



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
Fax	(021) 329 288
E.mail	dekanat@ffst.hr
Internet address	www.ffst.unist.hr

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	Undergraduate university study programme <i>German Language and Literature</i>		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	N /A		
Type of study programme	Vocational study programme <input type="checkbox"/> University study programme <input checked="" type="checkbox"/>		
Level of study programme	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	Integrated <input type="checkbox"/>
	Postgraduate <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	Bachelor (baccalaureus/baccalaurea) of Arts (BA) in German Language and Literature (univ.bacc.philol.germ.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

The new undergraduate degree programme German Language and Literature at the Faculty of Humanities and Social Sciences, University of Split, has been created to educate and train professionals in the field of German studies. The need for such experts has long been present in today's labour market due to the internationalisation of the economy and all other areas of modern society. German is one of the major languages of the world: The first language of about 87 million people in the EU and 95 million people worldwide. The importance of German language across Europe, but also the world, opens up many opportunities for bachelors in educational, cultural and administrative institutions, in publishing, in the media and especially in tourism.

The study programme *German Language and Literature* has been created in such a way to combine fundamental knowledge in linguistics, literature in German and German as a foreign language. Taking into consideration the continuing educational needs of the local community, as well as the economic trends in Split and Split-Dalmatia County (with its stress on tourism), there has been a growing demand for experts in the field of German studies. After the completion of undergraduate studies, an advanced level of language and the ability to comprehend and interpret topics in German language and literature will be acquired.

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

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

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

1.3. Compatibility with requirements of professional organizations

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

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

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

1.5. Financing

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

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

The study programme was created in accordance with European educational structures (ECTS system, study cycles, etc.). Programmes designed on the basis of the 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 (www.unizd.hr/njemacki) and study programme of the Department of German Studies of the University of Maribor, Slovenia (www.ff.um.si/oddelki/germanistika/).

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

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

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

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

1.9. Current experiences in equivalent or similar study programmes

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

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

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

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

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

1. define the most important terms in the field of German language and literature and apply them effectively in further education and / or profession
2. master the syntactic legalities and lexical foundation of the German standard language
3. identify and analyze texts of all functional styles
4. translate contemporary texts from German into Croatian and vice versa
5. compose texts of all functional styles in German
6. master the phraseological fund of the German language
7. properly use monolingual and bilingual dictionaries
8. use relevant professional and scientific literature
9. master the spelling, prosodic, phonological, morphological, formational, syntactic, lexical-semantic and stylistic norms of the German standard language
10. define basic linguistic concepts and terminology of fundamental linguistic disciplines: phonology, morphology, syntax and semantics
11. define the basic features of contemporary linguistic disciplines: psycholinguistics, pragmalinguistics, cognitive linguistics, computer linguistics and other
12. distinguish and compare linguistic theories through history
13. effectively apply certain forms of public speaking and convincingly formulate their views in German
14. prepare and organize a speech and hold a presentation on a default theme

15. explain the lexicological and lexicographic terminology
16. define linguistic units at the superordinate level such as conversation, discourse, and text
17. define the most important literary epochs, periods and directions in the history of German literature
18. discuss about the most important German authors and their literary creativity in the socio-historical context
19. interpret literary texts in German
20. analyze socio-cultural circumstances of German speaking countries in different time periods
21. discuss reflective and critical methods in forming their personal assumptions about literary concepts, styles, poetics, literary value and influence of ideology on literature
22. competently discuss research approaches used in the field of literary theory in German
23. present and express, in spoken and written German, their personal opinion in the interpretation of works of German literature
24. explain and interpret the structure of the German language in synchrony / diachrony

2.3. Employment possibilities

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

2.4. Possibilities of continuing studies at a higher level

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

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

N/A

2.6. Structure of the study

The undergraduate study programme *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.

List of courses							
Year of study: 1.							
Semester: II.							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	GER106	Introduction to German Literary Studies	15	15	0	0	4
	GER107	Morphology of the German Language	15	15	0	0	4
	GER108	Language Exercises II	0	0	90	0	4
	Total		30	30	90	0	12
Elective	GER109	Introduction to Literary Interpretation	15	15	0	0	3
	GER110	The Culture and Civilization of the German-speaking Countries	15	15	0	0	3
	Students choose one elective course						

List of courses							
Year of study: 2.							
Semester: I.							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	GER201	German Literature of the 18th Century	15	15	0	0	4
	GER202	German Syntax	15	15	0	0	4
	GER203	Language Exercises III	0	0	90	0	4
	Total		30	30	90	0	12
Elective	GER209	The Literary Opus of Marie von Ebner-Eschenbach	15	15	0	0	3
	GER210	The Fairy Tales of the Brothers Grimm	15	15	0	0	3
	Students choose one elective course						

List of courses							
Year of study: 2.							
Semester: II.							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	GER206	German Literature of the 19th Century	15	15	0	0	4
	GER207	Semantics	15	15	0	0	4
	GER208	Language Exercises IV	0	0	90	0	4
	Total		30	30	90	0	12
Elective	GER204	German Phraseology	15	15	0	0	3

	GER205	Stylistics of Language and Speech	15	15	0	0	3
Students choose one elective course							

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

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

List of courses							
Year of study: 3.							
Semester: II.							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	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
	GER308	Language Exercises VI	0	0	90	0	4
	GER309	Final thesis	0	0	0	0	5
	Total		30	45	90	0	12
Elective	HZX008	<i>Professional practice at a teaching base*</i>	0	30	40	0	5

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

2.13. Course description

NAME OF THE COURSE		INTRODUCTION TO THE HISTORY OF GERMAN LITERATURE				
Code	GER101	Year of study	1.			
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to gain insight into the entire history of German literature in the European context; to introduce students to the problems of literary periods and movements as well as the most important German literary authors and their works.					
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)	<ul style="list-style-type: none">- 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 context					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">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)20. Contemporary authors (1 L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work					
Student responsibilities	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 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 (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	2	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: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% 2. an oral exam – 30% 3. activity in class, participation in discussions during class – 10% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Beutin, Wolfgang: Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Metzler, Stuttgart 2013.				1	yes
	Rothmann, Kurt: Kleine Geschichte der deutschen Literatur. Reclam Universal-Bibliothek, Stuttgart 2014.				1	/
	Allkemper, Alo/Norbert O. Eke: Literaturwissenschaft. Wilhelm Fink, Paderborn 2016.				1	/
Optional literature (at the time of submission of study programme proposal)	Brenner, Peter J.: Neue deutsche Literaturgeschichte. Vom „Ackermann“ zu Günter Grass. Walter de Gruyter Verlag, Berlin/New York 2011. Reich-Ranicki, Marcel: Meine Geschichte der deutschen Literatur: vom Mittelalter bis zur Gegenwart. Anz, Thomas (Hrsg). Pantheon Verlag, München 2016. Benedikt Jeßing/Ralph Köhnen: Einführung in die Neuere deutsche Literaturwissenschaft. Verlag J. B. Metzler, Stuttgart 2012.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- student questionnaire on the quality of teaching and teachers at the university level- passed exam and the fulfillment of the other obligations prescribed by the syllabus- individual consultations- students' self-assessment of the learning outcomes they achieved- collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		INTRODUCTION TO LINGUISTICS				
Code	GER102	Year of study	1.			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- 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	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none">- 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)	<ol style="list-style-type: none">1. Linguistics and related disciplines: phonetics and phonology, morphology, syntax, lexicology, semantics, etc. Approaches to language analysis: psycholinguistics, sociolinguistics, pragmalinguistics, text linguistics and others (3L)2. Historical overview of linguistics I (Greece, Rome, India, Middle Ages) (3L)3. Historical development of linguistics II (Humanism, Renaissance, Enlightenment, Linguistics as an independent scientific discipline) (2L)4. Ferdinand de Saussure and his influence on the development of linguistics (3L)5. From Structuralism to American linguistics (3L)6. American linguistics: L. Bloomfield, N. Chomsky and the Generative Grammar (2L)7. Sociolinguistics and psycholinguistics (2L)8. Pragmalinguistics (2L)9. Cognitive linguistics (2L)10. Contrastive linguistics, text linguistics (2L)11. Psycholinguistics (2L)12. Computational linguistics (2L)13. German linguistics (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	<ol style="list-style-type: none">1. Active participation in lectures2. A passing grade in the written exam (min. 50%), i.e. two midterm tests (a positive grade in both midterm tests is equivalent to the written examination) and an oral exam.					

Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Individual work	
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	1.5	(Other)	
	Written exam	1.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades in the midterm exams do not take the final exam. The written exam is followed by an 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) – 50% 2. oral exam – 50% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Busch, A., and Stenschke, O. (2011). Germanistische Linguistik. Günter Narr Verlag, Tübingen.			1	/	
	Ernst, P. (2004). Germanistische sprachwissenschaft. UTB Basics.			1	/	
	Glovacki-Bernardi, Z. et al. (2001). <i>Uvod u lingvistiku</i> . Školska knjiga, Zagreb.			1	/	
Optional literature (at the time of submission of study programme proposal)	Volmert, J. (2005). Grundkurs Sprachwissenschaft: Eine Einführung in die Sprachwissenschaft für Lehramtsstudiengänge. Fink Wilhelm.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- 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					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		LANGUAGE EXERCISES I				
Code	GER103	Year of study	1.			
Course teacher	Silvija Ugrina, Language Instructor	Credits (ECTS)	4			
Associate teachers	Irina Boban, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F
			0	0	90	0
Status of the course	mandatory	Percentage of application of e-learning	20%			

COURSE DESCRIPTION	
Course objectives	The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level B2+.
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)	<p>After attending and completing the course students will be able to:</p> <ul style="list-style-type: none"> - 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)	<p>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 lives, At home and on the road, Between cultures, Work and study including planned language activities (exercises on expressing opinion and writing).</p> <p>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.</p> <p>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.</p> <ol style="list-style-type: none"> 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) 8. At home and on the road (10 E) 9. Prepositions of place 2 E) 10. Passive (4 E) 11. Oral communication exercises (2 E) 12. Listening comprehension exercises (2 E) 13. Translation exercises (2 E) 14. Between cultures (10 E) 15. Declension of nouns (2E) 16. Conjunctions of cause, reason, result (2 E) 17. Verbs with prepositional case (2 E) 18. Oral communication exercises (2 E) 19. Listening comprehension exercises (2 E) 20. Translation exercises (2 E) 21. Work and study (12 E) 22. Konjunktiv II: indicative and subjunctive moods (2 E) 23. Rection of verbs (2 E) 24. Word order in sentences (2 E)

	25. Oral communication exercises (2 E) 26. Listening comprehension exercises (2 E) 27. Translation exercises (2 E)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend classes regularly and to complete in-class and 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 (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	3	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In 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 tests (a positive grade in both 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 in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Anne Buscha, Susanne Raven, Szilvia Szita: Erkundungen Deutsch als Fremdsprache B2: Integriertes Kurs-und Arbeitsbuch, Sprachniveau B2, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig				2	/
	Dreyer, Schmitt, Lehr- und Übungsbuch der deutschen Grammatik (1998), Verlag für Deutsch, Ismaning				1	yes
Optional literature (at the time of submission of study programme proposal)	Helbig/Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München Helbig, Buscha, Deutsche Grammatik, Ein Handbuch für den Ausländerunterricht (1996), Langenscheidt, Verlag Enzyklopädie Leipzig, Berlin, München Hansen-Kokoruš, Renate. et al., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb					

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - 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 COURSE		INTRODUCTION TO RHETORICS					
Code	GER105	Year of study		1.			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)		3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	elective	Percentage of application of e-learning		20%			
COURSE DESCRIPTION							
Course objectives	<div>- Understanding the basic concepts related to verbal and nonverbal communication, as well as the factors that influence these concepts;</div> <div>- developing the skills of presentation planning, presentation structure, and presentation performance in the German language;</div> <div>- organizing speech information in a chronological order.</div>						
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)	<div>Students will be able to:</div> <div>- use different types of public speaking in German;</div> <div>- organize speech information in a chronological order;</div> <div>- give a persuasive presentation of ideas in front of an audience;</div> <div>- efficiently use notes for communication.</div>						
Course content broken down in detail by weekly class schedule (syllabus)	<div>1. Definitions of communication; Overview of the theory of communication; Cross-cultural communication (2L+2S)</div> <div>2. Verbal and nonverbal communication (1L+1S)</div> <div>3. Questioning as a communication skill (1L+1S)</div> <div>4. Active listening and Barriers to active listening (1L+1S)</div> <div>5. Speech preparation (2L+1S)</div> <div>6. Standard language and modal expressions (1L+1S)</div> <div>7. Presentation skills (1L+1S)</div> <div>8. Rhetorical figures of speech (1L+1S)</div> <div>9. Public speaking fear (1L+1S)</div> <div>10. Interpretative reading (1L+1S)</div> <div>11. Taking notes (1L+1S)</div> <div>12. Speech disfluencies (1L+2S)</div> <div>13. Pronunciation speech exercises (1L+1S)</div>						
Format of instruction	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. active participation in lectures and seminars; 2. create a presentation in line with set criteria; 3. present in line with set criteria; 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.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Individual work	
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	1	(Other)	
	Written exam	0.5	Project		Presentation	0.5
Grading and evaluating student work in class and at the final exam	Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades in the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to give a presentation 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 course repository.					
Required literature (available in the library and via other media)					Number of copies in the library	Availability via other media
	Arend, S. (2012). Einführung in Rhetorik und Poetik (Germanistik kompakt). WBG, Darmstadt.				1	/
	Škarić, I. (2000). Temeljci suvremenog govornišтва. Školska knjiga, Zagreb.				1	/
Optional literature (at the time of submission of study programme proposal)	Karl-Heinz Göttert, K-H. (2009). Einführung in die Rhetorik: Grundbegriffe. Wilhelm Fink Verlag, München.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- 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,- students' self-assessment of their learning outcomes					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		SOCIOLINGUISTICS					
Code	GER104	Year of study	1.				
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	3				
Associate teachers	Sandra Lukšić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Introduction to sociolinguistics as an interdisciplinary science that monitors language in the social context;- gaining insight into the social structure of language and the social condition of language behavior;- mastering the skills of reading relevant literature related to a particular thematic area.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none">- 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;- explain the significance of the external context in the linguistic analysis.						
Course content broken down in detail by weekly class schedule (syllabus)	<p>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) 13. Language and media (1L+1S)</p>						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular 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.						

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)	<ul style="list-style-type: none">- 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)	1. Introduction to literary study: terminology (1 L + 1 S) 2. Methodology of literature studies: A review (1 L + 1 S) 3. Cultural studies / Gender studies (1 L + 1 S) 4. Different approaches to the analysis of a literary work (1 L + 1 S) 5. Prose (1 L + 1 S) 6. Drama (1 L + 1 S) 7. Poetry (1 L + 1 S) 8. Versification (1 L + 1 S) 9. Rhetorics, stylistics and poetics (1 L + 1 S) 10. Literature and other arts (1 L + 1 S) 11. The history of literary theory 12. Literature and new media (1 L + 1 S) 13. From literature to digital literature (1 L + 1 S) 14. Literary criticism (1 L + 1 S) 15. Examples of literary analysis and interpretation (1 L + 1 S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	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.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student	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					

work in class and at the final exam	elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% 2. oral exam – 30% 3. activity in class, participation in discussions during class and seminars – 10% The assessment and marking criteria of individual elements can be found in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability 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 Literaturwissenschaft</i> . Nar Francke Attempto Verlag, Tübingen 2017. PDF. Brackert, Helmut/Stückrath, Jörn (ur.), <i>Literaturwissenschaft. Ein Grundkurs</i> . Rowohlt Taschenbuch Verlag, Reinbek bei Hamburg 2004. Benedikt Jeßing/Köhnen, Ralph: <i>Einführung in die Neuere deutsche Literaturwissenschaft</i> . Verlag J. B. Metzler, Stuttgart 2012. PDF.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		MORPHOLOGY OF THE GERMAN LANGUAGE					
Code	GER107	Year of study	1.				
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	4				
Associate teachers	Sandra Lukšić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Obtaining a comprehensive view of the key areas in morphology and mastering the most important concepts;- mastering the basic features of word formation;- analysing the structure of words and parts of words;- <i>mastering the ability to do the morphological analysis;</i>						

	- gaining information about the structure of the German lexicon and the lexical and inflectional morphology of the German language.					
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: - 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)	1. Grammatical categories (2L+2S) 2. Content and function words (1L+1S) 3. Verbs (modal and auxiliary) (1L+1S) 4. German conjugation and verb valency (1L+1S) 5. Grammatical moods: indicative, imperative, subjunctive (2L+2S) 6. Active and passive voice, the infinitive, the present and past participle (1L+1S) 7. Nouns (1L+1S) 8. Adjective declination (1L+1S) 9. Pronouns (1L+1S) 10. Definite and indefinite article (1L+1S) 11. Adverbs and prepositions (1L+1S) 12. Morphemic analysis: identifying morphemes of a given set of data (1L+1S) 13. German linguistics. Contemporary theories of morphology (1L+1S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular 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.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Individual work	0.5
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	0.5	(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students take two preliminary tests and/or a written exam consisting of verification of theoretical knowledge and its application to specific tasks within the morphological analysis. The student who successfully passed both preliminary tests is exempted from taking the written exam. After passing preliminary tests or the written exam the student takes an oral exam. In accordance with learning outcomes, the final grade is formed with the regard to the achievement of the following elements: 1. written exam 50%					

	2. in-class and out-of-class activity 20% 3. oral exam 30% The evaluation and grading criteria for individual elements are described in the course repository on the Intranet.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability 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., Pafel, J., Ramers K. H., Rothweiler, M., Steinbach, M. (2007). Einführung in die germanistische Linguistik. Metzler, Stuttgart. Bußmann, H. (2008). Lexikon der Sprachwissenschaft. Kröner, Stuttgart. Linke, A., Nußbaumer M., Portmann, P. R. (2004). Studienbuch Linguistik. Niemeyer, Tübingen.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - 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. 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		LANGUAGE EXERCISES II				
Code	GER108	Year of study	1.			
Course teacher	Silvija Ugrina, Language Instructor	Credits (ECTS)	4			
Associate teachers	Irina Boban, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F
			0	0	90	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to develop language skills (reading comprehension, writing, speaking and listening) on level B2+.					
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 B2 level CEFR; - apply actively the processed lexicon; - apply actively the processed grammatical structures in written and oral expression; - read and comprehend texts in German at level C1; - improve independently the language and use sources of linguistic knowledge in					

	<p>German for further training and education;</p> <ul style="list-style-type: none"> - participate without difficulty in talks and discussions about topics taught in class and apply acquired knowledge (vocabulary and grammar rules); - retell orally and in writing a text of appropriate complexity in German; - interpret a text related to a more complex topic; - understand listening comprehension tasks by adapting the way and speed of listening for different listening purposes; - translate simpler texts to and from German. 	
Course content broken down in detail by weekly class schedule (syllabus)	<p>Language exercises II are a follow up of Language exercises I.</p> <p>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.</p> <p>Content: Time and activity, Stress and relaxation, Technology and trends, Health and environment including planned language activities (exercises on expressing opinion and writing). Grammar: Conjunctions of time and cause, Konjunktiv I: Indirect speech, sollen as transmitter of information, noun-verb-connections, Prepositions, passive and passive substitutes, participles as adjectives, modal auxiliaries and sentences, concessive conjunctions and clauses, participial constructions, werden and its functions.</p> <p>The course includes also translation exercises, primarily of simple texts from German to Croatian and vice versa. The texts that are translated are thematically related topics taught in class.</p> <ol style="list-style-type: none"> 1. Time and activity (10 E) 2. Conjunctions of time and cause (4 E) 3. Oral communication exercises (2 E) 4. Listening comprehension exercises (2 E) 5. Translation exercises (2 E) 6. Stress and relaxation (8 E) 7. Konjunktiv I: Indirect speech (2 E) 8. Sollen as transmitter of information (2 E) 9. Noun-verb-connections (2 E) 10. Prepositions (2 E) 11. Oral communication exercises (2 E) 12. Listening comprehension exercises (2 E) 13. Translation Exercises (2 E) 14. Technology and trends (8 E) 15. Passive and passive substitutes (4 E) 16. Participles as adjectives (2 E) 17. Modal auxiliaries and sentences (4 E) 18. Oral communication exercises (2 E) 19. Listening comprehension exercises (2 E) 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 exercises (2 E) 27. Translation exercises (2 E) 	
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student	Students are required to attend classes 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 (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	3	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In 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: <div><div>1.</div><div>a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60%</div></div> <div><div>2.</div><div>a passing grade in the oral exam – 20%</div></div> <div><div>3.</div><div>activity in class, participation in discussions during class – 10%</div></div> <div><div>4.</div><div>successful fulfilment of individual and group tasks – 10%</div></div> The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Anne Buscha, Susanne Raven, Szilvia Szita: Erkundungen Deutsch als Fremdsprache B2: Integriertes Kurs- und Arbeitsbuch, Sprachniveau B2, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig				2	/
	Dreyer, Schmitt, Lehr- und Übungsbuch der deutschen Grammatik (1998), Verlag für Deutsch, Ismaning				1	yes
Optional literature (at the time of submission of study programme proposal)	Helbig/Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München Helbig, Buscha, Deutsche Grammatik, Ein Handbuch für den Ausländerunterricht (1996), Langenscheidt, Verlag Enzyklopädie Leipzig, Berlin, München; Hansen-Kokoruš, Renate et al., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb					
Quality assurance methods that ensure the acquisition of exit competences	<div><div>-</div><div>class attendance, class activity, successfully completing tasks</div></div> <div><div>-</div><div>student questionnaire on the quality of teaching and teachers at the university level</div></div> <div><div>-</div><div>passed exam and the fulfilment of the other obligations prescribed by the syllabus</div></div> <div><div>-</div><div>individual consultations</div></div> <div><div>-</div><div>students' self-assessment of the learning outcomes they achieved</div></div> <div><div>-</div><div>collaborative assessment of the implementation and quality of the teaching process</div></div>					
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 COURSE		THE CULTURE AND CIVILIZATION OF THE GERMAN-SPEAKING COUNTRIES				
Code	GER110	Year of study	1.			
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The aim of this course is to gain an overview about the culture and civilization of the German-speaking countries (Germany, Austria and Switzerland).					
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)	<ul style="list-style-type: none">- to explain the history of German-speaking countries in the European context- to explain the socio-historical and cultural links between Croatia and the German-speaking countries- compare the most important geographic characteristics of the German-speaking countries- to evaluate the contribution of the most significant persons in the history of the German-speaking countries- to compare the contemporary territorial and political organization, education and economy of Germany, Austria and Switzerland- discuss topics from the field of study					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">1. An introduction to the culture and civilization of the German-speaking countries (1L + 1 S)2. Chronological overview of the most significant historical events in Germany and Switzerland (1 L + 1 S)3. Chronological overview of the most significant historical events in Austria, with a special focus on Austro-Croatian historical relations (1 L + 1 S)4. Geographical terms and the territorial organization of the German-speaking countries (1 L + 1 S)5. Education (1 L + 1 S)6. Population (demographic structure, immigration) (1 L + 1 S)7. Economy8. Tourism (1 L + 1 S)9. The political system of Germany, Austria and Switzerland (1 L + 1 S)10. The most significant artists through history (1 L + 1 S)11. The most significant musicians through history (1 L + 1 S)12. The most significant scientists through history (1 L + 1 S)13. Sports and entertainment (1 P + 1 S)14. Culture and media (1 L + 1 S)15. Everyday life and customs (1 L + 1 S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	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 credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(Other)
	Essay		Seminar essay	0.5	(Other)
	Tests		Oral exam	0.5	(Other)
	Written exam	1	Project		(Other)
Grading and evaluating student work in class and at the final exam	<p>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:</p> <ol style="list-style-type: none"> 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. written and presented seminar paper – 20% 3. activity in class, participation in discussions during class – 10% 4. an oral exam – 20% <p>The assessment and marking criteria of individual elements can be found in the course repository.</p>				
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Luscher, Renate: Landeskunde Deutschland. Von der Wende bis heute. Max Hueber Verlag, Ismaning 2016.			1	/
	Naumann, Günter: Deutsche Geschichte: Von 1806 bis heute. Marix Verlag, Wiesbaden 2008.			1	/
Optional literature (at the time of submission of study programme proposal)	<p>Specht, Franz / Heuer, Wiebke: Zwischendurch mal...Landeskunde. Hueber Verlag, Ismaning 2012.</p> <p>Vogt, Martin: Deutsche Geschichte: Von den Anfängen bis zur Gegenwart. J. B. Metzler, Stuttgart 1997.</p> <p>Naumann, Günter: Deutsche Geschichte: Das Alte Reich 962-1806. Marix Verlag, Wiesbaden 2007.</p>				
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 				
Other (as the proposer wishes to add)	/				

NAME OF THE COURSE		INTRODUCTION TO LITERARY INTERPRETATION		
Code	GER109	Year of study	1.	
Course teacher	Marijana Erstić, PhD, Associate Professor	Credits (ECTS)	3	

Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to deepen knowledge of literary genres, as well as to familiarize the concepts and methods necessary for independent analysis and interpretation 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)	<ul style="list-style-type: none">- use the knowledge of literary theory in the analysis and interpretation of literary works- to analyze the different aspects of literary texts (lyrical, narrative and dramatic)- critically evaluate all the dimensions of a literary work- to critically compare and discuss different models of interpretation of literary genres and sub-genres, as well as methods of understanding and interpretation of literary works- use the scientific apparatus properly in writing seminar papers- to judge the plagiarism problem- to serve different types of literary and scientific literature- compare and re-examine classical and new media in literary production and reception					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to literary interpretation (1 L + 1 S)2. Basic kinds of literary interpretation (1 L + 1 S)3. Literary texts and text analysis (1 L + 1 S)4. Lyric: definition (2 L + 2 S)5. Epic: basic characteristics and types, basic concepts of analysis (2 L + 2 S)6. Drama: basic types and literary interpretation (2 L + 2 S)7. Techniques of scientific work (1 L + 1 S)8. The use of scientific apparatus in scientific writing (1 L + 1 S)9. Proper data citation and bibliographic reference (1 L + 1 S)10. Problems of plagiarism and ethical issues (1 L + 1 S)11. Types of scientific literature in literary science (1 L + 1 S)12. Classical and new media in literature (1 L + 1 S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	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.					
Screening student work (name the proportion of ECTS credits for each	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In 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 tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. written and presented seminar paper – 20% 3. activity in class, participation in discussions during class and seminars – 10% 4. oral exam – 20% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Allkemper, Alo/Norbert O. Eke: Literaturwissenschaft. Wilhelm Fink, Paderborn 2016.				1	/
	Benedikt Jeßing/Ralph Köhnen: Einführung in die Neuere deutsche Literaturwissenschaft. Verlag J. B. Metzler, Stuttgart 2012.				1	yes
	Schutte, Jürgen: Einführung in die Literaturinterpretation. Sammlung Metzler, Stuttgart 2005.				1	/
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	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- student questionnaire on the quality of teaching and teachers at the university level- passed exam and the fulfillment of the other obligations prescribed by the syllabus- individual consultations- students' self-assessment of the learning outcomes they achieved- collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		GERMAN LITERATURE OF THE 18TH CENTURY				
Code	GER201	Year of study	2.			
Course teacher	Marijana Erstić, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction	L	S	E	F

		(number of hours)	15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to gain insight into German literature of the 18th century in the European socio-historical context. Using the knowledge gained in previous literary courses, students will study and critically judge the most important literary phenomena as well as the authors and literary works of that period.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- to distinguish the specificities of the 18th century literary periods- explain various historical, cultural, political and social influences on the development of enlightenment, Sturm und Drang and Weimar Classicism- analyze and interpret selected 18th century literary works in the given context- discuss the most important features and authors of German literature of the 18th century- to distinguish and interpret the literary phenomena of the 18th century in the European cultural and socio-political context- prepare a seminar paper on the topic of German literature in the 18th century					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course provides a chronological overview of the most important literary phenomena of the 18th century, authors and their works. Literary, cultural, social and historical phenomena, essential to understand the period, with an emphasis on paradigmatic authors and their poetics, will be analyzed:</p> <p>1. Enlightenment: meaning, concept and cultural assumptions in European cultural history (1 L + 1 S)</p> <p>2. Literature of the Enlightenment: a review (1 L + 1 S)</p> <p>3. G.E. Lessing and the bourgeois tragedy (1 L + 1 S)</p> <p>4. G.E. Lessing: drama and theoretical discussions (1 L + 1 S)</p> <p>5. Sturm und Drang: cultural assumptions (1 L + 1 S)</p> <p>6. J.W. Goethe and Sturm und Drang (1 L + 1 S)</p> <p>7. F. Schiller and Sturm und Drang (1 L + 1 S)</p> <p>8. Classicism: (1 L + 1 S)</p> <p>9. J.W. Goethe and the literary life of his age (2 L + 1 S)</p> <p>10. F. Schiller and Classicism (1 L + 2 S)</p> <p>11. Goethe's Faust (2 L + 1 S) S)</p> <p>12. Between classicism and romanticism (1 L + 1 S)</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	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.					
Screening student work (name the proportion of ECTS credits for each	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	2	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: <div><div>1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%</div><div>2. written and presented seminar paper – 20%</div><div>3. activity in class, participation in discussions during class and seminars – 10%</div><div>4. oral exam – 20%</div></div> The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Willems, Gottfried: Geschichte der deutschen Literatur. Band 2. Aufklärung. Böhlau Verlag, Köln, Weimar, Wien 2013.				1	/
	Willems, Gottfried: Geschichte der deutschen Literatur. Band 3. Goethezeit. Böhlau Verlag, Köln, Weimar, Wien 2013.				1	/
	Gigl, Claus: Deutsche Literaturgeschichte. Stark, Freising 2014.				1	/
	A selection from primary literature (students choose literary works according to the given instructions)				/	yes
Optional literature (at the time of submission of study programme proposal)	Jürgensen, Christoph/Irsigler, Ingo: <i>Sturm und Drang</i> . Vandenhoeck & Ruprecht, Göttingen 2010. Košenina, Alexander: <i>Literarische Anthropologie. Grundlagentexte zur Neuentdeckung des Menschen</i> . De Gruyter Studium, Berlin 2016. PDF. Runge, Manuela/Borchmeyer, Dieter: <i>Weimarer Klasik: Portrait einer Epoche</i> . Beltz, Athenäum, Weinheim 1998.					
Quality assurance methods that ensure the acquisition of exit competences	<div><div>- class attendance, class activity, successfully completing tasks</div><div>- student questionnaire on the quality of teaching and teachers at the university level</div><div>- passed exam and the fulfillment of the other obligations prescribed by the syllabus</div><div>- individual consultations</div><div>- students' self-assessment of the learning outcomes they achieved</div><div>- collaborative assessment of the implementation and quality of the teaching process</div></div>					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		GERMAN SYNTAX	
Code	GER202	Year of study	2
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	4

Associate teachers	Sandra Lukšić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- Understanding the basic concepts of syntax as a linguistic discipline;- understanding the basic procedures of the syntactic analysis of the sentence;- application of syntactic rules in the formulation of a sentence, considered as the basic language and communication unit;- obtaining the knowledge about the similarities and the differences between Croatian and German with respect to the parts of the sentence, word order, and the interdependence of sentences.					
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)	<p>Students will be able to:</p> <ul style="list-style-type: none">- define the fundamental concepts of the German syntax;- explain the linguistic facts at the syntactic level;- analyze complex syntactic forms and understand the relationships between the syntactic units and their components;- define the syntactic standard of the German standard language;- analyze texts of all functional styles;- define the similarities and differences between the Croatian and German syntax.					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Fundamentals of syntax as a linguistic discipline (2L+2S)2. Word as a syntactic unit (1L+1S)3. Grammatical structure of the sentence (in contrast) (1L+1S)4. Sentence structure: traditional parts (subject, predicate, object, adverbial) (2L+2S)5. Syntactic model of valency (1L+1S)6. Sentence topology: sentence frame (1L+1S)7. Complex sentences (1L+1S)8. Complex sentences according to their function (1L+1S)9. Sentence structure: word order (1L+1S)10. Subordinate clauses (1L+1S)11. Subordinate clauses (1L+1S)12. Syntactic analysis of complex sentences and text segments (in contrast) (1L+1S)13. Text structure (1L+1S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular 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.					
Screening student work (<i>name the</i>	Class attendance	1	Research		Practical training	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		Individual work	0.5
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	0.5	(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students take two preliminary tests and/or a written exam consisting of verification of theoretical knowledge and its application to specific tasks within the syntactic analysis. The student who successfully passed both preliminary tests is exempted from taking the written exam. After passing preliminary tests or the written exam the student takes an oral exam. In accordance with learning outcomes, the final grade is formed with the regard to the achievement of the following elements: 1. written exam 50% 2. activity in class and individual work 20% 3. oral exam 30% The evaluation and grading criteria for individual elements are described in the course repository on the Intranet.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Glovacki-Bernardi, Z. (2002). Osnove njemačke gramatike, Školska knjiga, Zagreb.				1	/
	Duden 4. (2010). Grammatik der deutschen Gegenwartssprache. Dudenverlag, Mannheim.				1	/
	Engel, U. (2004). Deutsche Grammatik. Julius Groos Verlag, Heidelberg.				1	/
	Weinrich, H. et al. (2003). Textgrammatik der deutschen Sprache. Olms, Hildesheim.				1	/
Optional literature (at the time of submission of study programme proposal)	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.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- 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.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		LANGUAGE EXERCISES III					
Code	GER203	Year of study	2.				
Course teacher	Silvija Ugrina, Language Instructor	Credits (ECTS)	4				
Associate teachers	Irina Boban, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			0	0	90	0	
Status of the course	mandatory	Percentage of	20%				

	application of e-learning	
COURSE DESCRIPTION		
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 required for the course	None.	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After attending and completing the course students will be able to:</p> <ul style="list-style-type: none"> - to communicate orally and in writing in German (at least) at B2+ level CEFR; - apply actively the processed lexicon; - apply actively the processed grammatical structures in written and oral expression; - read and comprehend texts in German at level C1; - improve independently the language and use sources of 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 on topics taught in class by using arguments; - hold a structured presentation by choosing one of the topics discussed in class; - interpret graphics and evaluate different opinions. 	
Course content broken down in detail by weekly class schedule (syllabus)	<p>The focus of work lies in the enrichment of knowledge (lexical and grammatical) necessary for free oral and written communication and the revision and improvement of acquired grammatical knowledge. Content: Let's talk about the weather, Happiness and other feelings, Success and Defeat, Progress and environment including planned language activities (exercises on expressing opinion and writing) Grammar: Adverbial sentences: temporal, modal and causal sentences, conditional, concessive and consecutive sentences, conditional, concessive and consecutive sentences, Konjunktiv II, Final and Adversative sentences, Revision: Expressing assumptions using modal verbs.</p> <p>Translations exercises from German to Croatian and vice versa are also a very important part of this course. The texts that are translated are thematically related topics taught in class.</p> <ol style="list-style-type: none"> 1. Let's talk about the weather (10 E) 2. Adverbial sentences: temporal, modal and causal sentences (6 E) 3. Oral communication exercises (2 E) 4. Listening comprehension exercises (2 E) 5. Translation exercises (2 E) 6. Happiness and other feelings (12 E) 7. Adverbial sentences: conditional, concessive and consecutive sentences (6 E) 8. Oral communication exercises (2 E) 9. Listening comprehension exercises (2 E) 10. Translation exercises (2 E) 11. Success and Defeat (10 E) 12. Konjunktiv II (2 E) 13. Adverbial sentences: Final and Adversative sentences (4 E) 14. Oral communication exercises (2 E) 15. Listening comprehension exercises (2 E) 16. Translation exercises (2 E) 17. Progress and environment (10 E) 18. Revision: Expressing assumptions using modal verbs (6 E) 19. Oral communication exercises (2 E) 20. Listening comprehension exercises (2 E) 21. Translation exercises (2 E) 	
Format of instruction	<input type="checkbox"/> lectures	<input type="checkbox"/> independent assignments

	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend classes regularly and to complete in-class and 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 (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	3	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In 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 tests (a positive grade in both 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 in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Anne Buscha, Susanne Raven, Szilvia Szita: Erkundungen, Deutsch als Fremdsprache C1: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C1, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig				2	/
	Helbig / Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München				1	yes
	Helbig / Buscha, Deutsche Grammatik, (2014), Langenscheidt KG Berlin und München				/	yes
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	<ul style="list-style-type: none">- 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 COURSE		THE LITERARY OPUS OF MARIE VON EBNER-ESCHENBACH				
Code	GER209	Year of study	2.			
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to gain insight into the literary opus of the great Austrian writer Marie von Ebner Eschenbach (1830-1916) in the socio-historical, cultural and literary European context.					
Course enrolment requirements and entry competences required for the course	Enrolment into the second year of the undergraduate programme of German Language and Literature.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- 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)	<ul style="list-style-type: none">1. Marie von Ebner-Eschenbach: Life and opus in the socio-historical context (1 L + 1 S)2. Aphorisms (1 L + 1 S)3. Main features of Marie von Ebner-Eschenbach's prose (1 L + 1 S)4. The aristocratic world in Marie von Ebner-Eschenbach's opus (1 L + 1 S)5. Marie-von Ebner-Eschenbach as a social reformator (1 L + 1 S)6. Emancipated women and weak men in Marie-von Ebner-Eschenbach's opus (2 L + 2 S)7. The criticism of the patriarchate (1 L + 1 S)8. Mother characters and motherhood (2 L + 2 S)9. The motive of adultery and its consequences for women (1 L + 1 S)10. Male violence and female resistance: the motive of rape (1 L + 1 S)11. Autobiographical prose (1 L + 1 S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	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 (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>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:</p> <ol style="list-style-type: none">1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%2. written and presented seminar paper – 20%3. activity in class, participation in discussions during class – 10%4. an oral exam – 20% <p>The assessment and marking criteria of individual elements can be found in the course repository.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Lohnmeyer, Enno: Marie von Ebner-Eschenbach als Sozialreformerin. Ulrike Helmer Verlag, Königstein 2002.				1	/
	Tanzer, Ulrike: Frauenbilder im Werk Marie von Ebner-Eschenbachs. Hans-Dieter Heinz, Akademischer Verlag Stuttgart, Stuttgart 1997.				1	/
	A selection from primary literature (students choose literary works according to the given instructions)				/	yes
Optional literature (at the time of submission of study programme proposal)	Rossbacher, Karlheinz: Literatur und Liberalismus. Zur Kultur der Ringstraßenzeit in Wien. J&V Verlag, Wien 1992. Strigl, Daniela: Berühmtsein ist nichts. Marie von Ebner-Eschenbach. Eine Biographie. Residenz Verlag, Salzburg - Wien 2016. Seeling, Claudia: Zur Interdependenz von Gender- und Nationaldiskurs bei Marie von Ebner-Eschenbach. Röhrig Universitätsverlag, St. Ingbert 2008.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- student questionnaire on the quality of teaching and teachers at the university level- passed exam and the fulfillment of the other obligations prescribed by the syllabus- individual consultations- students' self-assessment of the learning outcomes they achieved- collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		THE FAIRY TALES OF THE BROTHERS GRIMM			
Code	GER210	Year of study	2.		
Course teacher	Marijana Erstić, PhD, Associate Professor	Credits (ECTS)	3		

Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	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 Grimm (1786-1859), as well as to the interpretation and adaptation of fairy tales in visual arts and film. Through reading and discussion, as well as other materials in German, language skills will be improved.					
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)	<ul style="list-style-type: none">- 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)	<ol style="list-style-type: none">1. Grimm Brothers and their fairy tales: An introduction (2 L + 2 S)2. Text analysis: <i>Der Froschkönig und der Eiserne Heinrich; Rapunzel; Hensel und Gretel; Aschenputtel</i> (2 L + 2 S)3. Fairy tales and film adaptations: <i>The Brothers Grimm</i> (USA 2005) (2 L + 2 S)4. Text analysis: <i>Frau Holle; Rotkäppchen; Die Bremer Stadtmusikanten; Dornröschen</i> (2 L + 2 S)5. Text analysis: <i>König Drosselbart; Schneewittchen</i> (1 L + 1 S)6. Fairy tales and film adaptations: <i>Avengers Grimm</i> (USA 2015) (2 L + 2 S)7. Text analysis: <i>Rumpelstilzchen; Hans im Glück; Die kluge Bauerntochter; Die Sterntaler</i> (2 L + 2 S)8. Fairy tales and film adaptations: <i>Into the Woods</i> (USA, 2014) (2 L + 2 S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	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.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and	In line with the course learning outcomes and the students' obligations, the final					

evaluating student work in class and at the final exam	<p>grade for the course is formed according to the completion of the following elements:</p> <ol style="list-style-type: none"> 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. written and presented seminar paper – 20% 3. activity in class, participation in discussions during class and seminars – 10% 4. oral exam – 20% <p>The assessment and marking criteria of individual elements can be found in the course repository.</p>		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Gerstner, Hermann: <i>Brüder Grimm</i> . Rowohlt, Reinbek bei Hamburg 1997 ⁹ .	1	/
	Mazenauer, Beat und Perrig, Severin: <i>Wie Dornröschen seine Unschuld gewann. Archäologie der Märchen</i> . Dtv, München 1998.	1	/
	Rölleke, Heinz: <i>Die Märchen der Brüder Grimm. 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)	<p>Bluhm, Lothar: <i>Grimm-Philologie. Beiträge zur Märchenforschung und Wissenschaftsgeschichte</i>. Olms-Weidmann, Hildesheim 1995.</p> <p>Brinker von der Heyde, Claudia/Ehrhardt, Holger/Ewers, Hans-Heino/Inder, Annekatrin (ur.): <i>Märchen, Mythen und Moderne. 200 Jahre Kinder- und Hausmärchen der Brüder Grimm</i>. Teil 1, Teil 2. Peter Lang, Frankfurt a.M. 2015. PDF.</p> <p>Dettmar, Ute; Pecher, Claudia Maria; Schlesinger, Rom (ur.): <i>Märchen im Medienwandel. Zur Geschichte und Gegenwart des Märchenfilms</i>. Metzler, Stuttgart 2017. PDF.</p> <p>Rölleke, Heinz: <i>Die Märchen der Brüder Grimm. Quellen und Studien. Gesammelte Aufsätze</i>. WVT, Trier 2004.</p>		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		GERMAN LITERATURE OF THE 19TH CENTURY				
Code	GER206	Year of study	2.			
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to 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.					
Course enrolment requirements and entry competences required for the course	Enrolment into the second year of the undergraduate programme of German Language and Literature.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- to distinguish the specificities of the 19th-century literary periods- explain various historical, cultural, political and social influences on the development of German literature in the 19th century- analyze and interpret selected 19th century literary works in the given context- discuss the most important features and authors of the 19th century German literature- to translate and interpret the literary phenomena of that period in the European cultural and socio-political context- prepare a seminar paper on the topic of 19th century German literature					
Course content broken down in detail by weekly class schedule (syllabus)	<p>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:</p> <ol style="list-style-type: none">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)9. Theodor Fontane: Effi Briest (1 L + 2 S)10. Marie von Ebner-Eschenbach and her literary work (1 L + 1 S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	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 (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>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:</p> <ol style="list-style-type: none">1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%2. written and presented seminar paper – 20%3. activity in class, participation in discussions during class – 10%4. an oral exam – 20% <p>The assessment and marking criteria of individual elements can be found in the course repository.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Willems, Gottfried: Geschichte der deutschen Literatur. Band 4. Vormärz und Realismus. Böhlau Verlag, Köln, Weimar, Wien 2013.				1	/
	Balzer, Bernd: Einführung in die Literatur des Bürgerlichen Realismus. Wissenschaftliche Buchgesellschaft, Darmstadt 2012.				1	/
	Wittenberg, Hildegard/Bark, Joachim: Geschichte der deutschen Literatur/ Biedermeier und Vormärz/ Bürgerlicher Realismus. Klett, Stuttgart 2002.				1	/
	A selection from primary literature (students choose literary works according to the given instructions)				/	yes
Optional literature (at the time of submission of study programme proposal)	<p>Koopmann, Helmut: Das Junge Deutschland. Wissenschaftliche Buchgesellschaft, Darmstadt 1993.</p> <p>Aust. Hugo: Realismus: Lehrbuch Germanistik. Metzler, Stuttgart 2006.</p> <p>Martini, Fritz: Deutsche Literatur im bürgerlichen Realismus 1848 – 1898. J. B. Metzler, Stuttgart 1981.</p>					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- student questionnaire on the quality of teaching and teachers at the university level- passed exam and the fulfillment of the other obligations prescribed by the syllabus- individual consultations- students' self-assessment of the learning outcomes they achieved- collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		SEMANTICS					
Code	GER207	Year of study		2.			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)		4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	mandatory	Percentage of application of e-learning		20%			
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- 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)	<p>Students will be able to:</p> <ul style="list-style-type: none">- 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)	<ol style="list-style-type: none">1. 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)6. 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)13. Hyponyms and hypernyms (1L+1S)						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	<ol style="list-style-type: none">1. Active participation in lectures and seminars;2. 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)3. After the written test, students are required to pass the oral exam.4. Create a seminar paper with set criteria.5. Active participation in classes (discussions, text analysis).						
Screening student work (name the proportion of ECTS credits for each	Class attendance	1	Research		Practical training		
	Experimental work		Report		Individual work		

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	1	(Other)	
	Written exam	1.5	Project		Seminar paper	0.5
Grading and evaluating student work in class and at the final exam	<p>Students are required to pass two midterm exams or a final exam covering the theoretical contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam.</p> <p>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:</p> <ol style="list-style-type: none"> 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) – 45% 2. created seminar paper with set criteria – 15% 3. oral exam –40% <p>The assessment and marking criteria of individual elements can be found in the course repository.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Löbner, S. (2003). Semantik. Eine Einführung. de Gruyter, Berlin.				1	/
	Schwarz, M., Chur, J. (2007). Semantik: ein Arbeitsbuch. Günter Narr, Tübingen				1	/
Optional literature (at the time of submission of study programme proposal)	<p>Wierzbicka, A. (1992). Semantics, Culture and Cognition. Universal Concepts in Culture-Specific Configurations. Oxford.</p> <p>Lyons, J. (1977). Semantics. Cambridge.</p>					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - 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 COURSE		LANGUAGE EXERCISES IV					
Code	GER208	Year of study	2.				
Course teacher	Silvija Ugrina, Language Instructor	Credits (ECTS)	4				
Associate teachers	Irina Boban, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			0	0	90	0	
Status of the course	mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
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)	<p>After attending and completing the course students will be able to:</p> <ul style="list-style-type: none"> - 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)	<p>Language exercises IV are a follow up of Language exercises III.</p> <p>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.</p> <p>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.</p> <p>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.</p> <ol style="list-style-type: none"> 1. The realm of senses (12 E) 2. Simple sentences (2 E) 3. Order of sentence components (2 E) 4. Constituent 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 constructions and dass clauses (4 E) 12. Indirect questions as subordinate clauses (2 E) 13. Oral communication exercises (2 E) 14. Listening comprehension exercises (1 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) 20. Listening comprehension exercises (2 E) 21. Translation exercises (1 E) 22. Journey through life (8 E) 23. Oral communication exercises (2 E) 24. Listening comprehension exercises (2 E) 25. Translation exercises (1 E)

Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend classes regularly and to complete in-class and 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 (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	3	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In 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 tests (a positive grade in both 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 in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Anne Buscha, Susanne Raven, Szilvia Szita: Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C1, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig				2	/
	Helbig / Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München				1	yes
	Helbig / Buscha, Deutsche Grammatik, (2014), Langenscheidt KG, Berlin und München				2	yes
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	<ul style="list-style-type: none">- 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 COURSE		GERMAN PHRASEOLOGY					
Code	GER204	Year of study		2.			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)		3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	elective	Percentage of application of e-learning		20%			
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Learning and understanding the basic types of phraseological units in German;- recognizing the characteristic elements of different types of phraseological units;- understanding the similarities and differences between Croatian and German phraseology for comparative research;- translating phraseological vocabulary using phraseological dictionaries.						
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)	<p>Students will be able to:</p> <ul style="list-style-type: none">- 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;- use phraseological units in written and oral communication.						
Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Definition of the phraseological unit. History of the development of phraseology (2L+2S)</p> <p>2. Structural, syntactic and semantic aspects of the phraseological unit analysis (1L+1S)</p> <p>3. Idiomaticity, polilexical expressions, stability, reproduction (1L+1S)</p> <p>4. Structure and classification of phraseological units (1L+1S)</p> <p>5. Morphostinctic description of phraseological units (1L+1S)</p> <p>6. Semantic description of phraseological units (1L+1S)</p> <p>7. Contrastive phraseology. Phraseological units of foreign origin in German (1L+1S)</p> <p>8. Phraseological homonymy, synonymy and antonymy (1L+1S)</p> <p>9. Stylistic classification of German phraseological units (1L+1S)</p> <p>10. Lexicographic researches of phrasemes (1L+1S)</p> <p>11. Research methodology of phraseological units (1L+1S)</p> <p>12. Translation of phraseological units: Analysis of German phraseological units in German literature (2L+2S)</p> <p>13. New issues in German and Croatian phraseology (1L+1S)</p>						
Format of instruction	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Active participation in lectures and seminars; 2. 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) 3. After the written test, students are required to pass the oral exam. 4. Create a seminar paper with set criteria. 5. Active participation in classes (discussions, text analysis).					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Individual work	
	Essay		Seminar essay	0.5	(Other)	
	Midterm exam		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. The students are required to hand in a seminar paper 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)– 45% 2. created seminar paper with set criteria – 15% 3. oral exam –40% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)					Number of copies in the library	Availability via other media
	Palm, Ch. (1997). <i>Phraseologie – eine Einführung</i> . Tübingen.				1	/
	Burger, H. (2015). <i>Phraseologie: Eine Einführung am Beispiel des Deutschen. Grundlagen der Germanistik</i> . ES Verlag.				1	/
Optional literature (at the time of submission of study programme proposal)	Cowie, Anthony P. (Ed.). (2000). <i>Phraseology. Theory, Analysis and Applications</i> . Oxford Univeristy Press, Oxford. (selected chapters)					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- 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					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		STYLISTICS OF LANGUAGE AND SPEECH					
Code	GER205	Year of study		2.			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)		3			
Associate teachers	Sandra Lukšić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)		L	S	E	F
				15	15	0	0
Status of the course	elective	Percentage of application of e-learning		20%			
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Defining the basic concepts of communication, language as a system of signs, and communication models;- gaining insights into the differences and the similarities based on the structuralist approach;- stylistic organization of the message;- mastering the basic concepts and methods of German language stylistics.						
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)	<p>Students will be able to:</p> <ul style="list-style-type: none">- define the basic concepts in the field of language and speech stylistics of the German language;- define the fundamental relationships between language and speech;- connect the text with a certain functional style;- recognize speech stylistics in spoken and written text.						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the science of speech (2L+2S)2. Semantics and speech systematicity (2L+2S)3. Relationship between language and speech (1L+1S)4. Features of the linguistic sign (1L+1S)5. Verbal and nonverbal communication (1L+1S)6. Communication Models. Saussure's speech circle (1L+1S)7. Jakobson's linguistic functions. Saussure's dichotomy (1L+1S)8. Stilistics as a linguistic discipline (1L+1S)9. Levels of stylistic analysis and their basic units (1L+1S)10. Morphostylistics (1L+1S)11. Metaphor and Methonyms: Jakobson's theory and its application (1L+1S)12. Figures of speech and functional styles (1L+1S)13. Analysis of different types of texts in accordance with contemporary stylistic approaches (1L+1S)						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular 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		Practical training		

NAME OF THE COURSE		GERMAN LITERATURE OF THE 20TH CENTURY I					
Code	GER301	Year of study	3.				
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (ECTS)	4				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							

Course objectives	The aim of the course is to 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 until the end of World War II, in the European context.					
Course enrolment requirements and entry competences required for the course	Enrolment into the third year of the undergraduate programme of German Language and Literature.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- to distinguish the specificities of the literary periods in the first half of the 20th century- explain various historical, cultural, political and social influences on the development of German literature in the first half of the 20th century- analyze and interpret selected 19th century literary works in the given context- discuss the most important features and authors of German literature in the first half of the 20th century- to translate and interpret the literary phenomena of that period in the European cultural and socio-political context- prepare a seminar paper on the topic of 20th century German literature					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course provides a chronological overview of the most important literary phenomena of the first half of the 20th century, the authors and their works. Literature, culture and socio-historical phenomena are necessary for the understanding of the period with the emphasis on the most important authors and their poetics:</p> <ol style="list-style-type: none">1. Naturalism: basic elements (1 L + 1 S)2. The most significant authors and works of German naturalism (1 L + 1 S)3. The naturalistic plays of Gerhart Hauptmann (1 L + 1 S)4. Impressionism: the most important authors and works (1 L + 1 S)5. Symbolism: the most important authors and works (1 L + 1 S)6. Expressionism: fundamental elements, most significant authors and Franz Kafka (1 L + 1 S)7. Franz Kafka (2 L+ 2 S)8. Literature in the Weimar Republic and the Republic of Austria: basic elements, most significant authors and works (1 L + 1 S)9. Thomas Mann (2 L+ 2 S)10. Hermann Hesse (1 L + 1 S)11. Bertold Brecht and the Epic Theater (1 L + 1 S)12. Literature of the Third Reich (1 L + 1 S)13. Literature in Exile (1L+1S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	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 credits for each	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	2	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: <div><div>1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%</div><div>2. written and presented seminar paper – 20%</div><div>3. activity in class, participation in discussions during class – 10%</div><div>4. an oral exam – 20%</div></div> The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Streim, Gregor: Einführung in die Literatur der Weimarer Republik. WBG, Darmstadt 2009.				1	/
	Fähnders, Walter: Avantgarde und Moderne 1890-1933. J. B. Metzler, Stuttgart 2010.				1	/
	Streim, Gregor: Deutschsprachige Literatur 1933-1945: eine Einführung. Erich Schmidt Verlag, Berlin 2015.				1	/
	A selection from primary literature (students choose literary works according to the given instructions)				/	yes
Optional literature (at the time of submission of study programme proposal)	Willems, Gottfried: Geschichte der deutschen Literatur. Band 5. Moderne. Böhlau Verlag, Köln, Weimar, Wien 2013. Lorenz, Dagmar: Wiener Moderne. Sammlung Metzler, Stuttgart 2007. Kurze, Hermann: Thomas Mann. Ein Porträt für seine Leser. C. H. Beck, München 2009. Ajouri, Philip: Literatur um 1900. Naturalismus-Fin de Siecle-Expressionismus. Akademie Verlag, Berlin 2009.					
Quality assurance methods that ensure the acquisition of exit competences	<div><div>- class attendance, class activity, successfully completing tasks</div><div>- student questionnaire on the quality of teaching and teachers at the university level</div><div>- passed exam and the fulfillment of the other obligations prescribed by the syllabus</div><div>- individual consultations</div><div>- students' self-assessment of the learning outcomes they achieved</div><div>- collaborative assessment of the implementation and quality of the teaching process</div></div>					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		INTRODUCTION TO PHONETICS AND PHONOLOGY OF THE GERMAN LANGUAGE					
Code	GER302	Year of study		3.			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)		4			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				15	15	0	0

Status of the course	mandatory	Percentage of application of e-learning	20%
COURSE DESCRIPTION			
Course objectives	<ul style="list-style-type: none">- 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)	<p>Students will be able to:</p> <ul style="list-style-type: none">- 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 of speech</i>;- use IPA (International Phonetic Alphabet) to transcribe the German language.		
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Articulation phonetics (2L+2E)2. Phone, phoneme, allophone, distinctive phonetic features (1L+2E)3. Phonetics: words and sentences (2L+2E)4. The production of speech sounds (1L+3E)5. Place of articulation. German consonant system. Manner of articulation Voicing. Place of articulation (1L+3E)6. German vowels (long and short) (1L+2E)7. Stress or accent and rhythm (1L+2E)8. Speech errors (1L+2E)9. Contrastive analysis (1L+3E)10. Phonetic transcription (1L+2E)11. Speech melody (1L+3E)12. Instrumental methods of articulation and coarticulation research (1L+3E)13. Standard language and dialect (1L+2E)		
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	<ol style="list-style-type: none">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 work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Individual work	
	Essay		Seminar essay		Vocal and pronunciation exercises	0.5
	Midterm exam		Oral exam	1.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students are required to pass two midterm exams or a final exam covering the contents of the course. The written exam is followed by an 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)– 40% 2. oral exam –50% 3. active and constructive participation in vocal and pronunciation exercises–10% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Altman, H., and Ziegenhain, In: (2010). Prüfungswissen Phonetik, Phonologie und Graphemik. Vandenhoeck und Ruprecht, Göttingen.			1	/	
	Ramers, K. H. (2001). Einführung in die Phonologie. Fink, München.			1	/	
	Busch, A., and Stenschke, O. (2007). Einheit 3. Phonetik und Phonologie. In: Germanistische Linguistik. Eine Einführung. Tübingen, pp. 37 –56.			1	/	
Optional literature (at the time of submission of study programme proposal)	Hirschfeld, U., and Reinke, K. (2016): Phonetik im Fach Deutsch als Fremd-und Zweitsprache. Erich Schmidt Verlag. Hirschfeld, U., Reinke, K., and Stock, E. (Ed.) (2013). Phonetik intensiv. Aussprachetraining. Arbeit-Übungsbuch (mit Audio-CD). Berlin. Duden (2005). Das große Aussprachewörterbuch, Mannheim. Krech, E. et al. (2010). Deutsches Aussprachewörterbuch. De Gruyter, Berlin. Krech, E. et al. (2010). Deutsches Aussprachewörterbuch. De Gruyter, Berlin. Horga, D., and Liker, M. (2016). Artikulacijska fonetika: Anatomija i fiziologija izgovora. Ibis grafika, Zagreb.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- 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.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		LANGUAGE EXERCISES V			
Code	GER303	Year of study	3.		
Course teacher	Silvija Ugrina, Language Instructor	Credits (ECTS)	4		

Associate teachers	Mirela Müller, PhD, Assistant Professor	Type of instruction (number of hours)	L	S	E	F
			0	0	90	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
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)	<p>After attending and completing the course students will be able to:</p> <ul style="list-style-type: none">- 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);- retell orally and in writing a text of appropriate complexity in German;- express own ideas and opinions logically in order to involve other speakers into the discussion;- give a clear, detailed description of complex facts linked to relevant topics by developing specific opinion and making a conclusion at the end of the presentation;- write about complex issues in a letter, composition or report highlighting what they consider important.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>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. 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.</p> <p>Topics: Language and Communication, Past and Present, Strength and Weaknesses, Education and Training including planned language activities (exercises on expressing opinion and writing). Grammar: (Revision and deepening) verb tenses, verbs with separable or inseparable prefixes, Konjunktiv I and II, adverbial clauses, verbs with complements, noun-verb-connections, formation of nouns, participles as adjectives, adjectives and participles used as nouns, relative clauses.</p> <p>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.</p> <ol style="list-style-type: none">1. Language and Communication (10 E)2. Revision and deepening: verb tenses (8 E)3. Oral communication exercises (2 E)4. Listening comprehension exercises (2 E)5. Translation exercises (2 E)6. Past and Present (10 E)7. Revision and deepening: adverbial clauses (2 E)8. Oral communication exercises (2 E)9. Listening comprehension exercises (2 E)10. Translation exercises (2 E)11. Strength and Weaknesses (14 E)12. Revision and deepening: verbs with complements, noun-verb- connections, formation of nouns (6 E)13. Oral communication exercises (2 E)					

	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, relative clauses (6 E) 18. Oral communication exercises (2 E) 19. Listening comprehension exercises (2 E) 20. Translation exercises (2 E)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend classes regularly and to complete in-class and 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 (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	3	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In 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 tests (a positive grade in both 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 in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Anne Buscha, Susanne Raven, Mathias Toscher: Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C2, (2014), Schubert Verlag Leipzig			2	/	
	Tatsachen über Deutschland. Societäts-Verlag, Frankfurt/Main (only some chapters) (also at: https://www.tatsachen-ueber-deutschland.de/de/system/files/.../tatsachen_2015_d_eu.pdf)			/	yes	
Optional literature (at the time of submission of study	Langenscheidt Großwörterbuch Deutsch als Fremdsprache, (2015), Redaktion Langenscheidt, München und Wien; Duden, Das Wörterbuch der sprachlichen Zweifelsfälle: Richtiges 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	<ul style="list-style-type: none"> - 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 COURSE		EFFI BRIEST BY THEODOR FONTANE: THE NOVEL AND THE FILM ADAPTATIONS				
Code	GER304	Year of study	3.			
Course teacher	Marijana Erstić, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to acquaint students with the novel <i>Effi Briest</i> (1894/95) by the German author Theodor Fontane (1819-1898), as well as various film adaptations of this novel. Through reading and discussion, as well as other materials in German, language skills will be improved.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- critically evaluate the novel <i>Effie Briest</i> by Theodore Fontane in the socio-historical, political, cultural and literary context of the 19th and 20th centuries- competently discuss the features of realistic novels- to evaluate some adaptations of Theodora Fontane's novel <i>Effi Briest</i>- critically evaluate the artistic and literary value of the novel and its adaptations					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Theodor Fontane and realism in German literature: An introduction (2 L + 2 S)2. Text analysis: <i>Effi Briest</i> (3 L + 3 S)3. <i>Effi Briest</i> – film adaptation: <i>Der Schritt vom Wege</i> (D 1939) (2 L + 2 S)4. <i>Effi Briest</i> – film adaptation: <i>Rosen im Herbst</i> (BRD 1955) (2 L + 2 S)5. <i>Effi Briest</i> – film adaptation: <i>Effi Briest</i> (DDR 1969) (2 L + 2 S)6. <i>Effi Briest</i> – film adaptation: <i>Effi Briest</i> (BRP 1974) (2 L + 2 S)7. <i>Effi Briest</i> – film adaptation: <i>Effi Briest</i> (D 2009) (2 L + 2 S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student	Students are required to participate in classes and complete in-class and out-of-					

responsibilities	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.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>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:</p> <ol style="list-style-type: none">1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%2. written and presented seminar paper – 20%3. activity in class, participation in discussions during class and seminars – 10%4. oral exam – 20% <p>The assessment and marking criteria of individual elements can be found in the course repository.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ursula Amrein, Regina Dieterle (ed.): <i>Gottfried Keller und Theodor Fontane. Vom Realismus zur Moderne</i> . De Gruyter, Berlin / New York 2008.				1	/
	Helmut Kreuzer: „Arten der Literaturadaption“. Wolfgang Gast (ed.): <i>Literaturverfilmung</i> . Buchner, Bamberg 1993, 27-32.				/	yes
	Annika Milz: <i>Aktualisierung als Problem und Chance des Literaturverfilmung. Lesarten eines Klassikers am Beispiel der Mehrfachverfilmung von Effi Briest</i> . Ifkud, Bremen 2010.				/	yes
	Theodor Fontane: <i>Effie Briest</i>				/	yes
Optional literature (at the time of submission of study programme proposal)	<p>Kühnel, Jürgen: <i>Einführung in die Filmanalyse</i>. Teil I. Die Zeichen des Films. Universi, Siegen 2004. PDF.</p> <p>Kühnel, Jürgen: <i>Einführung in die Filmanalyse</i>. Teil II. Dramaturgie des Spielfilms. Universi, Siegen 2004. PDF.</p> <p>Mecklenburg, Norbert: <i>Theodor Fontane. Realismus, Redewielfalt, Ressentiment</i>. J.B. Metzler, Stuttgart 2018. PDF.</p> <p>Nürnberger, Helmuth: <i>Theodor Fontane in Selbstzeugnissen und Bilddokumenten</i>. Rowohlt, Reinbek b. Hamburg 1968.</p> <p>Demetz, Peter: <i>Formen des Realismus. Theodor Fontane. Kritische Untersuchungen</i>. Hanser, München 1964.</p>					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- student questionnaire on the quality of teaching and teachers at the university level- passed exam and the fulfillment of the other obligations prescribed by the					

	syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PRAGMALINGUISTICS					
Code	GER305	Year of study	3.				
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	3				
Associate teachers	Sandra Lukšić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Defining the basic concepts of pragmalinguistics as a discipline that studies the use of illocution in a language;- critical thinking in relation to theoretical frameworks and methodological procedures from the point of view of speech acts;- identifying similarities and differences between pragmalinguistics and related linguistic disciplines;- doing independent research by applying the methods of pragmalinguistics.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none">- define linguistic units at the level of conversation, discourse and text;- analyze the relationship between pragmalinguistics and related disciplines such as syntax, sociolinguistics and semantics;- select contextually appropriate linguistic forms to express the expected pragmatic intent taking into consideration the norms of linguistic politeness and the principle of communicative cooperation;- analyze the German text with respect to the cooperative principles: cooperation, civility and relevance of conversations.						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. The relationship between pragmalinguistics and other linguistic disciplines (semantics, sociolinguistics and syntax) (2L+2S)2. Pragmatics and applied linguistics. Communication and pragmatic competence (1L+1S)3. The history of pragmalinguistics (2L+2S)4. Language as a communication system: language functions (1L+1S)5. Deictic and referential expressions (1L+1S)6. Conversational maxims and the cooperative principle (1L+1S)7. Conversational implicatures and cultural conditionality (1L+1S)8. Levels of speech acts (1L+1S)9. Types of speech acts (1L+1S)10. Linguistic politeness and principle of communicative cooperation in interdiscourse communication (1L+1S)11. Indirect speech acts (1L+1S)12. Sequencing: Principle of dialogical interpretation (1L+1S)						

13. Pragmatic features of an utterance (1L+1S)						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular 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.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Individual work	0.5
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students take two preliminary tests and/or a written exam consisting of verification of theoretical knowledge and its application to specific tasks within the pragmatic-linguistic analysis. The student who successfully passed both preliminary tests is exempted from taking the written exam. After passing preliminary tests or the written exam the student takes an oral exam. In accordance with learning outcomes, the final grade is formed with the regard to the achievement of the following elements: 1. written exam - 50% 2. in-class and out-of-class activity – 20% 3. oral exam - 30% The evaluation and grading criteria for individual elements are described in the course repository on the Intranet.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Jörg Meibauer: Pragmatik: Eine Einführung. Staufenburg Einführungen, Narr Verlag, Tübingen (2001)				1	yes
	Peter Ernst: Pragmalinguistik. Grundlagen. Anwendungen. Probleme. De Gryter (2002)				1	yes
Optional literature (at the time of submission of study programme proposal)	Levinson, S. C. (1983). Pragmatics. Cambridge University Press, Cambridge.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- 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.					
Other (as the	/					

proposer wishes to add)	
-------------------------	--

NAME OF THE COURSE		GERMAN LITERATURE OF THE 20TH CENTURY II				
Code	GER306	Year of study	3.			
Course teacher	Marijana Erstić, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	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 context. Using the knowledge gained in the previous literary courses, students will study and critically judge the most important literary phenomena, authors and works of that period.					
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)	<ul style="list-style-type: none">- to distinguish the specificities of the literary periods in the second half of the 20th century- explain various historical, cultural, political and social influences on the development of German literature in the second half of the 20th century/the beginning of the 21st century- analyze and interpret selected literary works in the given context- discuss the most important features and authors of German literature in the second half of the 20th century- to translate and interpret the literary phenomena of that period in the European cultural and socio-political context- prepare a seminar paper on the topic of 20th century German literature					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course provides a chronological overview of the most important literary appearances and authors in the second half of the 20th century, as well as at the beginning of the 21st century. Literary, cultural and socio-historical phenomena are necessary to understand this period, both in the European and global context.</p> <ol style="list-style-type: none">1. Introduction to the literary-historical period: "Null-Stunde" and tendencies in German literature after World War II (1 L + 1 S)2. "Trümmerliteratur" and Group 47 (1 L + 1 S)3. The most important authors and works: W. Borchert (1 L + 1 S)4. BRD Literature (1949 – 1989) (1 L + 1 S)5. The most important authors and works of BRD (2 L + 2 S)6. G. Grass (1 L + 3 S)7. H. Böll (1 L + 4 S)8. Swiss literature: M. Frisch and F. Dürrenmatt (1 L + 3 S)9. Austrian literature: I. Bachmann (1 L + 2 S)10. East Germany (DDR) literature (1949-1989) (1 L + 1 S)11. The most important authors and works of East Germany (DDR) (1 L + 4 S)12. Literature after 1989: basic elements (1 L + 1 S)13. Most important authors and works of contemporary German literature (2L + 6S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia			

	<input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	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.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In 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 tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. written and presented seminar paper – 20% 3. activity in class, participation in discussions during class and seminars – 10% 4. oral exam – 20% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Wittenberg, Hildegard/ Bark, Joachim: <i>Geschichte der deutschen Literatur</i> /Von 1945 bis zur Gegenwart. Klett, Stuttgart 2002.			1		/
	Weidermann, Volker: <i>Lichtjahre. Eine kurze Geschichte der deutschen Literatur von 1945 bis heute</i> . Btb Verlag, München 2007.			1		/
	Sørensen, Bengt Algot: <i>Geschichte der deutschen Literatur</i> . Bd II: Vom 19. Jahrhundert bis zur Gegenwart. C. H. Beck, München 2016.			1		/
	A selection from primary literature (students choose literary works according to the given instructions)			/		yes
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. Von den Anfängen bis zur Gegenwart</i> . Metzler, Stuttgart 2013. Nusser, Peter: <i>Deutsche Literatur: Eine Sozial-und Kulturgeschichte</i> . WBG, Darmstadt 2012.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- 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					

	<ul style="list-style-type: none"> - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		LEXICOLOGY AND LEXICOGRAPHY OF THE GERMAN LANGUAGE					
Code	GER307	Year of study	3.				
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	3				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Learning about lexicology and lexicography and their relation to other related linguistic disciplines;- defining basic terminological definitions and areas of research;- Understanding the need for proper use of monolingual, bilingual, electronic and online dictionaries;- recognition of lexical changes in language;- categorizing language concepts and language concepts at all linguistic levels;- linking language processes with social events.						
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)	<p>Students will be able to:</p> <ul style="list-style-type: none">- explain the lexicological and lexicographic terminology;- categorize lexicological and lexicographical terms;- analyze various contemporary texts which contributes to better quality in speaking German;- analyze the German lexicon;- connect lexical processes in German in relation to social and political circumstances;- find information independently and use relevant literature.						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Lexicology as a linguistic discipline and its relation to other linguistic disciplines (2L+2S)2. Definitions of terms: word and lexem, lexical unit, mental lexicon. Identification and classification of words. The problem of lexical meaning (2L+2S)3. Systematic relations in the lexicon. Lexical semantic fields and lexical sets (1L+1S)4. Syntagmatic lexical relations: collocations, phrasemes, and multiple lexical units (1L+1S)5. Semantic relations: ambiguity and disambiguity (1L+1S)6. Semantic relations: antonyms and synonyms (1L+1S)7. Semantic relations: hypernyms and hyponyms (1L+1S)8. Enriching the German language by borrowing. Different ways of borrowing (1L+1S)9. Developing tendencies in the German language dictionary. Specific regional variants. Swiss and Austrian standard German (1L+1S)10. Contemporary lexicological research and lexicographic projects (1L+1S)						

	11. German lexicography; introduction to lexicographical terminology; dictionary typology (1L+1S) 12. History of lexicography (1L+1S) 13. Types of dictionaries (1L+1S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Active participation in lectures and seminars; 2. 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) 3. After the written test (or two midterm tests), students are required to pass the oral exam. 4. Active participation in classes (discussions, text analysis).					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Individual work	0.5
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. 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) – 45% 2. oral exam – 45% 3. active and constructive participation and individual task solving – 10% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Schippan, T. (2002). Lexikologie der deutschen Gegenwartssprache. Max Niemeyer Verlag, Tübingen.				1	/
	Schlaefer, M. (2008). Lexikologie und Lexikographie, Eine Einführung am Beispiel deutscher Wörterbücher. Erich Schmidt Verlag, Göttingen.				1	/
	Stojić, A. (2015). Lexikologie und Lexikographie (Lehr- und Übungsbuch). Sveučilište u Rijeci.				/	yes
Optional literature (at the time of submission of study programme proposal)	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. Athenäum Verlag.					
Quality assurance methods that	- class attendance and class participation, - student survey on the teaching and teacher's quality at the university level.					

ensure the acquisition of exit competences	<ul style="list-style-type: none"> - 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 COURSE		LANGUAGE EXERCISES VI				
Code	GER308	Year of study	3.			
Course teacher	Silvija Ugrina, Language Instructor	Credits (ECTS)	4			
Associate teachers	Mirela Müller, PhD, Assistant Professor	Type of instruction (number of hours)	L	S	E	F
			0	0	90	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
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)	<p>After attending and completing the course students will be able to:</p> <ul style="list-style-type: none">- 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 consider important.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Language exercises VI are a follow up of Language exercises V.</p> <p>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.</p> <p>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.</p> <p>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.</p>					

	1. Research and Technology (14 E) 2. Revision and deepening: Passive and passive replacements (4 E) 3. Oral communication exercises (2 E) 4. Listening comprehension exercises (2 E) 5. Translation exercises (2 E) 6. Special and ordinary things (14 E) 7. Revision and deepening: Modal verbs (2 E) 8. Oral communication exercises (2 E) 9. Listening comprehension exercises (2 E) 10. Translation exercises (2 E) 11. Arts and culture (12 E) 12. Revision and deepening: Adjectives (declension, comparison, formation of adjectives) (4 E) 13. Oral communication exercises (2 E) 14. Listening comprehension exercises (2 E) 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	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend classes regularly and to complete in-class and 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 (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	3	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In 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 tests (a positive grade in both 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 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)	Anne Buscha, Susanne Raven, Mathias Toscher: Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C2, (2014), Schubert Verlag Leipzig	2	/
	Tatsachen über Deutschland. Societäts-Verlag, Frankfurt/Main (only some chapters) (also at: https://www.tatsachen-ueber-deutschland.de/de/system/files/.../tatsachen_2015_deu.pdf)	/	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	<ul style="list-style-type: none"> - 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 COURSE		PROFESSIONAL PRACTICE AT A TEACHING BASE				
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			
Associate teachers	-	Type of instruction (number of hours)	P	S	V	T
			0	30	40	80
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	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)	1. Apply the knowledge and skills acquired during the undergraduate studies necessary for independent observation and solving simpler concrete problems in a real work environment. 2. Prepare a report on professional practice and explain the tasks performed with the attachment of relevant documentation. Individual learning outcomes: 1. Describe the structure of the selected teaching base. 2. Recognize the challenges posed by the work environment and explain the processes of facing specific challenges. 3. Analyze concrete practical situations based on recent scientific sources. 4. Monitor, document and evaluate processes in the teaching base. 5. Describe the problems arising from specific work tasks in the teaching base and explain the processes of solving them. 6. Document personal practice and reflexively evaluate it critically.					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work 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	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentors <input type="checkbox"/> other		
Student responsibilities	- Behave in accordance with ethical and scientific principles in higher education and the principles of organization / teaching base in accordance with the instructions of the mentor. - Participate in the work of the teaching base and perform the obligations of professional practice defined in accordance with the schedule by the professional mentor, which enables the acquisition of learning outcomes provided by the course. - Adhere to the time frames required to perform professional practice. - Actively and constructively act in the teaching base and report to the mentor on Faculty during the performance of this course. - Develop and defend a Report on Professional Practice.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Literature research	0.5	Practical training	3
	Experimental work		Preparation and defense of professional practice Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(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.					

	<p>At the end of the internship, the mentor assigns one of the following two descriptive grades to the student:</p> <ul style="list-style-type: none"> • The student has successfully completed a professional internship • The student did not successfully complete the internship. <p>In case the student has not successfully completed the internship, the internship mentor should explain the grade in writing, and the mentor from the Faculty enters the grade of the internship "Not passed".</p> <p>If the mentor's grade from the teaching base "Student has successfully completed a professional internship" is a mentor from the Faculty, analyzes the Professional Practice Report, discusses work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully prepared and defended the Internship Report • The student did not successfully prepare and defend the Professional Practice Report. <p>If the mentor from the Faculty gave the grade "Student did not successfully prepare and defend the Report on professional practice" the grade should be explained in writing.</p> <p>The subject Professional Practice is considered passed only if the descriptive grades of both mentors have confirmed the successful implementation of professional practice / Report on professional practice. If the descriptive grades of both mentors are positive, the mentor from the Faculty enters the descriptive grade "Passed" in the student index.</p> <p>In accordance with the learning outcomes of the course and the obligations of the student, a descriptive grade is formed with regard to the realization of the following elements:</p> <ol style="list-style-type: none"> 1. Achieved practical work, - 60% 2. Prepared and presented Report, in accordance with the instructions of mentors - 20% 3. Consultations with mentors and independent research - 20% 		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Professional literature is defined by the mentor from the teaching base.		
Optional literature	Optional literature is defined by the mentor from the teaching base.		
Quality assurance methods that ensure the acquisition of exit competences	<p>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</p> <p>After completing the internship, the student fills out a survey on the quality of the internship in accordance with the Rules.</p>		
Other (as the proposer wishes to add)	/		

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Poljičanka, 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 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)	Italian (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Research and teaching associate, lecturer, assistant and temporary professor in various courses on literary, cultural and media studies at the Siegen University, 2002-2018
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)	<ol style="list-style-type: none"> 1. Erstić, Marijana: „Das Jahr Null irgendwo in Berlin. Denken und Pathos bei Morin, Rossellini, Lamprecht, Kluge". <i>Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft</i>, 12 (2020.), 1, 79-96 2. Erstić, Marijana: <i>Dubrovnik intermedial. Zwischen Idyll und Katastrophe</i>. Siegen: Universi 2020. 3. Erstić, Marijana: "Der Tod des Autors? Thomas Manns 'Buddenbrooks'". <i>Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft</i>. 10 (2018), 2, 331-342. 4. Erstić, Marijana: <i>Paragone 1900. Studien zum Futurismus</i>. Siegen: Universi 2018. 5. Erstić, Marijana: <i>Ein Jahrhundert der Verunsicherung. Medienkomparatistische Analysen</i>. Siegen: Universi 2017.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Erstić, Marijana: "Die 'Banalität des Bösen' im Film 'Sturm' von Hans Christian Schmid und im Roman 'Meeresstille' von Nicol Ljubić". Sieglinde Grimm/Nathalie Kónya-Jobs/Mark O. Carl (ed.): <i>Umbrüche und Aufbrüche - 1918 und 2018. Das östliche Mitteleuropa als Ort und Gegenstand interkultureller literarischer Lernprozesse</i> . Göttingen: V&R 2021 [TOLD. Themenorientierte Literaturdidaktik] (forthcoming).
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Scientific Project Manager, 01.02.2018-30.11.2018., Siegen University, Germany, DFG / German Research Community, International Scientific Conference "100 Years on from Fiume. Talks on Gabriele d'Annunzio", German-Italian Center for European Excellence Villa Vigoni, Lovenjo di Menaggio, Italy, 09.-22.11.2018.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Higher Education didactics at Siegen University (topic: group work)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	Rector's Award, Siegen University, dissertation, 27 November 2007.

First and last name and title of teacher	Eldi Grubišić Pulišelić, PhD, Full Professor
The course he/she teaches in the proposed study programme	Introduction to the History of German Literature 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 COURSE TEACHER	
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 last rank appointment	Scientific Advisor, 2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 2019
Area and field of election into research or art rank	Humanities and Social Sciences; Philology; Literary Studies
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	October, 2017
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Philology; Literary Studies
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	2007
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	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)	Italian (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme)	German literature of realism and naturalism, graduate study programme in German Language and Literature, Department of 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)	<ol style="list-style-type: none"> 1. Grubišić Pulišelić, Eldi: „<i>Germanski Turčin</i>“ Murad Efendi: <i>književnost, politika i/ili identitet</i>, Leykam international d. o. o., Zagreb, 2019. 2. 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. 3. Grubišić Pulišelić, Eldi: Tilla Durieux' Zagreber Exil in „Meine ersten neunzig Jahre. Erinnerungen“ und „Zagreb 1945“ // <i>Brücken überbrücken in der Literatur- und Sprachwissenschaft / Jazbec, Saša; Kacjan, Brigita; Leskovich, Anna ; Kučič, Vlasta (ur.), Hamburg: dr. Kovac Verlag, 2020. str. 93-114.</i> 4. 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. 5. 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)	/
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 COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	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-teaching or teaching rank, and date of last rank appointment	Associate Professor, 2017
Area and field of election into research or art rank	Humanities and Social Sciences; Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	13 th November, 2017
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Speech production mechanisms, speech disfluencies, communication strategies, speech fluency
INFORMATION ON EDUCATION – 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 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)
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	Kovač, Mirjana M. and Sirković, Nina (2015). Strategije rješavanja poteškoća u komunikaciji na stranom jeziku. Zagreb: Hrvatska sveučilišna naklada, str. 1-153.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Kovač, M. M. and Vickov, G. (2018). The impact of immediate task repetition on breakdown fluency. <i>Govor</i> 35 (2), 139–159. 2. Kovač, M. M. and Vickov, G. (2019). The influence of pre-task planning on speed and breakdown fluency. <i>Vestnik za tuje jezike / Journal for Foreign Languages</i>, 11 (1), 87–102. 3. Kovač, M. M. and Jakupčević, E. (2020). Discourse Marker Use in L2 English: A Case Study With Engineering Students. <i>Društvene i humanističke studije</i>, 3 (12), 175–190. 4. Kovač, M. M. (2020). Die Häufigkeit und Vielfalt der Diskursmarker in Deutsch als Fremdsprache. <i>DHS-društvene i humanističke studije</i>, 5 (2), 127-144.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. 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 2. 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 last rank appointment	Research Associate, 12 May 2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	/
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	8 January 2018
Name of position (professor, researcher, associate teacher, etc.)	Postdoctoral Researcher
Field of research	Philology
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
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	<ol style="list-style-type: none"> 1. 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 2. 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/fl.28.2019.9. 3. Lukšić, Sandra; Zovko Dinković, Irena: Prividna nereferencijalnost kao način stjecanja imuniteta govornika.// Jezikoslovlje, 20 (2019), 2; 353-390. doi: 10.29162/jez.2019.13. 4. 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. 5. 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 proposed study programme	Language exercises V Language exercises VI
GENERAL INFORMATION ON COURSE 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-pedagogije-i-germanistike
Year of birth	/
Scientist ID	298176
Research or art rank, and date of last rank appointment	<ol style="list-style-type: none"> 1. Research Associate: 7/4/2013 Zagreb, MO - for the area of social sciences - field of pedagogy, speech therapy, educational and rehabilitation sciences and kinesiology 2. 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	<ol style="list-style-type: none"> 1. Assistant Professor of Social Sciences, Pedagogy: 27 November 2014. 2. Assistant Professor of Interdisciplinary Area, field of pedagogy and interdisciplinary humanities: 16. September 2020.
Area and field of election into research or art rank	<ol style="list-style-type: none"> 1. Social sciences, field of pedagogy 2. Interdisciplinary Area, field of pedagogy and interdisciplinary humanities
INFORMATION ON CURRENT EMPLOYMENT	
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 TRAINING	
Year	10th – 16th October 2011;

	11th – 14th April 2011; 16th – 18th May 2011; 20th – 23rd June 2011; 28th January – 21st May 2011; 21st – 29th July 2011; 4th – 19th March 2019.
Place	Germany, Switzerland, Germany, Slovenia
Institution	University of Bielefeld, Fakultät für Erziehungswissenschaft, Sozialpädagogische Fortbildungsinstitut Potsdam (SFBB), Institut für Weiterbildung, Bern, Technische Universität Berlin, Institut für Sprache und Kommunikation, Faculty of Humanities and Social Sciences, University of Maribor.
Field of training	Social Sciences and Humanities, Interdisciplinary Area (field of pedagogy and interdisciplinary humanities), German language methodology
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	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 on a scale from 2 (sufficient) to 5 (excellent)	French (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> - Courses at the University of Zadar - Faculty of Humanities and Social Sciences (undergraduate and graduate level in Pedagogy), 2007-2010. Course titles: Media pedagogy, Educational policies. - Courses at the University of Split-Faculty of Humanities and Social Sciences (undergraduate and graduate level - Pedagogy), 2010-2014. Course titles: Multimedia didactics, Media socialization, Media culture, Basic pedagogies, Distance education - Courses at the University of Osijek, Department of Pedagogy - Faculty of Humanities and Social Sciences 2014-2020. Course titles: Distance Education and Teaching Methods (Programme for Acquiring Teaching Competences- Online Teaching); -Currently, Theories of Educational Systems (2014/2015, 2015/2016, undergraduate Level), Class Management (Graduate Level) - Current, Research with Children (Graduate Level) -Current, School Pedagogy (Course Leader) (Programme for Acquiring Teaching Competences), Evaluation and Design of E-Learning and Systems, Multimedia Training, Multimedia didactics: E-learning and M-learning – currently - Postgraduate Doctoral Study of Pedagogy on University of Osijek: Informatics and media culture in school. (2017-2020)
Authorship of university/faculty textbooks in the field of the course	<ul style="list-style-type: none"> - Miliša, Z., Tolić, M., Vertovšek, N. (2009), <i>Mediji i mladi</i>, Zagreb, Sveučilišna knjižara, 208 str. CIP zapis dostupan u računalnom katalogu Nacionalne i sveučilišne knjižnice u Zagrebu. ISBN 978-953-7015-47-3 - Miliša, Z., Tolić, M., Vertovšek, N. (2010), <i>Mladi – odgoj za medije</i>, M.E.P. d.o.o Zagreb, 148 str. CIP zapis dostupan u računalnom katalogu Nacionalne i sveučilišne knjižnice u

	<p>Zagrebu pod brojem 734824. ISBN 978-953-6087-48-2</p> <ul style="list-style-type: none"> - Miliša, Z., Tolić, M. (2011), <i>How to acquire media competences? - Example of prevention projects</i>, 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, <i>Tamna strana ekrana</i>, 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, <i>Tamna strana ekrana</i>. 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), <i>Pedagogical-linguistic analysis of the role of media from the aspect of childhood upbringing</i>, 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)	<ol style="list-style-type: none"> 1. <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) 2. 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. 3. 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) 4. <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) 5. <u>Müller, M.</u> (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)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> 1. Müller, M., Vzentaner, L. (2017), Socio-economic attitude of students towards investment in the education of learning french as a foreign language 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>,

	<p>(međunarodno uredništvo). WOS: 000445028500037</p> <p>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:</p> <p>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, https://doi.org/10.1515/crebss</p> <p>4. Müller, M. (2017), Der Zusammenhang der Multimedia-Entwicklungskompetenz und ausländischen Studierenden der deutschen Sprache, <i>DG Jahrbuch, 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</p> <p>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, American International University (AIUB), 50 str. Online ISBN: 978-620-0-11861-5 (monograph)</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. 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)</p> <p>2. 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, 2020.-Leaders: 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</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	<ul style="list-style-type: none"> - 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	/

First and last name and title of teacher	Silvija Ugrina, Language Instructor
The course he/she teaches in the proposed study programme	Language exercises I Language exercises II Language exercises III Language exercises IV Language exercises V Language exercises VI
GENERAL INFORMATION ON COURSE TEACHER	
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-teaching or teaching rank, and date of last rank appointment	Language Instructor, 18 September 2019
Area and field of election into research or art rank	/
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	29 October 2019
Name of position (professor, researcher, associate teacher, etc.)	Lecturer
Field of research	Humanities, philology, Germanistics
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Foreign language teacher
Institution	Universität Hannover, Fachbereich Erziehungswissenschaften I
Place	Hannover, Niedersachsen
Date	1 October 1987 - 30 September 1992 (Erstes Staatsexamen), 1 November 1992 – 30 April 1994 (Zweites Staatsexamen für das Lehramt an Realschulen - Bezirksregierung Hannover/ Prüfungsamt)
INFORMATION ON ADDITIONAL TRAINING	
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 Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL
Field of training	Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminology Seminar; NATO-GCMC-LT Language Standards and Assessment Seminar; Annual HUPE Conferences
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	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Sarić, Ana; Ugrina, Silvija; (2018). Kulturni sadržaji u osnovnoškolskim udžbenicima njemačkog jezika. <i>LINGUA MONTENEGRINA XII/I</i>, 21: 315-331. 2. Kovač; Mirjana, Matea; Ugrina, Silvija; (2017). Ähnlichkeiten und Unterschiede in der Motivation beim Erlernen der deutschen und italienischen Sprache. <i>HUM XI</i>, 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 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	/

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:

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

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