beiträge zur Germanistik und Nordistik</i>, 31 (2017), 2, str. 139-154.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1
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?	Graduate study programme in German Language and Literature; Graduate study programme in English Language and Literature;
PRIZES AND AWARDS Prizes and awards for teaching and	/
scholarly/artistic work	·

First and last name and title of teacher	Mirjana Matea Kovač, PhD, Associate Professor
The course he/she teaches in the proposed study programme	Introduction to Linguistics Introduction to Rhetorics Phonetics and Phonology of the German Language German phraseology German semantics German lexicology and lexicography Sociolinguistics Morphology of the German language German Syntax Stylistics of language and speech

	Pragmalinguistics
GENERAL INFORMATION ON COU	
Address	
Telephone number	Poljička cesta 35, 21000 Split 021/ 329 284
E-mail address	mirjana@ffst.hr
Personal web page	
Year of birth	
Scientist ID	297640
Research or art rank, and date of	
last rank appointment	Senior Research Associate, 2017
Research-and-teaching, art-and-	Associate Professor, 2017
teaching or teaching rank, and date	
of last rank appointment	
Area and field of election into	Humanities and Social Sciences; Philology
research or art rank	Turnannies and Social Sciences, Thilology
INFORMATION ON CURRENT EMP	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	13 th November, 2017
Name of position (professor,	Professor
researcher, associate teacher, etc.)	
Field of research	Speech production mechanisms, speech disfluencies, communication strategies, speech fluency
INFORMATION ON EDUCATION - I	Highest degree earned
Degree	PhD
Institution	Faculty of Philosophy, University of Zagreb
Place	Zagreb
Date	10 th March, 2010
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	German (5)
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	English (5)
Foreign language and command of foreign language on a scale from 2	English (5)
foreign language on a scale from 2	English (5)
foreign language on a scale from 2 (sufficient) to 5 (excellent)	
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS	
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course	
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course teacher of similar courses (name	
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course teacher of similar courses (name title of course, study programme	
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course teacher of similar courses (name	
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	E
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of	E / Kovač, Mirjana M. and Sirković, Nina (2015). Strategije
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS 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	E
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS 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	E / Kovač, Mirjana M. and Sirković, Nina (2015). Strategije rješavanja poteškoća u komunikaciji na stranom jeziku. Zagreb:
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS 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	 E / Kovač, Mirjana M. and Sirković, Nina (2015). Strategije rješavanja poteškoća u komunikaciji na stranom jeziku. Zagreb: Hrvatska sveučilišna naklada, str. 1-153. 1. Kovač, M. M. and Vickov, G. (2018). The impact of immediate task repetition on breakdown fluency. Govor 35
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS 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	 Kovač, Mirjana M. and Sirković, Nina (2015). Strategije rješavanja poteškoća u komunikaciji na stranom jeziku. Zagreb: Hrvatska sveučilišna naklada, str. 1-153. Kovač, M. M. and Vickov, G. (2018). The impact of immediate task repetition on breakdown fluency. Govor 35 (2), 139–159.
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Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	 Kovač, M. M. and Sarić, A. (2019). Učestalost neleksikaliziranih poštapalica u ponovljenome zadatku. DHS – Društvene i humanističke studije: Časopis Filozofskog fakulteta u Tuzli, 8, 123–132 Kovač. M. M. and Boban, I. (2020). Die retrospektive Analyse der Nützlichkeit des Wiederholens von Aufgaben in Deutsch als Fremdsprache. DHS, 4 (13), 99–116.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Scientific project: <i>Corpus of speech errors</i> . Faculty of Humanities and Social Sciences, Department of Phonetics, University of Zagreb.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	Graduate study programme in German Language and Literature; Graduate study programme in English Language and Literature.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Sandra Lukšić, PhD, Postdoctoral Researcher
The course he/she teaches in the proposed study programme	Sociolinguistics Morphology of the German language German Syntax Stylistics of language and speech Pragmalinguistics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/ 329 284
E-mail address	sluksic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	365856
Research or art rank, and date of	Research Associate, 12 May 2020
last rank appointment	
Research-and-teaching, art-and-	/
teaching or teaching rank, and date	
of last rank appointment	
Area and field of election into	1
research or art rank	
INFORMATION ON CURRENT EMPI	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	8 January 2018
Name of position (professor,	Postdoctoral Researcher
researcher, associate teacher, etc.)	
Field of research	Philology
Function	/
INFORMATION ON EDUCATION - H	
Degree	PhD
Institution	Faculty of Humanities and Social Studies in Zagreb
Place	Zagreb
Date	10 July 2017

INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	 Lukšić, Sandra: Die diskursive Rolle von Nominalisierungen in der deutschen Politikersprache.// Deutsch in Südosteuropa: Rück-und Ausblicke./Marinčić, S.; Mešić, S. (eds.). Mostar: PresSUM, 2020: 50-75 Lukšić, Sandra: Versuch einer politischen Diskursanalyse der Spiegel Biographie. //Folia linguistica et litteraria – Časopis za nauku o jeziku i književnosti, 28 (2019), 147- 170. doi: 10.31902/fll.28.2019.9. Lukšić, Sandra; Zovko Dinković, Irena: Prividna nereferencijalnost kao način stjecanja imuniteta govornika.// Jezikoslovlje, 20 (2019), 2; 353-390. doi: 10.29162/jez.2019.13. Lukšić, Sandra: Exploring Interpersonal Components of Language in a Work of Fiction.// Lingua Montenegrina – Časopis za jezikoslovna, književna i kulturna pitanja, 1 (2019) 23; 83-97. Lukšić, Sandra: Uses of the category of free indirect thought presentation in Virginia Woolf's novel To the Lighthouse.// HUM – Časopis Filozofskog fakulteta Sveučilišta u Mostaru, vol. XII (2017.) no. 17-18; 326-341.
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?	Within the double-major in German and English language and literature at the Faculty of Humanities and Social Studies in Zagreb to the extent prescribed by the four-year study programme.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Mirela Müller, PhD, Assistant Professor
The course he/she teaches in the	Language exercises V
proposed study programme	Language exercises VI
GENERAL INFORMATION ON COL	IRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	021/ 329 284
E-mail address	mmuller@ffst.hr
Personal web page	http://www.binarnet.hr/doc-dr-sc-mirela-tolic-profesor-
	<u>pedagogije-i-germanistike</u>
Year of birth	1
Scientist ID	298176
Research or art rank, and date of last rank appointment	 Research Associate: 7/4/2013 Zagreb, MO - for the area of social sciences - field of pedagogy, speech therapy, educational and rehabilitation sciences and kinesiology Research Associate: 10/4/2019. Zagreb, Parent Committee for Interdisciplinary Area (Science; Art)
Research-and-teaching, art-and- teaching or teaching rank, and date of last rank appointment	 Assistant Professor of Social Sciences, Pedagogy: 27 November 2014. Assistant Professor of Interdisciplinary Area, field of pedagogy and interdisciplinary humanities: 16. September 2020.
Area and field of election into research or art rank	 Social sciences, field of pedagogy Interdisciplinary Area, field of pedagogy and interdisciplinary humanities
INFORMATION ON CURRENT EMP	LOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1st October, 2020
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Department of German Language and Literature
Function	Scientific-Teaching- Research
INFORMATION ON EDUCATION -	Highest degree earned
Degree	PhD in the area of social sciences, scientific field - pedagogy
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	22/09/2013
INFORMATION ON ADDITIONAL T	RAINING
Year	10th – 16th October 2011;

11th – 14th April 2011; 16th – 18th May 2011; 20th – 23rd June 2011; 20th – 23rd June 2011; 21st – 29th July 2011; 4th – 19th March 2019. Place Germany, Switzerland, Germany, Slovenia Institution University of Bielefeld, Fakultät für Erhiehungswissensch Sozialpädagogische Fortbildunginstiut Potsdam (SFB Institut für Weiterbildung, Bern, Technische Universität Ber Institut für Sprache und Kommunikation, Faculty of Humanii and Social Sciences, University of Maribor. Field of training Social Sciences and Humanities, Interdisciplinary Area (field pedagogy and interdisciplinary humanities), German languag methodology MOTHER TONGUE AND FOREIGN LANGUAGES Croatian Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) English (4) Foreign language and command of foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) French (4) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) French (4) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) French (4) COMPETENCES FOR THE COURSE - Courses at the University of Zadar - Faculty of Humanii and Social Sciences (undergraduate and graduate leve Pedagogy), 2007-2010. Course titles: Media pedago	B), lin, ies of
20th – 23rd June 2011; 28th January – 21st May 2011; 21st – 29th July 2011; 21st – 29th July 2011; 4th – 19th March 2019. Place Germany, Switzerland, Germany, Slovenia Institution University of Bielefeld, Fakultät für Erhiehungswissensch Sozialpädagogische Fortbildunginstiut Potsdam (SFB Institut für Sprache und Kommunikation, Faculty of Humanit and Social Sciences, University of Maribor. Field of training Social Sciences and Humanities, Interdisciplinary Area (field pedagogy and interdisciplinary humanities), German languag methodology MOTHER TONGUE AND FOREIGN LANGUAGES Mother tongue Mother tongue Croatian Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) English (4) Foreign language on a scale from 2 (sufficient) to 5 (excellent) English (4) Foreign language on a scale from 2 (sufficient) to 5 (excellent) French (4) Foreign language on a scale from 2 (sufficient) to 5 (excellent) French (4) COMPETENCES FOR THE COURSE - Courses at the University of Zadar - Faculty of Humanit and Social Sciences (undergraduate and graduate leve	B), lin, ies of
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Mother tongue Croatian Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) German (5) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) English (4) Foreign language and command of foreign language and command of foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) French (4) Foreign language on a scale from 2 (sufficient) to 5 (excellent) French (4) COMPETENCES FOR THE COURSE Earlier experience as course teacher of similar courses (name - Courses at the University of Zadar - Faculty of Humanit and Social Sciences (undergraduate and graduate leve	
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foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURSE Earlier experience as course teacher of similar courses (name - Courses at the University of Zadar - Faculty of Humanit and Social Sciences (undergraduate and graduate level)	
(sufficient) to 5 (excellent) COMPETENCES FOR THE COURSE Earlier experience as course teacher of similar courses (name - Courses at the University of Zadar - Faculty of Humanit and Social Sciences (undergraduate and graduate level)	
COMPETENCES FOR THE COURSE Earlier experience as course teacher of similar courses (name - Courses at the University of Zadar - Faculty of Humanit and Social Sciences (undergraduate and graduate level)	
Earlier experience as course teacher of similar courses (name - Courses at the University of Zadar - Faculty of Humanit and Social Sciences (undergraduate and graduate level	
teacher of similar courses (name and Social Sciences (undergraduate and graduate level	
	ју,
where it is/was offered, and level of study programme)Educational policies. - Courses at the University of Split-Faculty of Humanities a	nd
Social Sciences (undergraduate and graduate leve	
Pedagogy), 2010-2014. Course titles: Multimedia didacti	
Media socialization, Media culture, Basic pedagogi	
Distance education	,
- Courses at the University of Osijek, Department of Pedago	gy
- Faculty of Humanities and Social Sciences 2014-20	20.
Course titles: Distance Education and Teaching Metho	
(Programme for Acquiring Teaching Competences- On	
Teaching); -Currently, Theories of Educational Syste	
(2014/2015, 2015/2016, undergraduate Level), Cla	
Management (Graduate Level) - Current, Research v	
Children (Graduate Level) -Current, School Pedage	
(Course Leader) (Programme for Acquiring Teach	
Competences), Evaluation and Design of E-Learning a Systems Multimedia Training Multimedia didactics:	
Systems, Multimedia Training, Multimedia didactics: learning and M-learning – currently	⊆-
- Postgraduate Doctoral Study of Pedagogy on University	
Osijek: Informatics and media culture in school. (2017-202	of
Authorship of university/faculty - Miliša, Z., Tolić, M., Vertovšek, N. (2009), Mediji i mla	
textbooks in the field of the course Zagreb, Sveučilišna knjižara, 208 str. CIP zapis dostupal	0)
računalnom katalogu Nacionalne i sveučilišne knjižnice	0) adi,
Zagrebu. ISBN 978-953-7015-47-3	0) a <i>di</i> , nu
- Miliša, Z., Tolić, M., Vertovšek, N. (2010), <i>Mladi – odgoj</i>	0) a <i>di</i> , nu
	0) a <i>di</i> , 1 u u
medije, M.E.P. d.o.o Zagreb, 148 str. CIP zapis dostupa računalnom katalogu Nacionalne i sveučilišne knjižnice	0) adi, nu u za nu

	 Zagrebu pod brojem 734824. ISBN 978-953-6087-48-2 Miliša, Z., Tolić, M. (2011), How to acquire media competences? - Example of prevention projects, LAP LAMBERT Academic Publishing GmbH&Co. KG, American International University (AIUB), 105 str. UDK 384.5416.653, ISBN 978-3-8473-2798-1 Tolić, M. (2012), Procesi medijske socijalizacije, Tamna strana ekrana, Zlatko Miliša (ur.); Tiva Tiskara Varaždin, str. 49–69 (znanstvena monografija), str. 302. ISBN: 978-953-333-001-3 (chapter in the book). Tolić, M. (2012), Medijska kultura i odgoj za medije u suvremenoj školi, Tamna strana ekrana. Zlatko Miliša (ur.); Tiva Tiskara Varaždin, str. 69–82, str. 302. ISBN: 978-953-333-001-3 (chapter in the book). Müller, M., Perić, I. (2019), Pedagogical-linguistic analysis of the role of media from the aspect of childhood upbringing, LAP LAMBERT Academic Publishing GmbH& Co. KG, American International University (AIUB), 50 str. Online ISBN: 978-620-0-11861-5.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	 <u>Müller, M.</u>, Schwarz, J. (2019), The impact of the animated children's program of Baby TV on the handled government-language development of the child, <i>World Journal of Education</i>, Canada, Vol. 9., No. 3. ISSN 1925-0746(Print), ISSN 1925-0754 (Online)- (original scientific paper) Müller, M. (2017), Educational standard sin the school curriculum and the role of the mass media. The case of Croatia, <i>Annales, Series Historia es Sociologija</i>, 27 (1), Ljubljana, str. 159–175. ISSN: 1408-5348, UDK 009. Tolić, M. (2016), Kontroverze u etimološkim analizama medijske kulture s aspekta digitalnog društva, <i>Hrvatski filmski ljetopis</i>, 86–87, Zagreb, str. 137–144. Print ISSN:1330-7665, UDK 791.43/45 (izvorni znanstveni rad) <u>Tolić, M</u>., Pejaković, S. (2016), Self-assesment of digital competences of higher education professors, Zbornik: 5. Međunarodni znanstveni simpozij Gospodarstvo istočne Hrvatske – vizija i razvoj (5th International Scientific Symposium Economy of Eastern Croatia- vision and growth), Osijek, str. 570–579. ISSN: 1848-9559 (original scientific paper)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	 Müller, M. (2019), The Impact of Technology on the Development of Tourism and the Prevention of Emigration of the Young Generation - Example of Okrug Gornji on the Island of Čiovo, <i>Reflections on the Mediterranean</i>, book 2., str. 397-407. ISBN: 978-953-7964-77-1 (Institute of Social Sciences Ivo Pilar); ISBN: 978-953-8101-04-5 (VERN group). Suorganizator konferencije i publikacije HAZU. (original scientific paper) Müller, M., Vizentaner, L. (2017), Socio-economic attitude of students towards investment in the education of learning french as a foreign langugage in the process of ever rising immigration, Zbornik znanstvenih radova sa 6. Međunarodne znanstvene konferencije "Međunarodni znanstveni simpozij: Gospodarstvo istočne Hrvatske – vizija i razvoj; <i>International scientific symposium economy of eastern Croatia – vision and growth</i>; Ministarstvo gospodarstva RH, prof. dr. sc. Anka Mašek Tonković (ur), Osijek, str. 393–401. Print ISSN:1330- 7665. (original scientific paper). Indexed: Thomson Reuters, Econ Papers, EBSCO Host, <u>Web of Science (WoS)</u>,

	(mođuparodno urodničtvo) MOS. 000445029500027
	 (međunarodno uredništvo). WOS: 000445028500037 2. Müller, M., Kuprešak, I. (2018), Perceptions of high school students of the use of ICT in the process of a foreign (Pogledi srednješolcel na rabo IKT v procesu učenja tujega jezika), <i>Didactica Slovenica – pedagoška obzorja znanstvena revija za didaktiko</i>; akad. prof. dr. Marjan Blažič (ur.), Vol. 1., letnik 33, Slovenija, str. 95–104. Print ISSN: 03531392, UDK: 373.5:81243:004. (original scientific paper),Indexed: 3. Müller, M., Begović, I., Baumgärtner, R. (2018), Information and communication technologies and teacher education in the new paradigms of higher education, <i>Croatian Review of Economic, Business and Social Statistics (CREBSS)</i>, Dragan Bagić, Ksenija Dumičić, Nataša Erjavec (ur.) (1849-8531) 4 (2018), 1; Hrvatsko statističko društvo, Zagreb, str. 27–41. Print ISSN:1849-8531 (tisak), IISN: 2459-5616 (ONLINE), UDK: 33;519.2. (izvorni znanstveni članak), Citiranost publikacije: <u>ECONLIT</u> – American Economic Association's electronic database Indexed: ProQuest document Id nr: 2099035952. UDK: 33; 519.2, <u>https://doi.org/10.1515/crebss</u> 4. Müller, M. (2017), Der Zusammenhang der Multimedia-Entwicklungskompetenz und ausländischen Studierenden der deutschen Sprache, <i>DG Jahbbuch, Godišnjak njemačke zajednice</i>, Zbornik radova 24. Znanstvenog skupa "Nijemci i Austrijanci u hrvatskom kulturnom krugu", Zorislav Schönberger, Osijek, Vol. 24, 315–328. Print ISSN: 1849-8159, UDK: 08:061.2 5. Müller, M., Perić, I. (2019), <i>Pedagogical-linguistic analysis of the role of media from the aspect of childhood upbringing</i>, LAP LAMBERT Academic Publishing GmbH& Co. KG,
projects in the field of the course carried out in the last five years (5 at most)	 American International University (AIUB), 50 str. Online ISBN: 978-620-0-11861-5 (momograph) Project title: Partnership of Germanic Institutions: German Traces in Croatia, Institution: Institute of German Studies, University of Justus Liebig in Gießen (Federal Republic of Germany) and Department of German Language and Literature, J. J. Strossmayer University of Osijek: funded by DAAD; presenters: doc. dr. sc. Tihomir Engler. (2017 - 2018) Project title: Developing an e-learning environment for young students to become data literate (project K201-Erasmus- applied) in cooperation with the University of Ljubljana, Maribor, Osijek and Ankara, TR01 The Center for European Union Education and Youth Programs, 2020Leaders: Doc.dr.sc. Mirela Müller Prof.dr.sc. Marjan Krašne (project submitted-)/status: repeated application according to the reviewer's instructions - waiting for the result
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	 Graduate study of Pedagogy and German Language and Literature, Faculty of Humanities and Social Sciences, University of Zadar. Doctoral study of pedagogy, University of Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	1

First and last name and title of teacher	Silvija Ugrina, Language Instructor
The course he/she teaches in the	Language exercises I
proposed study programme	Language exercises II
	Language exercises III
	Language exercises IV
	Language exercises V
	Language exercises VI
GENERAL INFORMATION ON COU	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/329 284
E-mail address	sugrina@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	/
Research or art rank, and date of	/
last rank appointment	
Research-and-teaching, art-and-	Language Instructor, 18 September 2019
teaching or teaching rank, and date	
of last rank appointment	
Area and field of election into	1
research or art rank	
INFORMATION ON CURRENT EMP	LOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	29 October 2019
Name of position (professor,	Lecturer
researcher, associate teacher, etc.)	
Field of research	Humanities, philology, Germanistics
Function	/
INFORMATION ON EDUCATION - I	Highest degree earned
Degree	Foreign language teacher
Institution	Universität Hannover, Fachbereich Erziehungswissenschaften I
Place	Hannover, Niedersachsen
Date	1 October 1987 - 30 Septembar 1992 (Erstes Staatsexamen),
2010	1 November 1992 – 30 April 1994 (Zweites Staatsexamen für
	das Lehramt an Realschulen - Bezirksregierung Hannover/
	Prüfungsamt)
INFORMATION ON ADDITIONAL T	
Year	2001; 2002; 2006, 2008/2011/2016; 2018; 2019
Place	Split; Hürth; Beč; Garmisch- Partenkirchen;
	Zadar/Opatija/Šibenik/Poreč
Institution	British Council ELT Conference on Testing and Evaluation,
	Bundessprachenamt; Landesverteidigungsakademie
	Bundessprachenamt; Landesverteidigungsakademie Sprachinstitut des Bundesheeres- LVAk Wien; George C.
	Sprachinstitut des Bundesheeres- LVAk Wien; George C.
	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner
Field of training	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE);
Field of training	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminlogy Seminar; NATO-GCMC-LT Language
Field of training	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminlogy Seminar; NATO-GCMC-LT Language Standards and Assessment Seminar; Annual HUPE
Field of training	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminlogy Seminar; NATO-GCMC-LT Language
Field of training MOTHER TONGUE AND FOREIGN	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminlogy Seminar; NATO-GCMC-LT Language Standards and Assessment Seminar; Annual HUPE Conferences
MOTHER TONGUE AND FOREIGN	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminlogy Seminar; NATO-GCMC-LT Language Standards and Assessment Seminar; Annual HUPE Conferences
MOTHER TONGUE AND FOREIGN Mother tongue	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminlogy Seminar; NATO-GCMC-LT Language Standards and Assessment Seminar; Annual HUPE Conferences LANGUAGES Croatian
MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminlogy Seminar; NATO-GCMC-LT Language Standards and Assessment Seminar; Annual HUPE Conferences
MOTHER TONGUE AND FOREIGN Mother tongue	Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminlogy Seminar; NATO-GCMC-LT Language Standards and Assessment Seminar; Annual HUPE Conferences LANGUAGES Croatian

Foreign language and command of	English (5)	
foreign language on a scale from 2		
(sufficient) to 5 (excellent)		
Foreign language and command of	/	
foreign language on a scale from 2		
(sufficient) to 5 (excellent)		
COMPETENCES FOR THE COURS		
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	1. Sarić, Ana; Ugrina, Silvija; (2018). Kulturni sadržaji u	
articles published in the last five years in the field of the course (5	osnovnoškolskim udžbenicima njemačkog jezika. <i>LINGUA</i> MONTENEGRINA XI/I, 21: 315-331.	
works at most)	2. Kovač; Mirjana, Matea; Ugrina, Silvija; (2017). Ähnlichkeiten	
works at mosty	und Unterschiede in der Motivation beim Erlernen der	
	deutschen und italienischen Sprache. HUM XI, 17-18:	
	237-255.	
	3. Grubišić, Pulišelić, Eldi; Ugrina, Silvija; (2008). Pitanje	
	ženskog obrazovanja u književno-pedagoškim tekstovima njemačkih autorica. <i>Didaktički putokazi</i> , 47: 21-27.	
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	1	
the volume in which the main		
teacher passed exams in/acquired		
the methodological-psychological-		
didactic-pedagogical group of		
competences?		
PRIZES AND AWARDS		
Prizes and awards for teaching and scholarly/artistic work	/	
SCHOIDITY/ALLISUC WOLK		

3.4. Optimal number of students

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

3.5. 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 German Language and Literature is 8.000 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.

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

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

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

- Fore each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation
- If procedure is described in an attached document, name the document and the article.

Evaluation of the work of teachers and part-time teachers	Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo) Counselling at the level of Department (and broader) during the semester (teachers who teach related subjects cooperate and jointly take care of the quality of teaching)
Monitoring of grading and harmonization of grading with anticipated learning outcomes	Student survey (CIRCO, https://www.ffst.hr/centri/circo) Self-evaluation Internal student evaluations via anonymous questionnaires
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Student survey (CIRCO, https://www.ffst.hr/centri/circo)
Availability and evaluation of student support (mentorship, tutorship,	Student survey (CIRCO, https://www.ffst.hr/centri/circo)

advising)	Self-evaluation Internal student evaluations via anonymous questionnaires
Monitoring of student pass/fail rate by course and study programme as a whole	ISVU system
Student satisfaction with the programme as a whole	Student survey (CIRCO, https://www.ffst.hr/centri/circo) Self-evaluation Internal student evaluations via anonymous questionnaires
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	E-mail communication with members of the Department
Evaluation of student practical education (where this applies)	Students' evaluations
Other evaluation procedures carried out by the proposer	Formal and informal counselling with colleagues from the field on the Departmental level and elsewhere Class-shadowing with feedback by colleagues from the field
Description of procedures for informing external parties on the study programme (students, employers, alums)	Faculty Web-pages Prospectus (updated every year) University Open Day