



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNDERGRADUATE STUDY PROGRAMME

English Language and Literature (double-major)

SPLIT, March 2020

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

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

Name of the study programme	Undergraduate university study programme <i>English Language and Literature</i> (double-major)		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	N/A		
Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme X	
Level of study programme	Undergraduate X	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 English Language and Literature (univ.bacc.philol.angl.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

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

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

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

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

1.3. Compatibility with requirements of professional organizations

The undergraduate study programme is designed in such a way that students are able to consolidate their existing skills/competencies and acquire new ones in the field of English studies. The study programme is based on modern concepts of syllabus design in English language and literature, offering a balanced approach to the study of English language and linguistics and the study of literature in English. This approach is in line with the requirements of professional organizations such as HUPE (Croatian Association of Teachers of English) and EALTA (European Association for Language).

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

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

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

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

1.5. Financing

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

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

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

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

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

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

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

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

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

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

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

1.9. Current experiences in equivalent or similar study programmes

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

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

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

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

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

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

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

2.3. Employment possibilities

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

2.4. Possibilities of continuing studies at a higher level

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

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

N/A

2.6. Structure of the study

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

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

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

2.7. Guiding and tutoring through the study system

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

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

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

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

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

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

2.10. Criteria and conditions for transferring the ECTS credits

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

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

2.11. Completion of study

<i>Final requirement for completion of study</i>	BA thesis <input checked="" type="checkbox"/> X MA thesis <input type="checkbox"/>	Final exam <input type="checkbox"/> Diploma exam <input type="checkbox"/>
<i>Requirements for final/diploma thesis or final/diploma/exam</i>	Successfully completed by the fifth (winter) semester of the third year.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	Completed coursework in all enrolled courses. Final thesis graded positively by the supervisor and successfully defended before an evaluation committee consisting of three members.	

2.12. List of mandatory and elective courses

List of courses							
Year of study: 1							
Semester: 1							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE001	Introduction to Linguistics	30	15	0	-	5
	HZE002	Introduction to the Study of Literature: Key Concepts	15	30	0	-	5
	HZE003	English Language – Communication Skills 1 / Module 1	0	0	60	-	5
	Total		45	45	60		15
Elective	-	-	-	-	-	-	-
	Indicate how many elective courses are chosen: 0						

List of courses							
Year of study: 1							
Semester: 2							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE101	Phonetics and Phonology	15	0	30	-	5
	HZE102	Introduction to the Study of Literature: Textual Analysis	15	30	0	-	5
	HZE103	English language – Communication Skills 1 / Module 2	0	0	60	-	5
	Total		30	30	90		15
Elective	-	-	-	-	-	-	-
	Indicate how many elective courses are chosen: 0						

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

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

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

List of courses							
Year of study: 3							
Semester: 6							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZE504	American Literature	15	30	0	-	5
	HZE505	English Language – Communication Skills 3 / Module 6: Translation (Croatian-English)	0	0	30	-	3
	HZE506	Final Thesis*	0	5	0	-	5
	Total		15	35	30	-	13
Elective	HZE502	Language for Specific Purposes	15	15	0	-	2
	HZE503	Business Communication	15	15	0	-	2
	HZE507	American Society and Culture	15	15	0	-	2
	HZE508	Aspects of British Culture	15	15	0	-	2
	HZE509	Introduction to Creative Writing	0	30	0	-	2
	HZX008	Professional practice at a teaching base**	0	30	40	80	5
Student chooses one elective course.							Total: 15

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

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

2.13. Course descriptions

NAME OF THE COURSE		INTRODUCTION TO LINGUISTICS				
Code	HZE001	Year of study	1st year (undergraduate study programme)			
Course teacher	Dr Mirjana Semren, Assistant Professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Insight into the nature of human language. Knowledge of basic linguistic concepts and essential terminology. Ability to apply such knowledge and understanding to the solution of simple problems of familiar nature. Ability to follow other linguistic courses in undergraduate study programme in <i>English language and literature</i> .					
Course enrolment requirements and entry competences required for the course	Enrolment in the undergraduate study programme <i>English language and literature</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing this course, the students will be able to: <ul style="list-style-type: none"> - explain the basic concepts and theoretical principles of contemporary linguistics - describe and explain basic features, origin and functions of language - define the basic tenets of different linguistic disciplines and directions in linguistics - describe the structure of the English language at all levels of linguistic analysis (phonological, morphological, syntactic, semantic, pragmatic/discourse, sociolinguistic) - describe the basic features of first and second language acquisition process 					
Course content broken down in detail by weekly class schedule (syllabus)	Week 1	Introduction Definitions of language				
	Week 2	Design features of human language – theoretical concepts Origins of language				
	Week 3	Functions of language Linguistics vs. traditional grammar				
	Week 4	Linguistic disciplines Directions in linguistics: historical linguistics				
	Week 5	Directions in linguistics: descriptive linguistics Directions in linguistics: generative linguistics				
	Week 6	Sounds of English				
	Week 7	Segmental phonology Suprasegmental phonology				
	Week 8	Morphology				
	Week 9	Word formation processes				
	Week 10	Syntax – immediate constituents analysis, tree diagram				

	Week 11	Semantics – meaning of words, meaning of sentences				
	Week 12	Pragmatics				
	Week 13	Discourse analysis				
	Week 14	Sociolinguistics				
	Week 15	Psycholinguistics – first language acquisition, second language acquisition, language disorders				
Format of instruction	x lectures x 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			x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor x tutorials		
Student responsibilities	attendance, taking tests/ written exam, working on specific tasks, participating in seminar discussions					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	2 Tests (or written exam)		Oral exam		(Other)	
	Written exam (or two tests)	3,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<ul style="list-style-type: none"> – assessment: continuous (participating in seminar discussions) – written exam (or two tests) Grading scale < 65% = insufficient (1) 65% - 73% = sufficient (2) 74% - 82% = good (3) 83% - 91% = very good (4) 92% - 100% = excellent (5)					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Finch, G. (2005). <i>Key Concepts in Language and Linguistics</i> . (2nd edition), Basingstoke and New York: Palgrave Macmillan.			1	yes	
	Yule, G. (2019). <i>The Study of Language</i> . (4th printing), Cambridge: Cambridge University Press.			1	yes	
	Widdowson, H. G. (1996). <i>Linguistics</i> . Oxford: Oxford University Press.			2	yes	
Optional literature (at the time of submission of study programme proposal)	Crystal, D. (1997). <i>A Dictionary of Linguistics and Phonetics</i> . (4th edition), Oxford: Blackwell Publishers. Čurković Kalebić, S. (2003). <i>Jezik i društvena situacija-istraživanje govora u nastavi stranog jezika</i> . Zagreb: Školska knjiga. (chapters 1-5) Fromkin, V., Rodman, R. (1993). <i>An Introduction to Language</i> . (5th edition), New York: Holt, Reinhart and Winston. Lyons, J. (1981). <i>Language and Linguistics. An introduction</i> . Cambridge: Cambridge University Press.					
Quality assurance methods that ensure the	Taking tests, active participation in seminar discussions, taking attendance at lectures and seminars, personal consultations.					

acquisition of exit competences	
Other (as the proposer wishes to add)	

NAME OF THE COURSE		INTRODUCTION TO THE STUDY OF LITERATURE: KEY CONCEPTS				
Code	HZE002	Year of study	1			
Course teacher	Dr Brian Willems, Associate Professor	Credits (ECTS)	5			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Mandatory	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	By completing the course students become familiarized with a series of key concepts in the study of literature. Students can thus understand, recognize and apply these concepts with respect to text, context and intertextuality. This takes place through an understanding of the basic genres and periods of literature in English. At the end of the course students will have also improved their critical thinking abilities and oral and written skills.					
Course enrolment requirements and entry competences required for the course	Enrolment in the undergraduate study programme <i>English language and literature</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completing the course students are able to:</p> <ol style="list-style-type: none"> 1. use and analyze key concepts in the area of literary studies; 2. understand and interpret key literary texts from the beginnings of English literature to the end of the 18th century both in terms of textual analysis and cultural contexts; 3. critically integrate key theoretical concepts into a literary analysis 4. begin grappling with the complexity of fundamental concepts in literary studies. 					

<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none">1. Addresser, address, addressee: Look at Jakobson's model of communication and apply such concepts as context, contact, message and code to a short reading from Beowulf. Reading from Geoffrey Chaucer as homework.2 Auto/biography and travel writing: self and other: Look at concepts such as self/other, realism and representation and identities. Apply concepts of Auto/biography and travel writing to Geoffrey Chaucer's "The Nun's Priest's Tale". Reading from Sir Philip Sidney as homework.3. Character and characterisation: look at kinds of character derived through the process of characterisation via discourse and representation, fact and fiction and roles in literature. Apply the concepts discussed in Character and characterisation to the ideas of courtly love poetry in selected sonnets from Sir Philip Sidney's <i>Astrophel and Stella</i>. Reading from William Shakespeare as homework.4. Comedy and tragedy, carnival and the absurd: look at the concepts of aesthetics, drama, word-play and carnival. Apply the ideas discussed in Comedy and tragedy, carnival and the absurd to two sonnets by William Shakespeare. Reading from William Shakespeare as homework.5. Drama and theatre, film and TV: examine the differences between speech, text and writing, genres and modes of production/transmission/reception. Apply the concepts from Drama and theatre, film and TV to selections from William Shakespeare's <i>The Taming of the Shrew</i>. Reading from John Milton as homework.6. Bibles, holy books and myths: look at the Bible as not one but many languages (biblia = 'books'), looking at multiple interpretations within and without a number of religious texts. Apply the themes of Bibles, holy books and myths to two selections from John Milton's <i>Paradise Lost</i>. Reading from Thomas Gray as homework.7. Foreground, background and point of view: look at how these three concepts can apply to poetry, focusing on the gaps and silences that creep forth. Apply concepts of Foreground, background and point of view to Thomas Gray's "Elegy Written in a Country Churchyard". Reading from Lawrence Sterne as homework.8. Genre and kinds of text--Canon and classic: while looking at the differences and similarities of genres we will also look at intertextuality and the role of the canon. Apply ideas from Genre and kinds of text--Canon and classic to an early subversion of genre, a selection from Lawrence Sterne's <i>Tristram Shandy</i>. Reading from Samuel Coleridge as homework.9. Narrative in story and history: novels, news and film: applying some of the previous concepts of points of view, addresser-addressee, foreground and background to types of narrator and the concepts of history and story. Apply the ideas from Narrative in story and history: novels, news and film to selections from Samuel Coleridge's "The Rime of the Ancient Mariner". Reading from John Keats as homework.10. Realism and representation--fiction, fact, faction and metafiction: look at questions of mis- and under-representation, de-and re-centering, absence and discourse. Apply the concepts from Realism and representation--fiction,
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	<p>fact, fiction and metafiction to John Keats' "Ode on a Grecian Urn". Reading from William Wordsworth as homework.</p> <p>11. Speech and conversation, monologue and dialogue, Accent and dialect: look at these concepts alongside ideas of text and context and Bakhtin's thinking of heteroglossia. Apply the ideas of Speech and conversation, monologue and dialogue, Accent and dialect to selections from William Wordsworth's "Preface" to Lyrical Ballads. Reading from Lord Byron as homework.</p> <p>12. Subject and agent, role and identity: look at intertwining of language, literature and culture when examining roles of author, character, and identities. Apply the concepts from Subject and agent, role and identity to selections from Lord Byron's Don Juan. Reading from Percy Bysshe Shelley as homework.</p> <p>13. Versification: rhythm, response and rewriting: look at basic ideas of scanning verse and recognisable forms. Apply the ideas of Versification: rhythm, response and rewriting to selections from Percy Bysshe Shelley's Adonias. Reading from Mary Shelley as homework.</p> <p>14. Text, context and intertextuality: look at the variations of 'with-texts' and 'between-texts' along with roles of readers. Apply the ideas from Text, context and intertextuality to selections from Mary Shelley's Frankenstein. Reading from 3 versions of a Basho haiku and Psalm 137 as homework.</p> <p>15. Translation and translation studies: an introduction to the theory, history and practice of translation as exchange (dialogue) and change (metaphor). Apply the concepts of Translation and translation studies to 3 translations of a Basho haiku and Psalm 137.</p>					
Format of instruction	<p>X lectures</p> <p>X seminars and workshops</p> <p><input type="checkbox"/> exercises</p>	<p>X independent assignments</p> <p>X multimedia</p> <p>X seminar paper</p>				
Student responsibilities	<p>Students must come to class prepared, which means not only reading the assignments but also having singled out a passage for seminar discussion along with theoretical concepts to discuss.</p>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECST credits of the course)	Class attendance	1	Research	1	Practical training	
	Experimental work		Report		(Other)	
	Essay	1	Seminar essay	1	(Other)	

ECTS value of the course)	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance and research 20%, seminar paper 30%, final exam 50%.					
Required literature (available in the library and via other media)	Title		Number of copies in the library		Availability via other media	
	Rivkin, J., Ryan, M.. (2017). <i>Literary Theory: An Anthology</i> . Blackwell.		3		yes	
	Bertens, H.. (2013). <i>Literary Theory: The Basics</i> : Routledge.		1		yes	
	3. Handouts		/		yes	
Optional literature (at the time of submission of study programme proposal)	<p>Abrams, M.H. & Greenblatt, S. (Eds.) (2001). <i>The Norton Anthology of English Literature: The Major Authors</i>. 7th ed. New York & London: W. W. Norton.</p> <p>Bradford, R. (1997). <i>Stylistics</i>. London and New York: Routledge.</p> <p>Groden, M. (Ed.). (2004). <i>John Hopkins Guide to Literary Theory and Criticism</i>. 2nd edition. Baltimore, MA: The John Hopkins University Press.</p>					
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, seminar, final exam.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		ENGLISH LANGUAGE – COMMUNICATION SKILLS 1 / MODULE 1			
Code	HZE003	Year of study	First / first semester		
Course teacher	Ana Bakašun, Senior Language Instructor	Credits (ECTS)	5		
Associate teachers	/	Type of instruction (number of hours)	L	S	E F
Status of the course	mandatory	Percentage of application of e-learning	/		
COURSE DESCRIPTION					
Course objectives	The development of language skills (reading, writing, speaking, listening). Work on fluency and accuracy at B2+ to C1 level. The development of study skills and strategies for independent learning. Raising language awareness.				
Course enrolment requirements and entry competences required for the course	Enrolment in the undergraduate study programme <i>English language and literature</i> .				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completion of the module, the student is expected to be able to read with a large degree of independence, adapting style and speed of reading to different texts and purposes. S/he should have a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. Orthographic competence is at C1 level and spelling is accurate, apart from occasional minor mistakes which do not impede comprehension. The student is familiar with standard text layout and paragraphing conventions. Overall language competence is at B2+.				
Course content broken down in detail by weekly class schedule (syllabus)	HOURS	CONTENT			
	0-4	Introduction. Development of all language skills (reading, writing, speaking, listening). Work on fluency, accuracy and appropriate use of language at B2+ to C1 level. Development of academic skills and strategies for independent study. Critical self-assessment. Raising language awareness.			
	4-8	Exam format, exam content and assessment criteria. Introduction to writing: how to develop orthographic competence			
	8-12	Study skills and strategies. Dictionary skills. Use of self-study resources. Orthographic competence and self-correction skills.			
	12-16	Reading techniques and strategies. Speaking skills: fluency and accuracy.			
	16-20	Vocabulary development: collocations, synonyms, paraphrasing. Parts of speech. Word formation.			
	20-24	Tenses. Sentence structure. Linking words: text cohesion.			
	24-28	Question formation. Negative statements. Speaking skills: fluency and accuracy.			
	28-32	Passive. Formal and informal register. Speaking skills: appropriate style.			
	32-36	Modals. Writing skills: developing orthographic competence.			
	36-40	Conditionals. Writing skills: developing orthographic competence.			
	40-44	Nouns, pronouns, articles. Speaking skills: organisation and planning.			
	44-48	Adjectives, adverbs, prepositions. Writing skills: developing orthographic competence.			
48-52	Prepositional and phrasal verbs. Revision and exam preparation.				

	52-56	Revision and exam preparation.				
	56-60	Revision and exam preparation.				
Format of instruction	✓ <input type="checkbox"/> exercises			✓ <input type="checkbox"/> independent assignments		
Student responsibilities	Class attendance and active participation, homework assignments.					
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		Student study time	2.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment of student knowledge/performance is based on the following: (1) Continuous assessment (diagnostic tests, homework tasks, achievement tests). (2) Exam: written. Reading comprehension, grammar and vocabulary in context test + dictation (250 words); B2+ to C1 level.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Norris, R., French, A. (2014). <i>Ready for Advanced</i> . Oxford: Macmillan			2		
	Yule, G. (2019). <i>Oxford Practice Grammar (Advanced)</i> . Oxford: OUP.			2		
Optional literature (at the time of submission of study programme proposal)	Chapters from: Eastwood, J. (2005). <i>Oxford Learner's Grammar Finder</i> . Oxford: OUP. Eastwood, J. (2005). <i>Oxford Learner's Grammar Builder</i> . Oxford: OUP. McCarthy, M. & O'Dell, F. (2017). <i>English Vocabulary in Use (Advanced)</i> . Cambridge: CUP. Hewings, M. (2013). <i>Advanced Grammar in Use</i> . Cambridge: CUP. Vince, M. (2007). <i>New Advanced Language Practice</i> . Oxford: Macmillan. Dictionaries: English-Croatian, Croatian-English, English-English.					
Quality assurance methods that ensure the acquisition of exit competences	Collaborative learning and student participation is encouraged through various tasks and activities, such as: problem-solving tasks, group work, pair work, etc. Class attendance is obligatory.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		PHONETICS AND PHONOLOGY					
Code	HZE101	Year of study	1				
Course teacher	Dr Ivana Petrović, Assistant Professor	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	/	30	/	
Status of the course	mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							

Course objectives	The main goal of this course is to introduce students to the study of phonetics (how speech sounds are articulated, transmitted, and perceived) and phonology (how speech sounds pattern together).					
Course enrolment requirements and entry competences required for the course	Enrolment into the 2nd semester of the 1st year of the Undergraduate Study Programme.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • demonstrate a knowledge of the basic concepts of phonetics and phonology using appropriate terminology; • understand the basic mechanisms of speech production; • analyse, describe, and classify the speech sounds of English, both in terms of articulation and audition; • transcribe speech sounds of English using the International Phonetic Alphabet; • understand the sound system of English. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Speech production. Speech organs. International Phonetic Alphabet (IPA). 2. English vowels – monophthongs, diphthongs, and triphthongs. 3. English consonant phonemes according to the place and manner of articulation I. 4. English consonant phonemes according to the place and manner of articulation II. 5. The structure of the English syllable. Consonant clusters. 6. Strong and weak syllables. Syllabic consonants. 7. Mid-term exam. 8. Word stress (simple, complex, and compound words). 9. Weak forms. 10. Aspects of connected speech I. 11. Aspects of connected speech II. 12. Intonation I. 13. Intonation II. 14. Functions of intonation. 15. End-term exam. 					
Format of instruction	<u>x lectures</u> <input type="checkbox"/> seminars and workshops <u>x exercises</u> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<u>x independent assignments</u> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, active participation in class discussions, passing mid-term and end-term exam/final 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		Participation in class	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Mid-term exam – 40% End-term exam – 40% Regular attendance – 10% Participation in class – 10%					

	Grading scale: 92% – 100% 5 83% – 91% 4 74% – 82% 3 65% – 73% 2 0 – 64% 1		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Roach, P. (2000). <i>English Phonetics and Phonology</i> . Cambridge: Cambridge University Press.	3	/
	Collins, B. and Mees, I. (2013). <i>Practical Phonetics and Phonology: A Resource Book for Students</i> . New York: Routledge.	1	/
Optional literature (at the time of submission of study programme proposal)	Carr, P. (2013). <i>English Phonetics and Phonology: An Introduction</i> . Malden, MA: Wiley Blackwell.		
Quality assurance methods that ensure the acquisition of exit competences	Advisory sessions, student attendance records, student questionnaires, evaluation conducted by the Quality Assurance Board.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		INTRODUCTION TO THE STUDY OF LITERATURE: TEXTUAL ANALYSIS				
Code	HZE102	Year of study	1			
Course teacher	Dr Brian Willems, Associate Professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	By completing the course students deepen and develop their understanding of a series of theoretical viewpoints and practical approaches to literature along with their ability to apply them. Students gain insight into the application of the concepts and theories of the analysis of literary texts. Through further awareness of the main periods and genres of literature in English students acquire the abilities to read and understands significant texts of those periods and genres. At the end of the course students will have also improved their and oral and written skills.					
Course enrolment requirements and entry competences required for the course	Enrolment into the second semester of the first year.					

<p>Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Upon completing the courses students are able to:</p> <ol style="list-style-type: none"> 1. use basic analytical skills in the practice of literary analysis; 2. engage with key theoretical texts from the scholarly field; 3. develop sustained arguments integrating theoretical and secondary sources; 4. discuss a wide variety of literature from the 19th century until today.
<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> 1. Absence and presence, gaps and silences, centres and margins: Look at Macherey's notion of gaps and silences along with the idea of 'wholes' and 'holes'. Apply these ideas to a short reading from Jane Austen's <i>Mansfield Park</i>. Reading from Charles Dickens as homework. 2. Author and authority: look at ideas of writer, artist and artisan along with the role of readers/audience in the constructing of meanings and values. Apply concepts of Author and authority to selections from Charles Dickens's <i>Great Expectations</i>. Reading from George Eliot as homework. 3. Difference and similarity, preference and re-valuation: look at ideas of absolute and relative worth alongside a reading of Saussure's <i>valeur</i>. Apply the concepts of Difference and similarity, preference and re-valuation to selections from George Eliot's <i>Middlemarch</i>. Reading from Oscar Wilde as homework. 4. Aesthetics and pleasure, art and beauty: look at concepts of <i>ars/artis</i>, canon and classics, realism and pleasure. Apply the concepts discussed in <i>Aesthetics and pleasure, art and beauty</i> to selections from Oscar Wilde's <i>Picture of Dorian Gray</i>. Reading from Thomas Hardy as homework. 5. Discourse and discourse analysis: an introduction to the subject paying special attention to power relations and alternative ways of saying. Apply some of the ideas of Discourse and discourse analysis to selections from Thomas Hardy's <i>Tess of the D'Urbervilles</i>. Reading from Gerard Hopkins as homework. 6. Images, imagery and imagination: discuss ideas of optical effect, mental construct, figurative language, trope and personification. Apply the concepts from <i>Images, imagery and imagination</i> to selections from Gerard Hopkins's "The Wreck of the Deutschland". Reading from T. S. Eliot as homework. 7. Theory in practice-a working model: take a look at the processes of producers, texts as products, and receivers along with relations to the rest of the world. Apply concepts of Theory in practice-a working model to T. S. Eliot's "The Love Song of J. Alfred Prufrock". Reading from D. H. Lawrence as homework. 8. Practical Criticism and (old) New Criticism: a brief look at the approaches of a text-centered reading and aspects of strategies, devices, localised texture and overall structure. Apply ideas from Practical Criticism and (old) New Criticism to the first chapter of D. H. Lawrence's <i>Lady Chatterley's Lover</i>. Reading from Virginia Woolf as homework. 9. Formalism into Functionalism: look at 'Russian Formalism' and 'Prague School Functionalism', or, poetry and poetics versus 'ordinary language'. Apply the ideas from Formalism into Functionalism to selections from Virginia Woolf's <i>The Waves</i>. Reading from Samuel Beckett as homework. 10. Psychological approaches: look at Holland's notion of transactional analysis, manifest and latent contents, imagery and the 'end' of psychology. Apply the concepts from Psychological approaches to selections from Samuel Beckett's <i>Not I</i>. Reading from Sylvia Plath as homework.

	<p>11. Feminism, Gender and Sexuality: look at politics of language, many feminisms, writing as wo/man (Cixous: écriture féminine). Apply the ideas of Feminism, Gender and Sexuality to Sylvia Plath's "Morning Song". Readings from Ian McEwan and Arundhati Roy as homework.</p> <p>12. Marxism, Cultural Materialism and New Historicism: look at questions of modes of production, concept of shock and reconciliation, the 'not-said', ideological subjects and agents and emergent ideologies. Apply the concepts from Marxism, Cultural Materialism and New Historicism to selections from Ian McEwan's "Only Love and then Oblivion" and Arundhati Roy's "The Algebra of Infinite Justice". Reading from Alain de Botton as homework.</p> <p>13. Poststructuralism and Postmodernism: a very brief introduction to Barthes's opening up of modern myths, Foucault's discourse and historical discontinuity and Derrida's deconstruction. Apply the ideas of Poststructuralism and Postmodernism to selections from Alain de Botton's Kiss and Tell. Reading from Hanif Kureishi as homework.</p> <p>14. Postcolonialism and multiculturalism: look at Rushdie's mongrelisation, literacy, illiteracy and language politics, others and identity. Apply the ideas from Postcolonialism and multiculturalism to Hanif Kureishi's "My Son the Fanatic". Reading from Zadie Smith as homework.</p> <p>15. Towards a new eclecticism: Ethics, Aesthetics, Ecology...: look at some contemporary trends in textual analysis: ideas of the city as second nature, local and global, science fiction utopias and dystopias. Apply the concepts of Towards a new eclecticism: Ethics, Aesthetics, Ecology... to selections from Zadie Smith's White Teeth.</p>					
Format of instruction	X lectures X seminars and workshops	X independent assignments X multimedia X seminar paper				
Student responsibilities	Students must come to class prepared, which means not only reading the assignments but also having passages singled out for seminar discussion along with theoretical concepts to discuss.					
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	1	Practical training	
	Experimental work		Report		(Other)	
	Essay	1	Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Midterm exam 30 %, seminar paper 20%, final exam 50%.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Rivkin, J., Ryan, M.. (2017). <i>Literary Theory: An Anthology</i> . Blackwell.			3	yes	
	Bertens, H. (2013). <i>Literary Theory: The Basics</i> : Routledge.			1	yes	

	Handouts	/	yes
Optional literature (at the time of submission of study programme proposal)	<p>Abrams, M.H. & Greenblatt, S. (Eds.) (2001). <i>The Norton Anthology of English Literature: The Major Authors</i>. 7th ed. New York, London: W. W. Norton.</p> <p>Bradford, R. (1997). <i>Stylistics</i>. London and New York: Routledge.</p> <p>Brooker, P. (1992). <i>Modernism/Postmodernism</i>. London and New York: Longman Publishing Group.</p> <p>Connor, S. (1996). <i>The English Novel in History: 1950-1995</i>. London and New York: Routledge.</p> <p>Green, K. & LeBihan, J. (1995). <i>Critical Theory & Practice: A Coursebook</i>. London and New York: Routledge.</p> <p>Groden, M. (Ed.). (2004). <i>John Hopkins Guide to Literary Theory and Criticism</i>. 2nd edition. Baltimore, MA: The John Hopkins University Press.</p>		
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, seminar, final exam.		

NAME OF THE COURSE		ENGLISH LANGUAGE – COMMUNICATION SKILLS 1 / MODULE 2			
Code	HZE103	Year of study	First / second semester		
Course teacher	Ana Bakašun, Senior Language Instructor	Credits (ECTS)	5		
Associate teachers	/	Type of instruction (number of hours)	L	S	E F
Status of the course	mandatory	Percentage of application of e-learning	/		
COURSE DESCRIPTION					
Course objectives	Module 2 builds on the content of Module 1 by further developing language skills (reading, writing, speaking, listening). Work on fluency and accuracy at C1 to C1+ level. Further development of study skills and strategies for independent learning. Identifying and teaching cultural aspects of language use. Raising language awareness.				
Course enrolment requirements and entry competences required for the course	Competences and skills acquired upon successful completion of Module 1.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	In addition to and building on competences and skills acquired in Module 1, the student should be able to give clear, systematically developed oral descriptions and presentations of set topics, and write clear, well-structured texts, synthesising and evaluating information and arguments (minimum 300 words). Good grammatical control; the student can self-correct occasional slips or non-systematic errors. Overall language competence is at C1 level.				
Course content broken down in detail by weekly class schedule (syllabus)	HOURS	CONTENT			
	0-4	Introduction. Further development of all language skills (reading, writing, speaking, listening). Work on fluency, accuracy and appropriate use of language at C1 level. Further development of academic skills and strategies for independent study. Critical self-assessment. Raising language			

		awareness.				
	4-8	Exam format, exam content and assessment criteria. Mother tongue interference.				
	8-12	Complex sentences. Vocabulary and grammar in context. How to avoid mother tongue interference.				
	12-16	Indirect speech. Tenses. Word order. Prepositions.				
	16-20	Language and culture. Vocabulary and grammar in context. Words with multiple meanings.				
	20-24	Speaking skills: fluency and accuracy. Interactive communication strategies.				
	24-28	Text cohesion: vocabulary and grammar in context. Speaking skills: avoiding inclarities, self-correction.				
	28-32	Complex sentences. Vocabulary and grammar in context.				
	32-36	Speaking skills: vocabulary and grammar in context, avoiding inclarities, self-correction.				
	36-40	Error correction strategies in speech and writing.				
	40-44	Error correction strategies in speech.				
	44-48	Practice test: final exam format.				
	48-52	Test correction. Error analysis. Error correction strategies in writing.				
52-56	Revision and exam preparation.					
56-60	Revision and exam preparation.					
Format of instruction	X exercises			X independent assignments		
Student responsibilities	Class attendance and active participation, homework assignments.					
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		Student study time	2.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment of student knowledge/performance will be based on the following: (1) Continuous assessment (diagnostic tests, homework tasks, achievement tests). (2) Exam: written. Vocabulary and grammar tasks; C1 level.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Norris, R., French, A. (2014). <i>Ready for Advanced</i> . Oxford: Macmillan.				2	yes
	Yule, G. (2019). <i>Oxford Practice Grammar (Advanced)</i> . Oxford: OUP.				2	yes
Optional literature (at the time of submission of study programme proposal)	Chapters from: Eastwood, J. (2005). <i>Oxford Learner's Grammar Finder</i> . Oxford: OUP. Eastwood, J. (2005). <i>Oxford Learner's Grammar Builder</i> . Oxford: OUP. McCarthy, M. & O'Dell, F. (2017). <i>English Vocabulary in Use (Advanced)</i> . Cambridge: CUP. Hewings, M. (2013). <i>Advanced Grammar in Use</i> . Cambridge: CUP. Vince, M. (2007). <i>New Advanced Language Practice</i> . Oxford: Macmillan. Dictionaries: English-Croatian, Croatian-English, English-English.					
Quality assurance	Collaborative learning and student participation is encouraged through various tasks					

methods that ensure the acquisition of exit competences	and activities, such as: problem-solving tasks, group work, pair work, etc. Class attendance is obligatory.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		MORPHOLOGY AND MORPHOSYNTAX				
Code	HZE201	Year of study	2			
Course teacher	Dr Nataša Stojan, Assistant Professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	mandatory	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	<p>Course objectives are:</p> <ul style="list-style-type: none"> - mastering basic concepts in the field of morphology and morphosyntax - learning types of word formation processes - understanding morphosyntactic properties of the basic lexical categories in English 					
Course enrolment requirements and entry competences required for the course	Enrolment into the second year of the undergraduate study programme.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> -define basic morphological concepts -explain word formation processes -classify word classes -distinguish verb types -analyse sentence with respect to the function of its elements -identify types of phrases -analyse complex phrases 					
Course content broken down in detail by weekly class schedule (syllabus)	1.	Introduction. Basic morphological terms.	1+2			
	2.	Word formation processes.	1+2			
	3.	The formation of nouns, verbs, adjectives and adverbs.	1+2			
	4.	Open and closed word classes.	1+2			
	5.	Verb complementation.	1+2			
	6.	Function of copular verbs.	1+2			
	7.	Clause elements. Simple sentence structure.	1+2			
	8.	Midterm exam.	1+2			
	9.	Semantic roles of clause elements.	1+2			
	10.	Multi-word verbs: structure and meaning.	1+2			
	11.	Types of phrases. The structure of verb phrase.	1+2			
	12.	The structure of adjective, adverb and prepositional phrase.	1+2			
	13.	Complex noun phrase. Premodification. Genitive meanings.	1+2			
	14.	Noun postmodification.	1+2			
	15.	Final exam.	1+2			
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor			

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)			
Student responsibilities	Regular attendance, participation in class, report writing, preparing for midterm and final exam, passing midterm and final 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	0.5	Participation in class	0.5
	Essay		Seminar essay		(Other)	
	Tests	1.5	Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Midterm exam- 40% Final exam- 40% Report- 20%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Greenbaum, S., R. Quirk (1990). <i>A Student's Grammar of the English Language</i> . Longman			2	No	
	Biber, D., S. Conrad, G. Leech (2002). <i>Student Grammar of Spoken and Written English</i> . Longman			1	No	
	Carstairs-McCarthy, A. (2002). <i>An Introduction to English Morphology</i> . Edinburgh: Edinburgh University Press			0	No	
Optional literature (at the time of submission of study programme proposal)	Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). <i>A Comprehensive Grammar of the English Language</i> . Longman. Carter, R., M. McCarthy (2006). <i>Cambridge Grammar of English</i> . Cambridge University Press. Harley, Heidi. (2006). <i>English Words. A Linguistic Introduction</i> . Oxford: Blackwell. P.H. Matthews (1991). <i>Morphology</i> . Cambridge University Press.					
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, passing midterm exam, student attendance record, report presentation, student questionnaires, evaluation conducted by the Quality Assurance Board.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		ENGLISH LITERATURE FROM RENAISSANCE TO NEOCLASSICISM					
Code	HZE202	Year of study	2				
Course teacher	Dr Simon Ryle, Associate Professor	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	30			
Status of the course	Mandatory	Percentage of	0				

application of e-learning	
COURSE DESCRIPTION	
Course objectives	To develop students' knowledge of early modern English literature, as well as its contextualization with regard to contemporary historical, aesthetic and philosophical issues; to develop analytical skills with regard to the oral and written communication of analysis of early modern literature (included seminar discussions, class presentations, mid-term essay, final essay and exam essay).
Course enrolment requirements and entry competences required for the course	Enrolment into the second year of the undergraduate study programme.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Knowledge of early modern English literature;</p> <p>Knowledge of early modern historical, philosophical and aesthetic contexts;</p> <p>Ability to analyse early modern English literature in oral discussions;</p> <p>Ability to compose coherent and thoughtful written argument essays concerning early modern English literature.</p> <p>Ability to understand and analyse complex and multi-layered texts in English.</p> <p>Ability to synthesize a variety of contextual sources (visual arts, media and technology, historical, philosophical and aesthetic contexts) in understanding and analysing texts.</p> <p>Ability to communicate complex ideas orally before a group of peers both in spontaneous discussion and in prepared presentations.</p> <p>Ability to express and write precise analyses of texts in structured essay form, both under time pressure (in an exam situation) and independently (in out-of-class work).</p>
Course content broken down in detail by weekly class schedule (syllabus)	<p><u>Lectures:</u></p> <ol style="list-style-type: none"> 1. Introduction to course. Critical analysis. Renaissance and Reformation: the end of feudalism, economic change, urbanization, court life and sonneteering. 2. Our picture of the Elizabethan world picture: degree, Neo-Platonic philosophy and the Petrarchan tradition. The invasion of feudal order by the market economy. The writing scene: manuscript culture and patronage. 3. Early modern women as subjects of art and poetry: Edmund Spenser, <i>The Faerie Queene</i>. 4. Science, alchemy and poetry. <u>Reading:</u> Christopher Marlowe, <i>Dr. Faustus</i>. 5. Shakespearean verse. <u>Reading:</u> William Shakespeare, <i>Sonnets</i> (3, 18, 21, 59, 81, 129, 130, 141). 6. Introduction to Tragedy: William Shakespeare, <i>Macbeth</i>. <u>Reading:</u> William Shakespeare, <i>Macbeth</i>, Acts I-III. 7. William Shakespeare, <i>Macbeth</i> (continued). <u>Reading:</u> William Shakespeare, <i>Macbeth</i>, Acts IV-V. 8. Civil War: (I.) The divine rights of Kings and Cromwell.

Reading: Andrew Marvell, "An Horatian Ode".

9. Civil War (II.): The Cavalier poets

Reading: Robert Herrick, "Corinna's Going A-Maying", "Delight in Disorder", "To the Virgins to Make Much of Time", "Upon Julia's Clothes"; Andrew Marvell, "The Garden".

10. Civil War (III.) and religious conflict: Devotional poetry.

Reading: George Herbert "Easter"; Henry Vaughan, "The Night", "The Retreat".

11. *Paradise Lost* and Satan as epic hero, or: Puritanism and the problem of Eve.

Reading: *Paradise Lost* (Books 1 and 9).

12. Colonizations, subjugations and early modern women.

Reading: Aphra Ben, *Oroonoko*.

13. Restoration and neoclassicism.

Reading: Daniel Defoe, *Moll Flanders*.

14. Exam strategies.

Reading for Seminars:

1. Sir Thomas Wyatt, "Whoso list to hunt?"; Edmund Spenser, "Lyke as a huntsman"; Sir Philip Sidney "Loving in truth".
2. Ben Jonson, "To Penshurst".
3. Edmund Spenser, *The Faerie Queene*, Book 1, Canto 1.
4. Christopher Marlowe, *Dr. Faustus*.
5. William Shakespeare, *Sonnets* (3, 18, 21, 59, 81, 129, 130, 141).
6. William Shakespeare, *Macbeth*, Acts I-III.
7. *William Shakespeare, Macbeth*, Acts IV-V.
8. Andrew Marvell, "A Dialogue Between the Soul and Body", "To His Coy Mistress", "The Definition of Love", "The Mower Against Gardens", "Damon the Mower".

John Donne, "The Flea", "The Sun Rising", "A Nocturnal upon Saint Lucy's Day, Being the Shortest Day", "The Apparition", "A Valediction: Forbidding Mourning", "The Ecstasy", "Good Friday, 1613. Riding Westward"; (from *Holy Sonnets*): "Batter my heart, three-personed God".
10. George Herbert, "The Alter", "Prayer (1)", "Church Monuments", "The Windows", "Virtue", "Jordan (2)."
11. John Milton, *Paradise Lost* (Books 1 and 9).
12. Isabella Whitney, "Will and Testament"; Aemilia Lanyer, "Eve's Apology."
13. Daniel Defoe, *Moll Flanders*.

Essay writing strategies and techniques.

Format of instruction	X lectures X seminars and workshops		X independent research.			
Student responsibilities	To read and think about texts before class, so as to prepare for seminar discussions; to write a mid-term essay, a final essay and a final 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		Seminar preparation	1.5
	Essay		Seminar essay	1	Seminar presentation	0.5
	Tests		Oral exam	1		
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Essay – 35% Final Exam – 35% Midterm essay – 20% Presentation – 10%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Selected chapters from: <i>The Norton Anthology of English Literature, 7th Edition (Vol 1)</i> . Eds. M.H. Abrams and Stephen Greenblatt. New York: Routledge, 2000.			2	yes	
Optional literature (at the time of submission of study programme proposal)	Selected chapters from: <i>The Norton Anthology of English Literature, 7th Edition (Vol 1)</i> . Eds. M.H. Abrams and Stephen Greenblatt. New York: Routledge, 2001.					
Quality assurance methods that ensure the acquisition of exit competences	The instructor will evaluate student participation, seminar presentation, and written work.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		ENGLISH LANGUAGE - COMMUNICATION SKILLS 2 / MODULE 3					
Code	HZE203	Year of study	2 nd year, undergraduate				
Course teacher	Ivana Bojčić, Senior Language Instructor	Credits (ECTS)	5				
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F	
					60		
Status of the course	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Practice in fluency, accuracy and appropriateness of expressions in C1 + level of language proficiency. Further development of skills and strategies needed for learning / studying and evaluating their own work and progress. Exploring cultural aspects of language use.						
Course enrolment requirements and	Competences and skills acquired in Modules 1 and 2 are assumed. In addition, the student will be able to understand in detail lengthy, complex texts in various						

entry competences required for the course	registers, and will be able to write a clear, well-argued detailed formal text based on a given context (min. 350 words). Good grammatical control and evidence of complex vocabulary and grammatical structures will also be developed. The student will be able to self-correct occasional slips or non-systematic errors. S/he will be able to identify and understand various cultural aspects of language use. Overall language competence will be at C1 level.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Understanding text: student will be able to understand more complex texts in various sources. - Writing Skills: student will be able to write a comprehensible, thoughtful, detailed and well-organized text on the given subject (350 words). - Good use of vocabulary and language structures, faults will be able to be identified and corrected independently, including the understanding of different cultural aspects of language use. - General language competence at level C1. 					
Course content broken down in detail by weekly class schedule (syllabus)	HOURS	CONTENT				
	0-4	Introduction: Module 3 builds on the contents of Modules 1 and 2 by further developing all language skills. Work on fluency, accuracy and appropriate use of language at C1+ level. Further development of academic skills and strategies for independent study. Critical self-assessment. Teaching cultural aspects of language use. Raising language awareness.				
	4-8	Agreement of Tenses. Pre-writing. Writing as a process.				
	8-12	Gerund vs infinitive forms. Reading skills: close reading.				
	12-16	Speaking skills: fluency, accuracy; differentiating registers and context. Complex question formation.				
	16-20	Conditionals. Writing skills: text structure.				
	20-24	Modals. Writing skills: structure and sequencing.				
	24-28	Perfect tenses. Reading skills: understanding context.				
	28-32	Passive. Phrasal verbs. Planning in speech and writing.				
	32-36	Sentence transformation. Vocabulary building in speech and writing.				
	36-40	Essay writing. Forming complex sentence structures.				
	40-44	Idioms. Linking words.				
	44-48	Characteristics of various text formats. Report writing.				
	48-52	Practice test: final examination format				
	52-56	Revision and exam preparation.				
56-60	Revision and exam preparation.					
Format of instruction	lectures seminars and workshops ✓ exercises <i>on line</i> in entirety partial e-learning field work			✓ independent assignments multimedia laboratory work with mentor (other)		
Student responsibilities	Attending lectures, writing reports and homework.					
Screening student work (<i>name the proportion of ECTS credits for each</i>)	Class attendance	1.5	Research		Practical training	0.75
	Experimental work		Report		Homework	0.75

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay	1	Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuous assessment of knowledge and skills during the course (mock tests, checking homework, achievement tests). Final exam: written (grammatical structures and vocabulary in context, level C1 to C1+).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Capel, A. & Sharp, W. (2013). <i>Objective Proficiency</i> . Oxford: OUP			2	/	
	Hewings, M. (2005). <i>Advanced Grammar in Use</i> . Cambridge: CUP			3	/	
	McCarthy, M. & O'Dell, F. (2002). <i>English Vocabulary in Use</i> . Cambridge: CUP			3	/	
	McCarthy, M. & O'Dell, F. (2005). <i>English Collocations in Use. Intermediate</i> . Cambridge: CUP			2	/	
	Cory, H. (1999). <i>Advanced Writing</i> . Oxford: OUP			2	/	
Optional literature (at the time of submission of study programme proposal)	Swan, M. (2005). <i>Practical English Usage</i> . Oxford: OUP Carter, R. & McCarthy, M. (2006). <i>Cambridge Grammar of English</i> . Cambridge: CUP					
Quality assurance methods that ensure the acquisition of exit competences	Advisory sessions, continuous assessment, mock exams during classes.					
Other (as the proposer wishes to add)	-					

NAME OF THE COURSE		SYNTAX (ENGLISH SENTENCE ANALYSIS)					
Code	HZE301	Year of study	2				
Course teacher	Dr Nataša Stojan, Assistant Professor	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30	30			
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Course objectives are: <ul style="list-style-type: none"> - understanding prescriptive and descriptive approaches to syntax - understanding discourse functions of all sentence types - understanding syntactic and semantic functions of subordinate clauses - raising awareness about the interaction of syntax and communication processes 						
Course enrolment requirements and entry competences required for the course	Enrolment into the second year (fourth semester) of the undergraduate study programme.						

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, the student will be able to: -define sentence -explain concord in a sentence -describe negation -interpret discourse functions of all sentence types -distinguish between types of adverbials -explain coordination and subordination in complex sentences -analyse complex sentence - interpret syntactic and semantic functions of subordinate clauses					
Course content broken down in detail by weekly class schedule (syllabus)	1.	Introduction. Definition of sentence. Prescriptive and descriptive approaches to syntax.				2+2
	2.	Sentence elements. Adverbial.				2+2
	3.	Concord. Concord and coordination.				2+2
	4.	Negation.				2+2
	5.	Sentence types and discourse functions.				2+2
	6.	The use of pro-forms and ellipsis.				2+2
	7.	Coordination. Subordination.				2+2
	8.	Midterm exam.				2+2
	9.	Complex sentence. Classification of subordinate clauses.				2+2
	10.	Syntactic and semantic function of subordinate clauses. Nominal clauses.				2+2
	11.	Syntactic and semantic functions of adverbial clauses. Clauses of time, and place.				2+2
	12.	Clauses of condition, concession and contrast. Clauses of reason, purpose, result, comparison.				2+2
	13.	Relative clauses.				2+2
	14.	Theme, focus and information processing.				2+2
	15.	Final exam.				2+2
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" 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	Regular attendance, participation in class, report writing, preparing for midterm and final exam, passing midterm and final 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	1.25	Research		Practical training	
	Experimental work		Report	0.5	Participation in class	0.25
	Essay		Seminar essay		(Other)	
	Tests	1.5	Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Midterm exam- 40% Final exam- 40% Report- 20%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Greenbaum, S., R. Quirk (1990). <i>A Student's Grammar of the English Language</i> . Longman				2	/
	Biber, D., S. Conrad, G. Leech (2002). <i>Student</i>				1	/

	<i>Grammar of Spoken and Written English</i> . Longman		
Optional literature (at the time of submission of study programme proposal)	<p>Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). <i>A Comprehensive Grammar of the English Language</i>. Longman.</p> <p>Carter, R., M. McCarthy (2006). <i>Cambridge Grammar of English</i>. Cambridge University Press.</p> <p>Huddleston, R., G.K. Pullum et al. (2002). <i>The Cambridge Grammar of the English language</i>. Cambridge University Press.</p> <p>Van Valin, R., Jr. (2005). <i>Exploring the syntax–semantics interface</i>. Cambridge: Cambridge University Press.</p> <p>Dixon, R.M.W. (1991). <i>A new approach to English grammar, on semantic principles</i>, Oxford University Press.</p>		
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, passing midterm exam, student attendance record, report presentation, student questionnaires, evaluation conducted by the Quality Assurance Board.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ENGLISH LITERATURE OF ROMANTICISM AND THE VICTORIAN ERA				
Code	HZE302	Year of study	2			
Course teacher	Dr Simon Ryle, Associate Professor	Credits (ECTS)	5			
Associate teachers	Ilonka Peršić, MPhil, Lecturer	Type of instruction (number of hours)	L	S	E	F
			15	30	-	-
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The objective of the course is to introduce students to the historical development of dominant literary genres in the long nineteenth century, to their characteristics and conventions. The literary production of this period is examined within its broader cultural and socio-historical context, so that students can also develop their awareness of the influence of such environment on literary trends, the development and kinds of literary audiences, and on the formation of the canon. Students develop their research skills, especially the use of electronic and printed resources, and they develop their reading skills and academic writing.					
Course enrolment requirements and entry competences required for the course	Successful completion of courses <i>Introduction to literary studies: Key concepts</i> and <i>Introduction to literary studies: Textual analysis</i> and enrolment into the fourth semester.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>During the semester, the students will:</p> <ul style="list-style-type: none"> - acquire relevant knowledge on the key literary movements, authors and works of the British long nineteenth century and their wider cultural, ideological and socio-historical context; - acquire and develop the skill of close reading and text analysis - develop the skills of speaking in class and presenting in front of a group - develop the skills necessary for individual research - further develop the skills necessary for academic writing (essay) 					

Course content broken down in detail by weekly class schedule (syllabus)	Introduction. Neo-Classicism and Romanticism as international categories. Sentimental literature; <i>The Graveyard Poets</i> and the Gothic.			1L+2S		2
	Socio-historical context: echoes of the French revolution in Britain, the woman question, slavery and the abolitionist movement. Pre-Romantics: William Blake & Robert Burns.			1L+2S		2
	The rise of the novel and its early subgenres.			1L+2S		2
	The first generation of Romantics: Coleridge & Wordsworth. Towards a theory of literature: <i>Biographia Literaria</i> and the Preface to <i>Lyrical Ballads</i> .			2L+4S		4
	The second generation of Romantics: Shelley, Byron, Keats.			2L+6S		6
	Victorians and medievalism. Lord Tennyson.			1L+2S S		4
	Victorian poetry. Pre-Raphaelites; Elizabeth Barrett Browning, Robert Browning.			2L+4S		2
	Theory of evolution, development of natural science and their reflections in Victorian poetry and essays. Social movements and literature.			1L+4S		4
	An overview of the development of the novel in the Victorian era: from popular to serious literature and back. The expansion of publishing and the rise of popular genres: novels in instalments, sensation novels and detective fiction.			2L+2S		2
	Fin de siècle and the changes in genres. Aestheticism and decadence: Wilde, Pater and Swinburne. Britain as a colonial superpower: echoes and consequences in colonies and at home (literature, culture, lifestyle).			2L+4S		4
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety X partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities						
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 and reading assignments	1	Research		Practical training	
	Experimental work		Report		Participation in in-class discussions and assignments	0.25
	Essay		Seminar essay	2	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade consists of 2 continuous assessment written exams, at the middle and the end of semester (together comprising 60% of the final grade) and 1 out-of-class essay (worth 30% of the final grade). The first, mid-semester, exam is part of the continuous assessment of students' work. Students who were unable to attend the classes regularly and take the mid-semester exam can take the full exam during the regular exam period provided they had submitted their essay by the end of the semester. Additional 10% is reserved for class participation and quizzes.					
Required literature (available in the library and via other	Title			Number of copies in the library	Availability via other media	

media)	Abrams, M.H. & Greenblatt, S. (eds.) (2000). <i>The Norton Anthology of English Literature</i> . 7th ed, Vol. II. New York & London: W. W. Norton. (excerpts)	2	Yes, MOODLE
	McRae, J., & Carter, R. (2001). <i>The Routledge History of Literature in English: Britain and Ireland</i> . London i New York: Routledge. (excerpts)	3	Yes, MOODLE
Optional literature (at the time of submission of study programme proposal)	Abrams, M.H. (ed.) (1999). <i>A Glossary of Literary Terms</i> . 7th ed. Fort Worth: Harcourt Brace College Publishers. Adams, James Eli. <i>A History of Victorian Literature</i> . Oxford: Wiley-Blackwell, 2012. Armstrong, Isobel. (1993). <i>Victorian Poetry: Poetry, Poetics and Politics</i> . London and New York: Routledge. Brantlinger, Patrick & William B. Thessing. <i>A Companion to the Victorian Novel</i> . Oxford: Blackwell, 2005. Tucker, Herbert F. (ed.). <i>A Companion to Victorian Literature and Culture</i> . Oxford: Blackwell, c. 1999.		
Quality assurance methods that ensure the acquisition of exit competences	Advisory sessions, tests, final exam and teacher questionnaire.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ENGLISH LANGUAGE - COMMUNICATION SKILLS 2 / MODULE 4				
Code	HZE303	Year of study	2 nd year, undergraduate			
Course teacher	Ivana Bojčić, Senior Language Instructor	Credits (ECTS)	5			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
					60	
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Writing Skills: student will be able to able to write a comprehensible, thoughtful, detailed and well-organized essay (350 words). In addition the course will involve: Mastering complex language structures and vocabulary. Acquiring skills and strategies for learning / studying and evaluating their own work and progress. Understanding and analyzing different cultural aspects of language use.					
Course enrolment requirements and entry competences required for the course	Competences and skills acquired in Modules 1, 2 and 3 are assumed. Communicative competence is at an advanced level. The student can converse clearly, fluently and appropriately, and will be able to write a clear, well-structured opinion /argumentative essay (minimum 350 words). The student will be able to maintain good grammatical control with appropriate inclusion of complex vocabulary and grammatical structures, and will be able to self-correct occasional non-systematic errors. The student will acquire skills and strategies for independent study and critical self-assessment. The student is able to understand and analyse various cultural aspects of language use. Overall language competence will be at C1+ level.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Communicational competences at an advanced level, clearance in expression, fluent and appropriate. Writing Skills: students will be able to able to write a comprehensible, thoughtful, detailed and well-organized essay (minimum 350 words). Mastering complex language structures and vocabulary. Acquiring skills and strategies for individual learning / studying and evaluating their own work and progress.					

	Understanding and analyzing various cultural aspects of language use. The general language proficiency level C1+.					
Course content broken down in detail by weekly class schedule (syllabus)	HOURS	CONTENT				
	0-4	Introduction: Module 4 builds on the contents of Modules 1, 2 and 3 by further developing all language skills. Emphasis on fluency, accuracy, appropriate use of language, and pragmatic competence at C2 level. Further development of academic skills and strategies for independent study. Critical self-assessment. Teaching cultural aspects of language use. Raising language awareness.				
	4-8	Organising speech. Comparing and contrasting.				
	8-12	Noun clauses. Providing and supporting evidence. Narrative verb forms. Collocations.				
	12-16	Providing links. Punctuation.				
	16-20	Emphasis. Nominalisation. Subjunctives and unreal past. Future.				
	20-24	Determiners and articles. Parallelism.				
	24-28	Extending vocabulary. Opinion essay. Participle clauses.				
	28-32	Introductory 'it'. Giving opinions. Metaphors.				
	32-36	Assumption. Future forms. Associations.				
	36-40	Speculating and hypothesising. Wordiness. Nominal relative clauses.				
	40-44	Turn taking. Modifiers.				
	44-48	Avoiding in clarity. Overcoming mother tongue interference. Slang.				
	48-52	Practice test: final examination format.				
	52-56	Revision and exam preparation.				
56-60	Revision and exam preparation.					
Format of instruction	lectures seminars and workshops ✓ exercises <i>on line</i> in entirety partial e-learning field work			✓ independent assignments multimedia laboratory work with mentor (other)		
Student responsibilities	Attending classes, writing essays, reports and other homework tasks.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is</i>	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Homework assignments	1
	Essay	1.5	Seminar essay		(Other)	
	Tests		Oral exam		(Other)	

<i>equal to the ECTS value of the course</i>	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuous assessment of knowledge and skills during the course (mock tests, checking homework, achievement tests). Final exam: written - grammatical structures and vocabulary in context, level C1 to C1+. An essay on a given topic (350 words).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	May, P. (2002). <i>Towards Proficiency</i> . Oxford: OUP			2	/	
	Carter, R. & McCarthy, M. (2006). <i>Cambridge Grammar of English</i> . Cambridge: CUP			1	/	
	O'Dell, F. & McCarthy, M. (2008). <i>English Collocations in Use. Advanced</i> . Cambridge: CUP			2	/	
	Swan, M. (2005). <i>Practical English Usage</i> . Oxford: OUP			4	/	
Optional literature (at the time of submission of study programme proposal)	-					
Quality assurance methods that ensure the acquisition of exit competences	Advisory sessions, continuous assessment, mock exams during classes.					
Other (as the proposer wishes to add)	-					

NAME OF THE COURSE		INTRODUCTION TO SEMANTICS					
Code	HZE401	Year of study	3				
Course teacher	Dr Ivana Petrović, Assistant Professor	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30	30	/	/	
Status of the course	mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	The course introduces students to the basic concepts and methods in the study of meaning in language. It focuses on both semantics (conventional meaning) and pragmatics (interactional meaning). Throughout the semester, students will be introduced to topics such as types of meaning, lexical semantics, sense relations, deixis, implicatures, politeness theory, speech acts, etc.						
Course enrolment requirements and entry competences required for the course	Enrolment into the 1st semester of the 3rd year of the Undergraduate Study Programme.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • understand key theories and concepts related to the study of meaning; • understand and explain the distinction between semantics and pragmatics; • identify and explain meaning relations between linguistic expressions; • understand the role of context in the interpretation of meaning; • undertake research in topics in semantics and pragmatics; 						

	<ul style="list-style-type: none"> present the results of their research. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> Course overview. Introduction: What is meaning? How can meaning be expressed? What is semantics? Key concepts in semantics. Sense relations I. Sense relations II. Formal semantics. Cognitive semantics. Conceptual metaphor theory. Mid-term exam. Pragmatics. Deixis. Grice – co-operative principle, maxims, implicatures. Politeness theory. Speech acts – Austin. Speech acts – Searle. End-term exam. 					
Format of instruction	<u>x lectures</u> <u>x seminars and workshops</u> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<u>x independent assignments</u> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, active participation in class discussions, passing mid-term and end-term exam/final 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		Presentation	1.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Mid-term exam – 35% End-term exam – 35% Presentation – 20% Attendance and participation – 10% Grading scale: 92% – 100% 5 83% – 91% 4 74% – 82% 3 65% – 73% 2					

	0 – 64%	1	
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Cruse, A. (2011). <i>Meaning in Language: An Introduction to Semantics and Pragmatics</i> . Oxford, Oxford University Press.	1	/
	Riemer, N. (2010). <i>Introducing Semantics</i> . Cambridge: Cambridge University Press	1	/
Optional literature (at the time of submission of study programme proposal)	Saeed, J.I. (2016). <i>Semantics</i> . Chichester: Wiley Blackwell.		
Quality assurance methods that ensure the acquisition of exit competences	Advisory sessions, student attendance records, student questionnaires, evaluation conducted by the Quality Assurance Board.		
Other (as the proposer wishes to add)	/		

COURSE TITLE		TWENTIETH-CENTURY BRITISH AND IRISH LITERATURE				
Code	HZE402	Year of study	Third			
Course teacher	Dr Brian Willems, Associate Professor	Credits (ECTS)	5 ECTS			
Associate teachers	Ilonka Peršić, MPhil, Lecturer	Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	Mandatory	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	The course aims to make students acquainted with the main aesthetic and ideological features and implications of Modernism and Postmodernism, as well as with the specificities of these two movements within British and Irish literature. By focusing on major Modernist and Postmodernist British and Irish authors and by analysing all literary genres, and different sub-genres, students will learn how to approach Modernist and Postmodernist texts, as well as become aware of their aesthetic properties. It will be demonstrated that formal innovation, interest in subjectivity and inter-textual dialogue with the past are among those Modernist features which contrast with the main Postmodernist properties (narrative and linguistic simplicity and an explicit or implicit lack of interest in intertextuality). Through an analysis of the selected works, the course will also introduce some important theoretical notions (to mention but a few of them: students will be acquainted with the definition and properties of free indirect style and of intertextuality, as well as with the psychoanalytic concept of dissolved subjectivity).					
Course enrolment requirements and entry competences required for the course	Students are expected to have completed an introductory course on literary studies. Enrolment into the third year.					
Learning outcomes expected at the	After the successful completion of the course students will <ul style="list-style-type: none"> be familiar with the main aesthetic features of Modernism and 					

level of the course (4 to 10 learning outcomes)	<p>Postmodernism, as well with the specificities of these two movements within British and Irish literature;</p> <ul style="list-style-type: none"> • understand the main cultural and political events and their impact on the two literary movements; • become acquainted with some important theoretical notions (intertextuality, free indirect style, dissolved subjectivity); • improve the abilities of analytical and critical reading; • be able to discern the formal specificities of twentieth-century texts; • develop writing skills; • develop research skills. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> • <u>Introduction to Modernism</u> (3 lectures; 1 seminar): definition and general guidelines; the idea of the <i>Avant-garde</i>; the historical, political and cultural context of Modernist literature and art; a movement away from traditional forms of expression in Modernist literature and in Modernist painting • <u>Modernist fiction</u> (2 lectures): Conrad; E. M. Forster; D. H. Lawrence; V. Woolf; J. Joyce • <u>Modernist fiction</u> (8 seminars): James Joyce, <i>A Portrait of the Artist as a Young Man</i>; Katharine Mansfield, 'Bliss', 'The Garden Party'; Virginia Woolf, <i>Mrs Dalloway</i>; D. H. Lawrence, 'The Blind Man', 'Odour of Chrysanthemums' • <u>Modernist poetry</u> (3 lectures): Symbolism; W. B. Yeats; Eliot as a poet and a critic; WW I Poetry • <u>Modernist poetry</u> (6 seminars): W. B. Yeats, selected poetry; T. S. Eliot, 'Tradition and the Individual Talent', 'The Metaphysical Poets', 'The Love Song of J. A. Prufrock' • <u>Towards Postmodernism</u> (1 lecture; 1 seminar): 'The Theatre of the Absurd'. Samuel Beckett, <i>Waiting for Godot</i> • <u>Introduction to Postmodernism</u> (3 lectures; 1 seminar): definition and general guidelines; postmodernism in literature and in art; the historical, political and cultural context of postmodernist literature and art • <u>Postmodernist fiction</u> (2 lectures) • <u>Postmodernist fiction</u> (6 seminars): David Lodge, <i>How Far Can You Go?</i>; Hugo Hamilton, <i>The Last Shot</i>; Edna O'Brien, 'Sister Imelda' • <u>Postmodernist poetry</u> (2 lectures) • <u>Postmodernist poetry</u> (8 seminars): Announcing Postmodernism: Philip Larkin, Thom Gunn, Ted Hughes <p>Selected Poetry of Seamus Heaney and Tony Harrison</p>					
Format of instruction	<p>xlectures xseminars and workshops</p> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<p>xindependent assignments</p> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Students are obliged to prepare for classes through independent assignments, and to attend them regularly. They are encouraged to actively participate in class discussions.					
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)	<p>Class attendance</p>	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	2	(Other)	
	Tests		Oral exam		(Other)	
	Written exam (or two)	2	Project		(Other)	

	partial exams)					
Grading and evaluating student work in class and at the final exam	The assessment of student knowledge/performance will be based on: <ul style="list-style-type: none"> • Continuous assessment (independent research and active participation in class, short tests). • Final written exam (or two partial exams). • One written work (seminar paper). 					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Study material provided by the teacher.			1	On line sources.	
2. McRae, J., & Carter, R. (2001), <i>The Routledge History of Literature in English: Britain and Ireland</i> , London and New York: Routledge.						
3. Childs, P. (2000). <i>Modernism</i> , London and New York: Routledge. http://andromeda.rutgers.edu/~jlynch/Lit/ http://webster.commnet.edu/mla/index.shtml			1			
Optional literature (at the time of submission of study programme proposal)	<p>Begam, Richard & Valdez Moses, Michael, <i>Modernism and Colonialism: British and Irish Literature, 1899-1939</i> (Durham, N.C.; London: Duke University Press, 2007).</p> <p>Harrison, Charles, <i>Modernism</i> (London: Tate Gallery, 1997).</p> <p>Levenson, Michael, <i>Modernism</i> (New Heaven: Yale University Press, c 2011).</p> <p>O'Donnell, Kevin, <i>Postmodernism</i> (Oxford: Lion, c2003).</p> <p>Rickard, John S., <i>Irishness and (Post)modernism</i> (Lewisburg: Bucknell University Press; London: Associated University Presses, c1994).</p> <p>Sim, Stuart, <i>The Routledge Companion to Postmodernism</i> (London: Routledge, 2011).</p> <p>Glenn Ward, <i>Postmodernism</i>, (London, London : Teach Yourself, 1997).</p> <p>Wilson, Leigh, <i>Modernism</i> (London: Continuum, 2007).</p>					
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, tests, exam, teacher questionnaire.					

NAME OF THE COURSE		ENGLISH LANGUAGE – COMMUNICATION SKILLS 3 – MODULE 5A				
Code	HZE 403	Year of study	3 rd			
Course teacher	Dr Melanija Marušić, Senior Language Instructor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						

Course objectives	Communicative competence at C1+ to C2 level: conversing fluently and accurately, adapting oral production to various contexts. Command of complex language structures. Writing clear, detailed and well-structured texts (350 words) and summaries of texts. Implementing skills and strategies for independent study and critical self-assessment.
Course enrolment requirements and entry competences required for the course	Completion of the following courses: English Language – Communication Skills – Modules 1, 2, 3 and 4.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> - express complex ideas fluently and accurately with the use of complex language Structures - adapt oral production to various contexts - write clear, detailed and well-structured texts - recognise main ideas of texts, summarise them and evaluate them - implement skills and strategies for independent study and critical self-assessment
	<p>1 Course introduction: Module 5a builds on the contents of Modules 1, 2, 3 and 4 by further developing all language skills. Emphasis on fluency, accuracy, appropriate use of language, and pragmatic competence at C1+ to C2 level. Particular emphasis on summarizing information from various sources, presenting informed views and differentiating finer shades of meaning. Further development of academic skills and strategies for independent study. Critical self-assessment.</p> <p>Analysing cultural aspects of language use. Raising language awareness. 2 (=</p>

Course content broken down in detail by weekly class schedule (syllabus)	<p>two 45-minute sessions)</p> <p>2 Describing past events and situations. Collocations and idioms. 2</p> <p>3 Describing possible future events and situations. Paraphrasing. 2</p> <p>4 Writing: organisation and selection of information. Focus and emphasis: writing essays. Word formation. Understanding the roles of articles and prepositions. 2</p> <p>5 Expressing cause and consequence. Recognising point of view and level of formality. Understanding interaction. 2</p> <p>6 Expressing assumptions and possibility. Modal verbs. 2</p> <p>7 Persuading. Relative clauses. Synonyms. 2</p> <p>8 Summarising, evaluating. Gerunds and infinitives. 2</p> <p>9 Practice test. 2</p> <p>10 Making deductions. Passive (<i>have</i> and <i>get</i>). 2</p> <p>11 Describing contrast, manner and reason. Adapting communication style in writing and speech. 2</p> <p>12 Reporting. Indirect speech. 2</p> <p>13 Proposing solutions. Conditional clauses. 2</p> <p>14 Revision: style and word order, inversion, overall homework analysis. 2</p> <p>15 Revision and preparation for the examination. 2</p>					
Format of instruction	<input type="checkbox"/> Lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <u>exercises</u> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <u>independent assignments</u> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Continuous active attendance, homework tasks, practice test, final examination.					
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	0.75	Research		Practical training	
	Experimental Work		Report		Homework	1.25
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>Continuous assessment of knowledge and skills throughout the course (diagnostic tests, homework checks, practice test).</p> <p>Final exam: written - essay on a given topic (350 words) + summary of a non-literary text + test of grammar and vocabulary in context; C1+ to C2 level.</p>					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Various texts (newspapers, magazines, the Internet).	+	Yes
	Gude, K, Duckworth, M. Rogers L. (2012) <i>Proficiency Masterclass: Student's Book</i> . Oxford: OUP.	+	Yes
	Swan, M. (2016). <i>Practical English Usage</i> . Oxford: OUP (or older editions).	+	Yes
Optional literature (at the time of submission of study programme proposal)	English grammar books and handbooks...		
Quality assurance methods that ensure the acquisition of exit competences	Continuous assessment of knowledge and skills throughout the course (diagnostic tests, homework checks, practice test, advisory sessions, discussions, questionnaire, course attendance sheets, active participation in debates, presentations).		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		ENGLISH LANGUAGE – COMMUNICATION SKILLS 3 – MODULE 5B				
Code	HZE 404	Year of study	3 rd			
Course teacher	Dr Melanija Marušić, senior language instructor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Well-developed ability to translate general texts of average difficulty from English into Croatian. Command of basic translation strategies.					
Course enrolment requirements and entry competences required for the course	Completion of the following courses: English Language – Communication Skills – Modules 1, 2, 3 and 4.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> - understand the source text; tone, style and register of a text - apply basic translation principles and strategies - translate general texts fluently and accurately from English into Croatian language - adapt production to various contexts - translate with the use of dictionaries and other translation aids 					

Course content broken down in detail by weekly class schedule (syllabus)	<p>1 Introduction: basic translation principles: understanding the source text; tone, style and register of a text; use of monolingual and bilingual dictionaries, encyclopaedias, the Internet etc. Basic translation strategies. Familiarisation with in-class analysis procedures; familiarisation with the content and form of the examination. 2 (= two 45-minute sessions)</p> <p>2 Text 1. 2</p> <p>3 Text 2. 2</p> <p>4 Text 3. 2</p> <p>5 Text 4. 2</p> <p>6 Text 5. 2</p> <p>7 Practice test. 2</p> <p>8 Text 6. Practice test review. 2</p> <p>9 Text 7. 2</p>					
	<p>10 Text 8. 2</p> <p>11 Text 9. 2</p> <p>12 Text 10. 2</p> <p>13 Practice test. 2</p> <p>14 Text 11. Practice test review. 2</p> <p>15 Revision and preparation for the examination. 2</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <u>exercises</u> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> <u>independent assignments</u> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Continuous active attendance, homework tasks, two practice tests, final examination.					
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	0.75	Research		Practical training	
	Experimental work		Report		Homework	0.75
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0.50	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>Continuous assessment of knowledge and skills throughout the course (homework checks, practice tests).</p> <p>Final exam: written – translation of a 250-word text from English into Croatian language with the use of dictionaries.</p>					
	Title			Number of copies in the library	Availability via other media	

Required literature (available in the library and via other media)	Various texts (books, newspapers, magazines, the Internet).	+	Yes
	English dictionary	+	Yes
	English-Croatian dictionary	+	Yes
Optional literature (at the time of submission of study programme proposal)	English and Croatian grammar and spelling handbooks, specialised dictionaries...		
Quality assurance methods that ensure the acquisition of exit competences	Continuous assessment of knowledge and skills throughout the course (homework checks, practice tests, advisory sessions, discussions, questionnaire, course attendance sheets, active participation in debates, presentations).		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		AMERICAN LITERATURE				
Code	HZE504	Year of study	3rd			
Course teacher	Dr Gordan Matas, Assistant Professor	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30		
Status of the course	mandatory course	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The course studies the development of American literature from its early days, i.e. from colonial and Puritan literature up to the present time. Special attention has been paid to the American Renaissance and the era of realism and naturalism since some of the most important American authors wrote during these periods. Although the primary goal of the course is to outline the most important periods and authors, the course also discusses ethnic/multicultural literature as well as women's writing.					
Course enrolment requirements and entry competences required for the course	Completed second year of study of English language and literature					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course students will be able to: <ol style="list-style-type: none"> 1. Demonstrate the knowledge of main literary periods, works and authors in American literature. 2. Explain basic facts, theories and principles of the mentioned area. 3. Analyze and interpret selected literary works. 4. Compare and evaluate the mentioned periods and works of American literature. 					
Course content broken down in detail by weekly class schedule (syllabus)	1 Lecture Seminar 2 Lecture Seminar	Introduction/Literature of colonial and revolutionary period William Bradford, "Of Plymouth Plantation" Jonathan Edwards, "Sinners in the Hands of an Angry God" Early American fiction Benjamin Franklin, selection from "Autobiography"				

	3 Lecture	American Renaissance– theoretical framework				
	Seminar	Edgar Allan Poe, "The Raven" & "Annabel Lee"				
	4 Lecture	American Renaissance – important authors				
	Seminar	Nathaniel Hawthorne, "The Minister's Black Veil"				
	5 Lecture	Transcendentalism - R.W. Emerson & H.D. Thoreau				
	Seminar	Ralph Waldo Emerson, " Self-Reliance" Henry David Thoreau, "Walden, Chapter I "				
	6 Lecture	W. Whitman & E. Dickinson				
	Seminar	Selected poems from the Reader				
	7 Lecture	Mark Twain and American themes				
	Seminar	Mark Twain and mid-term exam				
	8 Lecture	American realism				
	Seminar	Carl Sandburg, "Chicago"				
	9 Lecture	American naturalism				
	Seminar	Stephen Crane, "The Bride Comes to Yellow Sky"				
	10 Lecture	American fiction between the two World Wars				
Seminar	William Faulkner, " Barn Burning"					
11 Lecture	American literature after WW II					
Seminar	Vladimir Nabokov, "Lolita"					
12 Lecture	Ethnic/Multicultural literature					
Seminar	Zora Neale Hurston, "How it Feels to be Colored Me"					
13 Lecture	African-American literature					
Seminar	Toni Morrison, "Beloved"					
14 Lecture	Asian-American literature					
Seminar	Amy Tan, "The Joy Luck Club"					
15 Lecture	Revision					
Seminar	Revision					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" 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 checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	

<i>equal to the ECTS value of the course</i>	Written exam	4	Project		(Other)	
Grading and evaluating student work in class and at the final exam						
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Lewicki, Z. (Ed.). (1990). <i>A Handbook of American Literature</i> . Warsaw: U.S. Embassy, Cultural Section.			2	Yes	
	Baym, N. (Ed.). (2002). <i>The Norton Anthology of American Literature: Shorter Version, Sixth Edition</i> . New York: W. W. Norton & Company.			3	Yes	
Optional literature (at the time of submission of study programme proposal)	DeLillo, Don. (2003). <i>Cosmopolis</i> . New York: Scribner. Hurston, Zora Neale. (1930). <i>Their Eyes Were Watching God</i> . New York: Perennial, 1990. Morrison, Toni. (1987). <i>Beloved</i> . New York: Plume. Tan, Amy. (1989). <i>The Joy Luck Club</i> . New York: Ivy Books.					
Quality assurance methods that ensure the acquisition of exit competences	Continuous assessment of student's participation in lectures and seminars, two tests and a seminar essay.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		ENGLISH LANGUAGE – COMMUNICATION SKILLS 3 – MODULE 6					
Code	HZE 505	Year of study	3 rd				
Course teacher	Dr Melanija Marušić, Senior Language Instructor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
					30		
Status of the course	Mandatory	Percentage of application of e-learning	10 %				
COURSE DESCRIPTION							
Course objectives	Well-developed ability to translate general texts of average difficulty from Croatian into English. Good command of basic translation strategies.						
Course enrolment requirements and entry competences required for the course	Completion of the following courses: English Language – Communication Skills – Modules 1, 2, 3 and 4.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students will be able to:</p> <ul style="list-style-type: none"> - understand the source text; tone, style and register of a text - apply basic translation and intercultural skills and strategies - translate general texts fluently and accurately from Croatian into English - adapt production to various contexts 						

	- translate with the use of monolingual and bilingual dictionaries, encyclopaedias, the Internet					
Course content broken down in detail by weekly class schedule (syllabus)	<p>1 Introduction: basic translation principles: understanding the source text; tone, style and register of a text; use of monolingual and bilingual dictionaries, encyclopaedias, the Internet and other aids. Intercultural skills and translation strategies. Familiarisation with in-class analysis procedures; familiarisation with the content and form of the examination. 2 (= two 45-minute sessions)</p> <p>2 Text 1. 2</p> <p>3 Text 2. 2</p> <p>4 Text 3. 2</p> <p>5 Text 4. 2</p> <p>6 Text 5. 2</p> <p>7 Practice test. 2</p> <p>8 Text 6. Practice test review. 2</p> <p>9 Text 7. 2</p> <p>10 Text 8. 2</p> <p>11 Text 9. 2</p> <p>12 Text 10. 2</p> <p>13 Practice test. 2</p> <p>14 Text 11. Practice test review. 2</p> <p>15 Revision and preparation for the examination. 2</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <u>exercises</u> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <u>independent assignments</u> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Continuous active attendance, homework tasks, two practice tests, final examination.					
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	0.75	Research		Practical training	
	Experimental Work		Report		Homework	1.25
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>Continuous assessment of knowledge and skills throughout the course (homework checks, practice tests).</p> <p>Final exam: written – translation of a 250-word text from Croatian into English with the use of dictionaries.</p>					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Various texts (books, newspapers, magazines, the Internet).	+	Yes
	Croatian dictionary	+	Yes
	Croatian-English dictionary	+	Yes
Optional literature (at the time of submission of study programme proposal)	Croatian and English grammar and spelling handbooks, specialised dictionaries...		
Quality assurance methods that ensure the acquisition of exit competences	Continuous assessment of knowledge and skills throughout the course (homework checks, practice tests, advisory sessions, discussions, questionnaire, course attendance sheets, active participation in debates, presentations).		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		LANGUAGE FOR SPECIFIC PURPOSES				
Code	HZE502	Year of study	3			
Course teacher	Dr Ivana Petrović, Assistant Professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<p>The objectives of the course are:</p> <ul style="list-style-type: none"> - to introduce students to the various approaches to language for specific purposes; - to familiarize students with lexical and grammatical features that characterize English for specific purposes; - to familiarize students with the role of terminology in translating language for specific purposes. 					
Course enrolment requirements and entry competences required for the course	Enrolment into the 3rd year of the Undergraduate Study Programme.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> - explain the specificity and practical aspect of LSP; - understand the difficulties in translating LSP; - understand the role of terminology; - evaluate terminological resources; - identify specificities of different LSPs; - detect terminological units; - analyse and classify multiword lexical expressions. 					

Course content broken down in detail by weekly class schedule (syllabus)	<p>(1) Course overview. (2) LSP language (definition, basic features). (3) Language for general purposes vs. LSP. (4) Practical aspects of specialized language (language in communication, ESP, translation). (5) Difficulties and procedures in translating (borrowing, paraphrase, neologisms). (6) Linguistic features and levels (lexical, grammatical, pragmalinguistic, stylistic, cognitive). (7) Sentence-based analysis. (8) Terminology (definition, terminological activities). (9) Mid-term exam. (10) Monosemy vs. Polysemy. (11) Terminology extraction (approaches, tools). (12) Terminological resources. (13) Specificity of legal language. (14) Identifying terminology units. (15) End-term exam.</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" 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	Class attendance, Seminar essay, translation tasks					
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	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Tests (2) – 50% Seminar essay- 40% Class activity, preparation for lecture, translation tasks – 10%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Cabré, M. T. (1999). Terminology: Theory, methods and applications. Amsterdam/Philadelphia: John Benjamins.			1	/	
Optional literature (at the time of submission of study programme proposal)	Benitez P.F. (2009). <i>The cognitive shift in terminology and specialized translation</i> , University of Granada. Temmerman, R. (2000). <i>Towards New Ways of Terminology Description – The Sociocognitive Approach</i> . Amsterdam/ Philadelphia: John Benjamins.					
Quality assurance methods that ensure the	Advisory sessions, student attendance records, student questionnaires, evaluation conducted by the Quality Assurance Board.					

acquisition of exit competences	
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		BUSINESS COMMUNICATION					
Code	HZE503	Year of study	Third				
Course teacher	Ana Bakašun, Senior Language Instructor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	15			
Status of the course	Elective course	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Introduction to business communication. Effective messages: adapting the message to the target audience. Multicultural working environment. Team work and team building. Effective meetings. Business etiquette. Job hunting process: writing a CV, a letter of application, preparing for a job interview. Presentation skills. Non-verbal communication (body language).						
Course enrolment requirements and entry competences required for the course	Enrolment into the third year. Overall language competence at C1+ level.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student should be able to identify, understand and use basic tools for effective communication in the world of work. S/he is expected to be able to tailor her/his communication to the audience or situation at hand, to identify individual and collective goals and responsibilities and act in an appropriate manner. S/he should be able to identify and work towards targets for personal and professional development.						
Course content broken down in detail by weekly class schedule (syllabus)	HOURS	CONTENT					
	2	Introduction to business communication.					
	2-4	Communication in different working environments.					
	4-6	Effective messages: adapting the message to the target audience.					
	6-8	Working in teams and team building.					
	8-10	Effective meetings.					
	10-12	Interpersonal skills.					
	12-14	Planning and organising.					
	14-16	Business etiquette.					
	16-18	Job-hunting process: writing a CV and a letter of application.					
	18-20	Job-hunting process: preparing for a job interview.					
	20-22	Presentation skills in the working environment.					
	22-24	Presentation skills: effective visual aids.					
	24-26	Presentation skills: non-verbal communication.					
26-28	Presentation skills: adapting to unexpected circumstances.						
28-30	Multicultural working environment.						
Format of instruction	<input checked="" type="checkbox"/> <input type="checkbox"/> lectures <input checked="" type="checkbox"/> <input type="checkbox"/> seminars		<input checked="" type="checkbox"/> <input type="checkbox"/> independent assignments				
Student responsibilities	Obligatory class attendance and active student participation; doing homework assignments.						
Screening student work (<i>name the</i>	Class attendance	0.75	Research	0.25	Practical training		

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project	1	(Other)	
Grading and evaluating student work in class and at the final exam	Assessment of student knowledge/performance is based on the following: (1) Continuous assessment of acquired knowledge and skills through class discussions. (2) Exam: written report and an oral presentation of a set project.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Chapters from: Locker, K., Mackiewicz, J. & Kienzler, D. (2018). <i>Business and Administrative Communication</i> . Boston: McGraw-Hill Higher Education.					
	Downes, C. (2008). <i>Cambridge English for Job-hunting</i> . Cambridge: CUP.					
Optional literature (at the time of submission of study programme proposal)	Various authentic texts and teacher generated materials.					
Quality assurance methods that ensure the acquisition of exit competences	Process-oriented approach to self-managed and lifelong learning via lectures, tutorials and advisory hours. Collaborative learning and student participation is encouraged through various tasks and activities, such as: problem-solving tasks, group discussions, pair work, etc.					
Other (as the proposer wishes to add)	Open to students of other undergraduate study programmes at the University of Split if the enrolment quota has not been filled by own students, on condition that their English language competence is C1+ to C2 and they contact the course instructor by email beforehand					

NAME OF THE COURSE		AMERICAN SOCIETY AND CULTURE					
Code	HZE507	Year of study	3				
Course teacher	Dr Gordan Matas, Assistant Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	15			
Status of the course	elective course	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	The course discusses history, culture, politics and society in the United States of America from early colonial days and independence through the development of national government and conquest of the American west up to the present day. The aim of the course is to familiarize students with basic values and points of view within American society and their development and changes caused by various historical and political circumstances.						
Course enrolment requirements and entry competences required for the	Completed second year of study of English language and Literature						

course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon the completion of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the knowledge of main periods and events in history. 2. Explain basic facts, occurrences and phenomena of the USA. 3. Analyze and interpret the most important historical, social and cultural phenomena in the USA. 4. Compare and evaluate the mentioned periods as well as social and cultural phenomena. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>(lecture + seminar)</p> <ol style="list-style-type: none"> 1. Early settlers 1. Early settlers 2. Colonial period 2. Colonial period 3. American independence 3. American independence 4. Expansions, differences and conflicts 4. Expansions, differences and conflicts 5. Civil war and reconstruction 5. Civil war and reconstruction 6. World War I and depression 6. World War I and depression 7. World War II 7. 7. World War II 8. America after war 8. America after war 9. Great social and cultural changes 9. Great social and cultural changes 10. New world order 10. New world order 11. Multicultural America 11. Multicultural America 12. Political institutions 12. Political institutions 13. Religion 13. Religion 14. Education 14. Education 15. Popular culture 15. Popular culture 					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" 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 checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	To prepare for each class by reading the assigned texts; to participate in class discussions; to prepare a presentation and write an essay.					
Screening student work (name the proportion of ECTS credits for)	Class attendance	0.5	Research	0.5	Practical training	
	Experimental work		Report		(Other)	

<i>each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The assessment of student knowledge/performance will be based on: Continuous assessment (independent research and active participation in class, seminar essay and presentation).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Brown Tindall, George & Shi, David Emory. <i>America: A Narrative History</i> . New York and London: W.W. Norton & Company, 2000.			1	Yes	
	Norton, Mary Beth, Katzman, David M. et al. <i>A People & a Nation: A History of the United States</i> . Boston: Houghton Mifflin Company, 2001.			1	Yes	
Optional literature (at the time of submission of study programme proposal)	Mauk, David & Oakland, John. <i>American civilization: An Introduction</i> . London and New York: Routledge 2009.					
Quality assurance methods that ensure the acquisition of exit competences	Continuous assessment of student's participation in lectures and seminars.					
Other (as the proposer wishes to add)	Open to students from other students of other undergraduate study programmes at the University of Split (maximum two people per semester) whose English language competence is C1+ to C2.					

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

Course enrolment requirements and entry competences required for the course	Enrolment in the sixth semester of the third year.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students develop theoretical sensitivity towards an understanding of concepts concerning the relationship between tradition and modernity in contemporary British culture. Through individual research on British culture topics under the course leader's supervision they develop their critical thinking, presentation and writing skills. Although the course's theoretical background is in British Cultural Studies, it is not limited to it. The stress is on the development of critical analysis of materials and the development of individual research skills. After successfully completing the course the students can show their theoretical knowledge and practical skills through a descriptive analysis of elements of British culture.					
Course content broken down in detail by weekly class schedule (syllabus)	1.	Introduction: British culture today. Discussion about methodology and topics. Distribution of presentation assignments.				2+0
	2.	Introduction to the history of Great Britain				1+1
	3.	Monarchy then and now: symbolic vs. cultural capital?				1+1
	4.	British media				1+1
	5.	Education and educational institutions: history, cultural heritage and the question of class.				1+1
	6.	Literature and historical legacy of colonialism: the <i>Man Booker</i> literary prize.				1+1
	7.	Political system and political satire.				1+1
	8.	The relationship between tradition and modernity in contemporary British art on the example of the Turner Prize.				1+1
	9.	Sport and identity: Race, class, region.				1+1
	10.	North and South, from the Victorian age until today.				1+1
	11.	Regional identities: Wales and Scotland				1+1
	12.	Britain and Europe				1+1
	13.	Multiculturalism in literature and pop-culture				1+1
	14.	<i>Queer</i> identities and the Anglican church.				1+1
	15.	Essay analysis. Concluding remarks				0+2
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	To prepare for each class by reading and/or viewing the assigned texts and/or videos; to participate in class discussions; to prepare a presentation and write an essay.					
Screening student work (name the proportion of ECTS)	Class attendance	0.7	Research		Practical training	
	Experimental work		Report		Class attendance and participation	

credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		Presentation /PPT	
	Tests		Oral exam		(Other)	
	Written exam	1.3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuous assessment of students' work and contribution to in-class discussions; grades for presentation and the essay.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Hall, Stuart. 'The Question of Cultural Identity?' <i>Modernity and its Future</i> , Hall, D. Held & T. McGrew (eds.). Cambridge: Polity Press, 1992, 274-316				1	
	Huggan, Graham. 'Prizing Otherness: A Short history of the Booker'. <i>The Postcolonial Exotic: Marketing the Margins</i> . London/New York: Routledge, 2001, 105-123.				-	
	Morley, David & Kevin Robbins (eds.) <i>British Cultural Studies: Geography, Nationality, Identity</i> . Oxford: Oxford University Press, 2001.				1	
	Sargent, Amy. 'The Darcy Effect: Regional tourism and costume drama'. <i>International Journal of Heritage Studies</i> (1998) 4:3-4, 177-186.				-	
	Storey, John (ed.). <i>Cultural Theory and Popular Culture: A Reader</i> . Edinburgh: Pearson Education Limited, 2009 (excerpts).				1	
Optional literature (at the time of submission of study programme proposal)	<p>Breckenridge, Carol A., et al (ed). <i>Cosmopolitanism</i>. Durham&London, Duke University Press, 2002.</p> <p>Gilroy, Paul. <i>There Ain't No Black in the Union Jack</i>. London: Routledge, 1987.</p> <p>Gilroy, Paul. <i>The Black Atlantic: Modernity and Double Consciousness</i>. Cambridge, Massachusetts: Harvard UP, 1996.</p> <p>Goodman, Lizbeth. (ed). <i>Literature and Gender</i>. London: Routledge/The Open University, 2001 (excerpts).</p> <p>Hall, Donald E. et al (ed). <i>The Routledge Queer Studies Reader</i>. London/New York, 2012.</p> <p>Hall, Stuart (excerpts). <i>Representation: Cultural Representations and Signifying Practices</i>. London/Thousand Oaks/New Delhi: Sage, 1997.</p> <p>Paxman, Jeremy. <i>The English: A Portrait of a People</i>. London: Penguin, 1999.</p> <p>Stout, Katherine, Nicholas Serota & Lizzie Carey-Thomas, <i>The Turner Prize and British Art</i>. London: Tate, 2007.</p> <p>Storry, Mike & Peter Childs. <i>British Cultural Identities</i>. London/New York: Routledge, 2012 (4. izdanje).</p> <p>Turner, Graeme. <i>British Cultural Studies</i>. Taylor & Francis e-library, 2005.</p> <p>Williams, Raymond. <i>New Keywords: A Revised Vocabulary of Culture and Society</i> (ed. Tony Bennett et al). Oxford: Blackwell, 2005.</p>					

	<p>Web sources: Official pages of the Tate museum, http://www.tate.org.uk/whats-on/tate-britain-other-venues/exhibitionseries/turner-prize and <i>Man Booker Prize</i>, http://www.themanbookerprize.com/ <i>The Guardian</i>, http://www.guardian.co.uk/ <i>London Review of Books</i>, http://www.lrb.co.uk/ <i>National Trust</i>, http://www.nationaltrust.org.uk/</p>
Quality assurance methods that ensure the acquisition of exit competences	taking exams, active participation in seminar discussions, taking attendance at lectures and seminars, advisory sessions
Other (as the proposer wishes to add)	Open to students of other undergraduate study programmes at the University of Split if the enrolment quota has not been filled by its own students, on condition that their English language competence is C1+ to C2 and they contact the course instructor by email beforehand.

NAME OF THE COURSE		INTRODUCTION TO CREATIVE WRITING				
Code	HZE509	Year of study	3			
Course teacher	Dr Simon Ryle, Associate Professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
				30		
Status of the course	Elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	<p>Students will improve their knowledge of poetic and prose fiction forms of English. By attention to the concentrated web of referential signs employed in poetic and fictive forms of English, students will improve their ability to use precisely and effectively these forms.</p> <p>Students will develop subtle critical faculties with regard to the aesthetic and technical aspects of poetic and prose fiction forms of English, and acquire appropriate techniques of applying critical commentary to poetic and fictive forms of English produced by their peers.</p>					
Course enrolment requirements and entry competences required for the course	Enrolment into the 3rd year.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Knowledge of techniques of effective creative writing; Ability to share constructive critical ideas concerning the writing of others; Ability to revise writing based on editorial and workshop commentaries (oral and written); Improved ability to compose in poetic and prose forms.</p>					
Course content broken down in detail by weekly class schedule (syllabus)	<p>This class is run as a seminar-workshop in which students submit their own writing as the primary texts under discussion, and participate in analysing and constructively criticizing this student writing. The precise weekly schedule is thus entirely dependent on the number of students who elect to take the class, and the writing needs of these students, as identified by the class instructor and the</p>					

	students in the first session.					
Format of instruction	<input type="checkbox"/> lectures xseminars and workshops			<input type="checkbox"/> independent assignments <input type="checkbox"/> work with mentor		
Student responsibilities	Students should complete reading assignments before class and be prepared to contribute their ideas during class sessions. <i>Writing:</i> Written out of class, two fiction pieces should be submitted a semester in a timely fashion.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class contributions	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Writing	1.5	Class conference essay		Seminar presentation	
	Tests		Oral exam		Class conference contributions	
	Written exam		Project		Class preparation	
Grading and evaluating student work in class and at the final exam	The assessment of student knowledge/performance will be based on the following: Continuous assessment: independent homework/project tasks (the production of creative work and the production of critical commentaries on other's work), and observation of the quality and frequency of the student's participation in critical discussions. Production of a portfolio of work.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Burroway, Janet. <i>Writing Fiction: A Guide to Narrative Craft</i> . London: Pearson, 1982.			1		
Optional literature (at the time of submission of study programme proposal)	Modern and contemporary texts illustrative of poetic and fictive English forms will be supplied to students.					
Quality assurance methods that ensure the acquisition of exit competences	The instructor will evaluate student participation and written work.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		PROFESSIONAL PRACTICE AT A TEACHING BASE				
Code	HZX008	Year of study	3 rd (undergraduate study programme)			
Course teacher	teachers appointed by their respective Departments	Credits (ECTS)	5			
Associate	-	Type of	P	S	V	T

teachers		instruction (number of hours)	0	30	40	80
Status of the course	elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	To introduce students to specific practical conditions at the teaching base and enable them to independently identify and solve more complex practical problems in a real work environment.					
Course enrolment requirements and entry competences required for the course	Students are eligible to apply to the competition for professional practice before the start of the second year of graduate study programme. Should more students apply for the professional practice than there are places available, the selection procedure will be conducted according to the Ordinance on Professional Practice of the Faculty of Humanities and Social Sciences.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. applying the knowledge and skills acquired during undergraduate and graduate study programme which are required to independently identify and solve more complex concrete problems in a real work environment; 2. preparing a professional practice report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report. <p>Individual learning outcomes - upon the completion of professional practice, students will be able to:</p> <ol style="list-style-type: none"> 1. explain the structure of the selected teaching base; 2. recognize and explain the challenges posed by the work environment and create the processes for dealing with specific challenges; 3. analyze and evaluate concrete practical situations based on recent scientific sources; 4. (co-)organize, monitor, document, and evaluate processes in the teaching base; 5. analyze problems arising from specific work assignments in the teaching base and suggest the procedures for solving them; 6. document personal practice and evaluate it reflexively. 					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by a mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentors <input type="checkbox"/> other			
Student responsibilities	The student who enrolls in this course is obliged to follow the schedule as defined by the mentor from the teaching base. He/she is obliged to follow the mentor's instructions and diligently perform the assigned work tasks. Upon the completion of professional practice, the student must prepare a report on professional practice and publicly present the experiences gained.					

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		Literature research	0,25	Practical training	3
	Experimental work		Report		Consultations with mentors	0,75
	Essay		Seminar essay		Data gathering	
	Tests		Oral exam		Report on professional practice	0,7
	Written exam		Project		Report defense	0,3
Grading and evaluating student work in class and at the final exam	<p>Professional practice is assessed descriptively by the mentors from the teaching base and the Faculty of Humanities and Social Sciences in Split. The mentor from the teaching base continually monitors whether the student attends the practice regularly and whether he/she is diligent and successful in solving the assigned tasks.</p> <p>At the end of the practice, the mentor assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully completed the professional practice • The student has not successfully completed the professional practice. <p>In case the student did not successfully complete the professional practice, the mentor from the teaching base must provide the written explanation for the grade, and the mentor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.</p> <p>If the grade given by the mentor from the teaching base is "The student has successfully completed professional practice", the mentor from the Faculty of Humanities and Social Sciences in Split analyses the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully written and defended the professional practice report. • The student has not successfully written and defended the professional practice report. <p>If the grade given by the mentor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the professional practice report", the grade must be explained in writing.</p> <p>Professional practice is considered to have been passed if the descriptive grades given by both mentors have confirmed the successful completion of the professional practice/professional practice report. If the descriptive grades by both mentors are positive, the mentor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Specialist literature is defined by the mentor from the teaching base.					
Optional literature	Specialist literature is defined by the mentor from the teaching base.					
Quality assurance methods that ensure the acquisition of exit competences	Prior to professional practice at the teaching base, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the practice, documenting the process and writing the professional practice report.					

	<p>During professional practice, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split, the mentor from the teaching base and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the practice is continuously monitored.</p> <p>After completing the professional practice, the student completes the survey on the quality of the professional practice in accordance with the Ordinance.</p>
Other (as the proposer wishes to add)	/

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

Premises	
Name of the building	Poljičanka
Address	Poljička cesta 35, 21000 Split
Built (year)	1991
Total in m ²	4885,2 m ²

3.2. List of teachers and associate teachers

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

Introduction to the Study of Literature: Textual Analysis	Dr Brian Willems, Associate Professor
Language for Specific Purposes	Dr Ivana Petrović, Assistant Professor
Morphology and Morphosyntax	Dr Nataša Stojan, Assistant Professor
Phonetics and Phonology	Dr Ivana Petrović, Assistant Professor
Professional Practice at a Teaching Base	
Syntax: English Sentence Analysis	Dr Nataša Stojan, Assistant Professor
Twentieth Century Literature of Britain and Ireland	Dr Brian Willems, Associate Professor Ilonka Peršić, MPhil, Lecturer

3.3. Optimal number of students

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

3.4. Estimate of costs per student

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

3.5. Plan of procedures of study programme quality assurance

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Zagreb defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.

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

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

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

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

Evaluation of the work of teachers and

Student survey at the end of the semester (CIRCO,

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