

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY UNDERGRADUATE STUDY PROGRAMME

English Language and Literature (double-major)

SPLIT, December 2025

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split
PIN	98004523293
E-mail	dekanat@ffst.hr
Internet address	https://www.ffst.unist.hr

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of study programme	University Undergraduate Programme *EnglishLanguage and Literature (double-major)*		
Leader of the study programme	University of Split		
Executor/s of the study programme	Faculty of Humanities and Social Sciences in Split, University of Split		
Executor/s of the study programme	Professional study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☒	Graduate ☐	Integrated ☐
	Doctoral ☐	Specialist ☐	
CroQF/EQF/QF-EHEA level	CroQF 6. sv EQF 6		
Scientific or artistic field and area of study programme	Humanities; Philology		
ISCED FoET classification			
Programme duration (semesters, years)	6 semesters; 3 years		

Number of ECTS points acquired on completion of study programme	90
Academic or professional title, i.e. academic degree	Bachelor (baccalaureaus/baccalaurea) of Arts (BA) in English Language and Literature (univ.bacc.philol.germ.)
Language of delivery	Croatian[1]
Place of delivery	Faculty of Humanities and Social Sciences in Split
Type of delivery (in-person, hybrid, online)	Classroom-based
Enrolment quota (for students in regular and special status)	50 – regular status; 2 – Croatian emigrants

1. INTRODUCTION

1.1. Analysis of the compatibility of the study programme with the strategic goals of the higher education institution

The university undergraduate study programme *English Language and Literature (double-major)* at the Faculty of Humanities and Social Sciences in Split is designed to educate specialists in the field of English Studies, providing the knowledge and competencies required for progression to a graduate study programme in English Studies while also enabling graduates to enter the labour market upon completion of the three-year programme. The study programme is therefore structured to combine fundamental knowledge of English linguistics and literature with the development of a high level of language, communication, and intercultural competencies. The programme is delivered in English, except for those components that involve translation into or from Croatian. Upon completion of the undergraduate study programme *English Language and Literature (double-major),* graduates possess advanced proficiency in English, highly developed communication skills, and the ability to interpret content related to the English language, culture, and literature. These competencies qualify them for language mediation roles in economic, administrative, and cultural institutions, as well as for employment in the media and publishing sectors. Given the educational needs of the local community and prevailing economic trends in Split and the Split-Dalmatia County (particularly the emphasis on tourism, the development of cultural tourism, and the promotion of cultural heritage) there is a clear and continuing demand for specialists in the field of English Studies. Such demand is further reinforced by the internationalization of the economy and other sectors of contemporary society, making graduates of this programme well positioned within the modern labour market.
The undergraduate study programme *English Language and Literature* (double-major) is aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split: the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025, the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2021–2025 period, and the Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027. The study programme was revised and substantially modernized in 2023 and is therefore closely aligned with one of the principal strategic objectives of the Faculty of Humanities and Social Sciences in Split, the enhancement of the quality of existing study programmes (*Development Strategy of the*

[1]The study programme is delivered in English, except for those components that involve translation into or from English.

Faculty of Humanities and Social Sciences in Split 2021–2025). Significant improvements were introduced to further develop the programme and to align it, in terms of student workload and ECTS credit allocation, with other philological study programmes offered by the Faculty of Humanities and Social Sciences in Split. The revised learning outcomes are aligned with the guidelines of the Croatian Qualifications Framework and the competency-based approach to higher education. In addition, the programme has been enriched through the introduction of new compulsory and elective courses designed in accordance with students' needs and interests, as well as labour market requirements. The study programme is aligned with all strategic areas defined in *the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*, as outlined below.

- Strategic Area: *Study Programmes, Teaching and Students*

The study programme is fully internationalized, as all courses are delivered in English. This is one of the key factors contributing to the attractiveness of the programme among international students, particularly those participating in the Erasmus+ programme. The teaching staff of the Department of English Language and Literature continuously develop their pedagogical competencies through participation in workshops, professional conferences, and other forms of professional development that enable them to acquire new knowledge and skills. Members of staff also provide English-language training within lifelong learning programmes across various constituent units of the University of Split. Both students and teachers regularly participate in incoming and outgoing mobility programmes, primarily within the Erasmus+ framework. Students are actively involved in a wide range of activities organized by the Student Council of the University of Split and various student associations, participate in humanitarian initiatives, and engage in science popularization activities, receiving continuous support and guidance from their teachers. Members of staff support students in publishing student journals, serve as reviewers of student contributions, and mentor students in the preparation and publication of scientific and professional papers.

- Strategic Area: *Science and Research*

The objectives of this strategic area are achieved through the scientific activities and engagement of the teaching staff of the Department of English Language and Literature. These activities include conducting interdisciplinary research in the humanities, participating in international competitive projects, presenting research findings at national and international conferences, continuously publishing scientific monographs, scientific papers, and professional literature, and participating in researcher mobility programmes.

- **Strategic Area: The Faculty in Its Environment**

Students enrolled in the university undergraduate study programme *English Language and Literature (double-major)* have the opportunity to enrol in the course Work-based Learning at a Partner Institution, which does not form part of the study programme workload and is delivered in cooperation with the partner institutions of the Faculty of Humanities and Social Sciences in Split. The course is implemented through the completion of specific work-related tasks within host organizations. Upon successful completion, students may earn additional 5 ECTS credits while gaining valuable professional experience.

- **Strategic Area: Governance and Organization**

Two chairs operate within the Department of English Language and Literature: the Chair of English Language and Applied Linguistics and the Chair of Literature in English. The teaching staff of the Department systematically contribute to the advancement and development of the Faculty of Humanities and Social Sciences in Split through their scientific and professional work. They actively support the organization of events and promotional activities and participate in the work of Faculty committees and boards.

1.2. Analysis of minimum institutional requirements for comparability of the proposed study programmes with related accredited study programmes in the Republic of Croatia and EU member states

The study programme *English Language and Literature (double-major)* is aligned with educational structures in the Republic of Croatia and across Europe (the ECTS system, study cycles, etc.). A review of the Register of Study Programmes maintained by the Ministry of Science, Education and Youth, followed by a detailed examination and analysis of study programmes in English Language and Literature, established that the programme is comparable to the following university undergraduate study programmes in the Republic of Croatia: English Language and Literature (double-major) at the

Faculty of Humanities and Social Sciences of the University of Rijeka, English Studies (double-major) at the University of Zadar, English Language and Literature (double-major) at the Faculty of Humanities and Social Sciences of the Josip Juraj Strossmayer University of Osijek, English Language and Literature (double-major) at the Faculty of Humanities and Social Sciences of the University of Zagreb, and -The programme is also compatible with related programmes in European Union countries, for example the undergraduate university study programmes in English and American Studies at the University of Graz, Austria (https://anglistik.uni-graz.at; https://amerikanistik.uni-graz.at), and the double-major undergraduate study programme in English Language and Literature at the Faculty of Arts, University of Ljubljana, Slovenia (https://anglistika.ff.uni-lj.si/). These programmes include the same or similar courses, and the content of individual courses overlaps to a considerable extent, resulting in a high degree of correspondence between the knowledge, skills, and competencies acquired upon completion of the undergraduate level of study.

The study programme is aligned with the general development strategy of the higher education institution, its action plans, and other relevant documents. The study programme was originally developed in accordance with the documents that were relevant at the time. The programme received its licence from the Ministry of Science, Education and Sports in 2007, while the current version of the programme specification for English Language and Literature (double-major) has been in force since 23 November 2023. Consequently, the first cohort of students enrolled in the revised programme commenced their studies in the 2024/2025 academic year. The current programme revisions are being implemented in accordance with the documents currently in force, including the Scientific Strategy of the University of Split 2022–2026 (https://arhiva.unist.hr/DesktopModules/Bring2mind/DMX/API/Entries/Download?language=hr-HR&EntryId=2182&Command=Core_Download&PortalId=0&TabId=1846), *the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025* (https://www.ffst.unist.hr/_download/repository/Razvojna_strategija_FFST_2021._-_2025..pdf), the Action Plan for 2023 (https://www.ffst.unist.hr/_download/repository/Akcijski%20plan%20za%202023%200209%5B2%5D.pdf), and the Action Plan of the Department of English Language and Literature (academic years 2022/2023–2027/2028).

The study programme has established and published standards and regulations governing the assessment of achieved learning outcomes (examination procedures), including assessment methods, quality assurance procedures, impartiality and transparency measures, procedures for handling complaints, and other relevant areas. Standards and regulations relating to the assessment of achieved learning outcomes are defined in the syllabus of each course under the sections *Student obligations, Monitoring student work,* and *Assessment and evaluation of student work during classes and the final exam/ Method of assessing the acquired learning outcomes for each course*. Detailed guidelines and instructions for each assessment component are provided in the course repository. Quality assurance at both programme and course level is defined under the section *Methods of quality control that ensure the acquisition of knowledge, skills, and competencies a*nd is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf), the Quality Policy of the University of Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf), the Quality Policy of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf), the Rulebook on the Quality Control System of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf), the Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf), the Quality Control Handbook of the University of Split (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902), the Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf), the Study Rulebook of the University of Split (https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf), Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split

(https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf) and other key documents posted on the website of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

The university undergraduate study programme *English Language and Literature (double-major)* ensures impartiality and transparency in all procedures and has established mechanisms for handling complaints and addressing other relevant matters. These mechanisms are founded on the Code of Ethics (https://www.ffst.unist.hr/_download/repository/Eticki_kodeks.pdf) and other documents that ensure ethical conduct in the planning and implementation of the study programme and in the achievement of learning outcomes. These documents are available on the Faculty's website (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks), including mechanisms for reporting internal irregularities (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti) , the Regulations on the Procedure for Internal Reporting of Irregularities and the Appointment of a Confidential Person (https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf), and mechanisms for protection against discrimination and harassment(https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja).

An information system has been established for the collection, management, processing, and reporting of statistical data related to the organization and implementation of study programmes, as well as data required for quality assurance purposes. The undergraduate study programme *English Language and Literature (double-major)* is fully defined and implemented within the Higher Education Institutions Information System (hr. ISVU) system.

Students are informed about the standards and regulations governing the protection of student rights, particularly in relation to the provision of information to students, the submission and resolution of student complaints, procedures for the protection of rights, and the designation of contact persons responsible for student rights issues (such as the Vice Dean for Teaching and Student Affairs,, student Ombudsperson, the Office for Student Affairs, and similar bodies).

Students participate in all quality assurance processes and in the work of all relevant bodies, committees, departments, and centres, in accordance with national, university, and Faculty acts, regulations, and procedures. At the beginning of their studies and at the start of each academic year, students are informed by the Head of the Department of English Language and Literature about standards and regulations concerning the protection of student rights, as well as their obligations and responsibilities. Regarding complaint procedures and mechanisms for the protection of rights, students may contact the Head of the Department, the Vice Dean for Teaching and Student Affairs, the Ethics Committee, the Student Ombudsperson of the Faculty of Humanities and Social Sciences, or the Student Ombudsperson of the University of Split. Students are informed of these possibilities by the Head of the Department at the beginning of their studies.

Student welfare and students' specific needs are supported by *the Student Counselling Centre* (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata) which provides educational and counselling activities, including free and confidential individual and group counselling aimed at helping students overcome personal difficulties, achieve academic success, improve study efficiency, and enhance their overall quality of life. Student welfare is also supported by *the Career Planning and Development Centre* (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera) whose purpose is to encourage the development of students' potential, enhance career planning and management skills, and connect students with potential employers. Students are also supported by the Office for Student Affairs (https://www.ffst.unist.hr/za_studente/studentska_sluzba) , which provides timely information regarding student obligations and offers administrative support throughout their studies by ensuring access to the necessary procedures and forms.

Teachers involved in the undergraduate study programme *English Language and Literature (double-major)* regularly engage in professional development both within their respective academic disciplines and in the area of teaching competencies. Records are maintained of all professional development activities in teaching competencies organized by the Faculty.

The study programme has established mechanisms for involving students in work-based leaning activities at business partner institutions and connecting them with the labour market. The list of business partner institutions is available at the following link: https://www.ffst.unist.hr/studiji/nastavne_baze.

1.3. Mechanisms to ensure horizontal and vertical student mobility in the national and European Higher Education Area

Given the comparability of the study programme with equivalent programmes in European Union countries and with double-major English Studies programmes in the Republic of Croatia, it is fully conducive to both horizontal and vertical student mobility. Horizontal mobility is reflected in the possibility for students from other higher education institutions to transfer to the study programme *English Language and Literature (double-major)* at the Faculty of Humanities and Social Sciences in Split, and vice versa. The flexibility of the study programme and its openness to mobility are further demonstrated by the fact that elective courses may also be taken by students enrolled in other study programmes at the Faculty of Humanities and Social Sciences in Split, provided that their level of English language proficiency is at the C1 or C2 level. Vertical mobility is reflected in the opportunity for students to continue their education in the graduate university study programme *English Studies (double-major)* at the Faculty of Humanities and Social Sciences in Split, as well as in other graduate English Studies programmes in the Republic of Croatia and abroad, or in related graduate study programmes in Croatia and internationally. Student mobility is also further facilitated through participation in international exchange programmes, primarily within the framework of the Erasmus+ programme.

1.4. Admission criteria, criteria for enrolment in the subsequent semester, trimester or year of studies, as well as criteria for undertaking other student obligations

Admission to the undergraduate study programme *English Language and Literature (double-major)* is open to applicants who have completed a four-year secondary education programme and successfully passed the compulsory component of the State Matura exam (Croatian Language, Mathematics – basic level, and English Language – higher level). The criteria for progression to a higher year of study are regulated by *the Decision on the Criteria for Enrolment in Higher Years of Study,* adopted annually by the Faculty of Humanities and Social Sciences in Split. Students may also enrol in the course *Work-based Learning at a Partner Institution*, which is delivered in cooperation with the business partner institutions of the Faculty of Humanities and Social Sciences in Split and does not form part of the regular study programme workload. The course provides students with an opportunity to gain valuable professional experience. Students may apply for internship through a competitive selection procedure and, upon successful completion of the course, earn additional 5 ECTS credits.

1.5. Competencies acquired on completion of the study module and study programme

Upon completion of the university undergraduate study programme English Language and Literature (double-major), students will be able to:

1. follow and comprehend specialist lectures and presentations on complex topics delivered in English;
2. communicate clearly, accurately, and appropriately in writing on specialist and other topics in English using a variety of text types;
3. communicate clearly, accurately, and appropriately in spoken English on specialist and other topics, employing presentation skills and a variety of forms of oral communication;
4. apply fundamental methods of analytical reading to specialist and academic texts in English;
5. search for, evaluate, and use relevant specialist and academic literature in English;
6. identify and analyse their academic goals and plan, select, and apply appropriate strategies for successful study in English;

7. design and conduct a small-scale research project on a linguistic, literary, and/or cultural topic and present the findings in written or oral form in English;
8. analyse the socio-cultural characteristics of different English-speaking countries;
9. describe and explain the concepts and theoretical approaches of the core linguistic disciplines (phonology, morphology, syntax, and semantics) in English;
10. interpret the fundamental segmental and prosodic features of the English language;
11. apply the basic principles of phonetic transcription of English speech sounds using the symbols of the International Phonetic Alphabet;
12. describe and analyse the fundamental structural features of contemporary English;
13. explain and apply word-formation processes and classify word classes in English;
14. analyse the structure of English sentences with regard to the functions of their constituent elements;
15. describe and explain the fundamental lexical features of contemporary English;
16. analyse the meaning of different lexical units in English;
17. discuss key concepts and theoretical approaches to semantic analysis using appropriate terminology in English;
18. compare and explain the cultural, sociolinguistic, and pragmatic dimensions of language use in English;
19. explain and interpret the influence of socio-historical and cultural contexts on the development of literary genres and movements in Anglophone literatures;
20. distinguish between and apply theoretical approaches to the study of literary texts in Anglophone literatures;
21. apply fundamental methods of analytical reading in the interpretation of literary texts in English;
22. use literary-critical terminology and methodology to conduct oral and written analyses of literary works from the corpus of Anglophone literatures;
23. provide a detailed account of the development of literary styles and genres in Anglophone literatures with reference to major movements, national traditions, and representative authors;
24. describe the fundamental thematic, stylistic, and formal features of literary works from the Early Modern, Romantic, Victorian, Modernist, and contemporary periods of Anglophone literature;
25. formulate and communicate ideas and viewpoints on literary and other texts effectively in spoken and written English;
26. critically discuss contemporary issues and events within the framework of core knowledge in the field of Anglophone literary studies;
27. apply a range of linguistic and intercultural mediation strategies in English across different contexts and situations and demonstrate an understanding of the professional and ethical standards of the field;
28. use contemporary technologies and digital tools in all forms of academic and professional work in English, including translation from English into Croatian and vice versa, seminar paper writing, and presentation preparation;
29. apply fundamental translation principles and strategies in translating simple general and specialist texts from English into Croatian and vice versa.

1.6. Structure and form of delivery

The undergraduate programme *English Language and Literature (double- major)* is structured and delivered as a regular double-major university programme and is combined with other double-major undergraduate programmes at the Faculty of Humanities and Social Sciences in Split. The programme lasts three years, with two semesters per year (six semesters in total). Each year of study carries 30 ECTS credits (90 in total). Student obligations during the course of study are defined by the syllabi of individual courses (see course descriptions), while their obligations regarding class attendance, study pace, and assessment procedures are determined by the regulations of the Faculty of Humanities and Social Sciences in Split. Certain elective courses may also be taken by students of other study programmes at the Faculty of Humanities and Social Sciences in Split, provided that they their English language proficiency is at the C1–C2 level. Most courses are designed through work in smaller groups and assume regular consultation with course instructors regarding the preparation of seminar papers, preparation and delivery of presentations, and taking exams. During the winter semester of the third year of study, students choose a

supervisor for their final thesis, who will guide them through the research and writing process during the summer semester.

1.7. Manner of completing the study programme

Manner of completing the study programme	Final thesis ☒ Diploma thesis ☐	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam	In accordance with the *Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Scienes in Split* (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf), students, in agreement with their supervisor, select and register the topic of their final thesis in the final year of study, and no later than the end of classes in the winter semester. The Department Council approves the student's thesis topic and supervisor. The requirements for applying for their final thesis defense are the completion of the fifth (winter) semester of the third year of the study programme and the fulfilment of all obligations prescribed therein.	
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	The conditions for successful completion of the final thesis include the fulfilment of all obligations in enrolled courses, a positive evaluation of the final thesis by the supervisor and the successful oral defence of the thesis befor a three-member committee.	

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Introduction to Linguistics	Mirjana Semren, PhD, assistant professor	15	0	30	4	C
Introduction to Literature: Poetry and Drama	Simon Ryle, PhD, full professor	15	0	30	4	C
English Language – Communication Skills 1	Ivana Bojčić, senior language instructor	0	60	0	4	C

Academic Skills	Mara Ruža Blažević, senior language instructor	0	0	45	3	C

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Phonetics and Phonology	Ivana Petrović, PhD, associate professor	15	0	30	4	C
Introduction to Literature: Novel	Brian Willems, PhD, full professor	15	0	30	4	C
English Language – Communication Skills 2	Ivana Bojčić, senior language instructor	0	60	0	4	C
Practical Criticism	Simon Ryle, PhD, full professor	0	0	45	3	C

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Morphology and Morphosyntax	Nataša Stojan, PhD, associate professor	15	0	30	4	C
Early Modern English Literature	Simon Ryle, PhD, full professor	15	0	30	4	C
English Language – Communication Skills 3	Mara Ruža Blažević, senior language instructor	0	60	0	4	C
Linguistic and Intercultural Mediation	Marija Knežević, PhD, senior language instructor	0	0	45	3	C

LIST OF COURSES						
Year of study: 2						
Semester: 4						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
English Syntax	Nataša Stojan, PhD, associate professor	30	0	30	4	C
English Literature of Romanticism and the Victorian Era	Brian Daniel Willems, PhD, full professor	15	0	30	4	C
English Language – Communication Skills 4	Mara Ruža Blažević, senior language instructor	0	60	0	4	C

LIST OF COURSES						
Year of study: 3						
Semester: 5						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Introduction to Semantics	Ivana Petrović, PhD, associate professor	30	0	30	4	C
Twentieth and Twenty-first Century Literature in English	Brian Daniel Willems, PhD, full professor	15	0	30	4	C
English Language – Translation Skills 1	Marija Knežević, PhD, senior language instructor	0	60	0	4	C

LIST OF COURSES						
Year of study: 3						
Semester: 6						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
American Literature	Gordan Matas, PhD, associate professor	15	0	30	4	C
English Language – Translation Skills 2	Marija Knežević, PhD, senior language instructor	0	45	0	3	C
Bachelor's Thesis[2]		0	0	0	5	C

LIST OF COURSES [3]							
Year of study: 2-3							
Semester: 4- 6							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Aspects of British Culture	Danijela Šegedin Borovina, PhD, assistant professor	0	0	30	0	3	E
Australian Literature	Gordan Matas, PhD, associate professor	15	0	15	0	3	E
British and Irish Modernism	Brian Daniel Willems, PhD, full professor	0	0	30	0	3	E
American Society and Culture	Gordan Matas, PhD, associate professor	15	0	15	0	3	E
How Literature Changes the World	Brian Daniel Willems, PhD, full professor	15	0	15	0	3	E

[2] Bachelor's Thesis in the undergraduate double-major programme – 10 ECTS credits: 5 credits per study programme.

[3] Students select elective courses from the list of elective courses defined in the Study programme implementation plan for the current academic year, taking into account the required total sum of ECTS credits of compulsory and elective courses (students must enrol in a total of 15 ECTS credits per semester)..

Language Learning and Research Using Corpora and AI	Marija Knežević, PhD, senior language instructor	15	15	0	0	3	E
Cultural Identities of Australia and New Zealand	Mara Ruža Blažević, senior language instructor	0	0	30	0	3	E
Business Communication	Ivana Bojčić, senior language instructor	0	0	30	0	3	E
Contemporary Literary Theory[4]	Brian Daniel Willems, PhD, full professor	15	0	15	0	3	E
Introduction to Film Criticism: Poetic Cinema	Simon Ryle, PhD, full professor	15	0	15	0	3	E
Introduction to Creative Writing	Simon Ryle, PhD, full professor	0	0	30	0	3	E
Work-based Learning at a Partner Institution[5]	All teaching instructors with a scientific-teaching title involved in delivering the course	0	40	30	80	5	E

2.2. Course description

Course name	**Introduction to Linguistics**					
ID	HZE001	Study year	1.			
Lecturer	Mirjana Semren, PhD, assistant professor	ECTS workload	4.0			
Associates		Number of hours	L	S	E	P
			15	30	0	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	This course aims to provide students with an insight into the nature of human language while introducing fundamental linguistic concepts and terminology. Students will develop the core competencies necessary for independent analysis of linguistic structures and processes, and will be equipped to interpret and solve basic linguistic problems. Additionally, the course provides the essential foundation for successfully completing other linguistic courses in the undergraduate study of English Language and Literature.					
Enrolment requirements	No requirements.					

[4] Students who plan to write their bachelor's thesis in the field of literature must take the elective course *Contemporary Literary Theory*.

[5] *Work-based Learning at a Partner Institution* does not count towards the total compulsory ECTS requirement. The course may be taken in either the winter or summer semester by applying to the intership call, and upon successful completion, students may earn additional 5 ECTS credits.

Learning outcomes	Upon completion of the course, students will be able to: - explain the basic concepts and theoretical principles of contemporary linguistics - describe and explain the fundamental characteristics and origins of language - define the basic tenets of different linguistic disciplines and directions in linguistics - describe the structure of the English language across all levels of linguistic analysis (phonological, morphological, syntactic, semantic, pragmatic/discourse, sociolinguistic) - describe the primary characteristics of the processes involved in first and second language acquisition
Syllabus	Week 1 Definitions of language Week 2 Design features of human language Week 3 Origins of language Week 4 Directions in linguistics: historical linguistics Week 5 Directions in linguistics: descriptive linguistics. Directions in linguistics: generative linguistics Week 6 Sounds of English Week 7 Phonology Week 8 Morphology Week 9 Word formation processes Week 10 Syntax Week 11 Semantics Week 12 Pragmatics Week 13 Discourse analysis Week 14 Sociolinguistics Week 15 Psycholinguistics
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning ☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐ ☐ ☐ ☐ ☐
Student obligations	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam (or two colloquia); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.

Monitoring student work								
	Class attendance	☒	Research	☐		Practical work	☐
	Experimental work	☐	Paper	☐		Essay	☐
	Seminar paper	☐	Midterm exam	☐		Oral exam	☐
	Written exam	☒	Project	☐		Participation in class	☒
	Continuous assessment of knowledge	☒		☐			☐
		☐					

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam (or two colloquia). Students knowledge is continuously monitored and checked during classes (participation in activities and discussions at seminars, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Finch, G. (2005). Key Concepts in Language and Linguistics. (2nd edition), Basingstoke and New York: Palgrave Macmillan.	1	yes
	Yule, G. (2023). The Study of Language. (8th edition), Cambridge: Cambridge University Press.	1	yes
	Widdowson, H. G. (1996). Linguistics. Oxford: Oxford University Press.	2	no
Supplementary literature	Crystal, D. (2008). A Dictionary of Linguistics and Phonetics. (6th edition). Oxford: Blackwell Publishers. Čurković Kalebić, S. (2003). Jezik i društvena situacija-istraživanje govora u nastavi stranog jezika. Zagreb: Školska knjiga. Fromkin, V., Rodman, R. (2003). An Introduction to Language. (7th edition). Thomson/Wadsworth.		
Quality assurance	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Definitions of language.	1	
Seminar	Analysis of various examples of body language and sign language. Recognition and interpretation of different types of pictograms.	2	
Week: 2.			
Lecture	Design features of human language.	1	
Seminar	Application of the concepts of duality of patterning (generating words and subsequently sentences from a given inventory of sounds), (non)arbitrariness, and creativity through practical tasks.	2	
Week: 3.			
Lecture	Origins of language.	1	
Seminar	Analysis of historical and sociological experiments, cases of feral children, and onomatopoeic words across different languages.	2	
Week: 4.			
Lecture	Directions in linguistics: historical linguistics.	1	

Seminar	Text analysis (Text 9) - Ferdinand de Saussure: Course in General Linguistics	2	
Week: 5.			
Lecture	Directions in linguistics: descriptive linguistics. Directions in linguistics: generative linguistics.	1	
Seminar	Text analysis (Text 10) - Noam Chomsky: Aspects of the Theory of syntax	2	
Week: 6.			
Lecture	Sounds of English.	1	
Seminar	Sounds of English.	2	
Week: 7.			
Lecture	Phonology.	1	
Seminar	Phonology.	2	
Week: 8.			
Lecture	Morphology.	1	
Seminar	Morphology.	2	
Week: 9.			
Lecture	Word formation processes.	1	
Seminar	Word formation processes.	2	
Week: 10.			
Lecture	Syntax.	1	
Seminar	Syntax.	2	
Week: 11.			
Lecture	Semantics.	1	
Seminar	Semantics.	2	
Week: 12.			
Lecture	Pragmatics.	1	
Seminar	Pragmatics.	2	
Week: 13.			
Lecture	Discourse analysis.	1	
Seminar	Discourse analysis.	2	
Week: 14.			
Lecture	Sociolinguistics.	1	
Seminar	Sociolinguistics.	2	
Week: 15.			
Lecture	Psycholinguistics.	1	
Seminar	Psycholinguistics.	2	

Course name	Introduction to Literature: Poetry and Drama						
ID	HZE002	Study year	1.				
Lecturer	Simon Ryle, PhD, full professor	ECTS workload	4.0				
Associates	Victoria Vestić	Number of hours	L	S	E	P	
			15	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of this course is to introduce students to a wide range of genres and themes in English poetry and drama, as well as its contextualization with regard to contemporary historical, aesthetic and philosophical issues; the aim is to enable students to apply analytical skills in oral and written analysis of literary texts (including seminar discussions, lectures, a final essay and an exam).						
Enrolment requirements	No conditions.						
Learning outcomes	Upon completion of the course, students will be able to: - recognize genres, themes, and historical periods of English poetry and drama; - recognize different historical, philosophical, and aesthetic contexts; - analyze poetry and drama in oral discussion; - compose coherent and thoughtful written essays on English literature; - understand and analyze complex and multi-layered texts in English; - synthesize various contextual sources (visual arts, media and technology, historical, philosophical, and aesthetic contexts) in understanding and analyzing texts; - orally convey complex ideas in front of a group of peers, both in spontaneous discussion and in prepared presentations; - express and write precise analyses of texts in a structured essay form, both under time pressure (in an exam situation) and independently (in extracurricular work).						
Syllabus	Section A: Poetry 1. English romantics and the sublime: Wordsworth The Prelude "Book 1" / Shelley, "Mount Blanc" / Coleridge, "Rhyme of the Ancient Mariner" / Keats "Ode on a Grecian Urn" / Edmund Burke "A Philosophic Inquiry into the Origin of the Sublime and Beautiful"; 2. Middle English: Sir Gawain and the Green Knight (dual language version, translated by W. S. Merwin) / The Green Knight, dir. David Lowery (2021); 3. Modern and Thanatos: Whitman "Song of Myself" / Yeats "The Second Coming" / Eliot "The Waste Land" / Wilfred Owen "Dulce et decorum Est" / Wallace Stevens "Thirteen Ways of Looking at a Blackbird" / Sigmund Freud, Beyond the Pleasure Principle (extracts); 4. In the middle of the century and freedom: Elizabeth Bishop "The Moose" / Marianne Moore "Poetry" / Alan Ginsburg Howl / Frank O'Hara "Meditations in an Emergency" / Audre Lorde "Power" / W. H. Auden "Funeral Blues" / Gwendolyn Brooks "We Real Cool" / Theodore Roethke "My Papa's Waltz" / Herbert Marcuse, Essay on Liberation (extracts); 5. Postcolony: Derek Walcott, "The Great House" / Seamus Heaney "Digging" / Sole Woyinka "Telephone Conversation" / Chinua Achebe "Non- commitment" / Frantz Fanon, Black Skin, White Masks (extracts); 6. Contemporary English and World Englishes: Bernardine Evaristo, "Apapa Docks" / Keston Sutherland, "Hot White Andy" / Bhanu Kapil "Text to Complete a Text" / Les Murray "The Cows on Killing Day" / Tony Harrison "V"; 7. Contemporary Americans: John Ashbery “And Ut Pictura Poesis Is Her Name”/ Rita Dove “Parsley” / Ocean Vuong “Night Sky with Exit Wounds” / Patricia Lockwood “Rape Joke” / Natalie Diaz “Dome Riddle” / Ariana Reines Cow (extracts); 8. Section B: Drama 9. Early Modern: William Shakespeare, King Lear 10. Theatre of the Absurd: Samuel Beckett, Endgame						

	11. Comedy of Threat: Harold Pinter, The Birthday Party 12. Tragedy of Revenge: John Webster, The Duchess of Malfi 13. “In-yer-face” Theatre: Sarah Kane, 4.48 Psychosis 14. Feminist Theatre: Caryl Churchill, Top Girls 15. Contemporary: Jez Butterworth, Jerusalem
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning ☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Student obligations	Regular attendance and active participation in classes, timely completion of homework assignments. Passing the final written exam. Respecting ethical and scientific principles prescribed by relevant regulations of the Faculty and University.

Monitoring student work						
	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of the seminar paper, class contribution, and the final oral exam. The criteria for evaluating and grading individual elements are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	The teacher will provide digital copies of all required readings.		digital copies

Supplementary literature	Selected chapters from: The Norton Anthology of English Literature, 7th Edition (Vol 1). Eds. M.H. Abrams and Stephen Greenblatt. New York: Routledge, 2001.
Quality assurance	- Student survey on the quality of teaching and work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing tasks prescribed by the syllabus; - individual consultations.
Other (in the opinion of the proponent)	

Syllabus

Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	English romanticism and the sublinme: Wordsworth, “Book 1” The Prelude [extracts]; Shelley, “Mont Blanc: Lines Written in the Vale of Chamouni”; Coleridge, “The Rime of the Ancient Mariner”; Keats, “Ode on a Grecian Urn”; Edmund Burke, “A Philosophic Inquiry into the Origin of the Sublime and Beautiful” [extracts]	1	P7
Seminar	Wordsworth, “Book 1” The Prelude [extracts]; Shelley, “Mont Blanc: Lines Written in the Vale of Chamouni”; Coleridge, “The Rime of the Ancient Mariner”; Keats, “Ode on a Grecian Urn”; Edmund Burke, “A Philosophic Inquiry into the Origin of the Sublime and Beautiful” [extracts]	2	P20
Week: 2.			
Lecture	Middle English: Sir Gawain and the Green Knight (dual language version, translation W. S. Merwin) / The Green Knight, dir. David Lowery (2021)	1	P7
Seminar	Sir Gawain and the Green Knight (dual language version, prijevod W. S. Merwin)	2	P20
Week: 3.			
Lecture	The moderns and thanatos: Whitman “Song of Myself”/ Yeats “The Second Coming” / Eliot “The Waste Land” / Wilfred Owen “Dulce et decorum Est” / Wallace Stevens “Thirteen Ways of Looking at a Blackbird” / Sigmund Freud, Beyond the Pleasure Principle (extracts)	1	P7
Seminar	Whitman “Song of Myself”/ Yeats “The Second Coming” / Eliot “The Waste Land” / Wilfred Owen “Dulce et decorum Est” / Wallace Stevens “Thirteen Ways of Looking at a Blackbird” / Sigmund Freud, Beyond the Pleasure Principle (extracts)	2	P20
Week: 4.			
Lecture	Mid-century and freedom: Elizabeth Bishop “The Moose”/ Marianne Moore “Poetry” / Alan Ginsburg Howl / Frank O’Hara “Meditations in an Emergency” / Audre Lorde “Power” / W. H. Auden “Funeral Blues” / Gwendolyn Brooks “We Real Cool” / Theodore Roethke “My Papa’s Waltz” / Herbert Marcuse, Essay on Liberation (extracts);	1	P7
Seminar	Elizabeth Bishop “The Moose”/ Marianne Moore “Poetry” / Alan Ginsburg Howl / Frank O’Hara “Meditations in an Emergency” / Audre Lorde “Power” / W. H. Auden “Funeral Blues” / Gwendolyn Brooks “We Real Cool” / Theodore Roethke “My Papa’s Waltz” / Herbert Marcuse, Essay on Liberation (extracts);	2	P20
Week: 5.			
Lecture	Postcolony: Derek Walcott, “The Great House” / Seamus Heaney “Digging” / Sole Woyinka “Telephone Conversation” / Chinua Achebe “Non-commitment” / Frantz Fanon, Black Skin, White Masks (extracts);	1	P7
Seminar	Derek Walcott, “The Great House” / Seamus Heaney “Digging” / Sole Woyinka “Telephone Conversation” / Chinua Achebe “Non- commitment” / Frantz Fanon, Black Skin, White Masks (extracts);	2	P20
Week: 6.			

Lecture	Contemporary English and world Englishes: Bernardine Evaristo, “Apapa Docks” / Keston Sutherland, “Hot White Andy” / Bhanu Kapil “Text to Complete a Text” / Les Murray “The Cows on Killing Day” / Tony Harrison “V”;	1	P7
Seminar	Bernardine Evaristo, “Apapa Docks” / Keston Sutherland, “Hot White Andy” / Bhanu Kapil “Text to Complete a Text” / Les Murray “The Cows on Killing Day” / Tony Harrison “V”;	2	P20
Week: 7.			
Lecture	Contemporary Americans: John Ashbery “And Ut Pictura Poesis Is Her Name”/ Rita Dove “Parsley” / Ocean Vuong “Night Sky with Exit Wounds” / Patricia Lockwood “Rape Joke” / Natalie Diaz “Dome Riddle” / Ariana Reines Cow (extracts);	1	P7
Seminar	John Ashbery “And Ut Pictura Poesis Is Her Name”/ Rita Dove “Parsley” / Ocean Vuong “Night Sky with Exit Wounds” / Patricia Lockwood “Rape Joke” / Natalie Diaz “Dome Riddle” / Ariana Reines Cow (extracts);	2	P20
Week: 8.			
Lecture	Section B: Drama	1	P7
Seminar	Section B: Drama	2	P20
Week: 9.			
Lecture	Earlymoderns William Shakespeare, King Lear	1	P7
Seminar	William Shakespeare, King Lear	2	P20
Week: 10.			
Lecture	Theatre of the absurd: Samuel Beckett, Endgame	1	P7
Seminar	Samuel Beckett, Endgame	2	P20
Week: 11.			
Lecture	Comedy of menace: Harold Pinter, The Birthday Party	1	P7
Seminar	Harold Pinter, The Birthday Party	2	P20
Week: 12.			
Lecture	Revenge tragedy: John Webster, The Duchess of Malfi	1	P7
Seminar	John Webster, The Duchess of Malfi	2	P20
Week: 13.			
Lecture	“In-yer-face” theatre: Sarah Kane, 4.48 Psychosis	1	P7
Seminar	Sarah Kane, 4.48 Psychosis	2	P20
Week: 14.			
Lecture	Feminist theater: Caryl Churchill, Top Girls	1	P7
Seminar	Caryl Churchill, Top Girls	2	P20
Week: 15.			
Lecture	Contemporary: Jez Butterworth, Jerusalem	1	P7
Seminar	Contemporary: Jez Butterworth, Jerusalem	2	P20

<table>
<tr><td>Course name</td><td colspan="5">English Language – Communication Skills 1</td></tr>
<tr><td>ID</td><td>HZE003</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Ivana Bojčić, senior language instructor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>60</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The objective of the course is to develop language skills (reading, writing, speaking, listening) up to C1 level, emphasizing fluency and accuracy. The focus is to encourage development of study skills and strategies for independent learning as well as raising language awareness.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">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
- use appropriate vocabulary, but may experience some difficulty with low frequency idioms.
- notice and correct grammar mistakes (C1 level)
- recognize, name and describe their own grammar mistakes in the text (C1 level).</td></tr>
<tr><td>Syllabus</td><td colspan="5">HOURS CONTENT
0-4 Introduction.
Development of all language skills (reading, writing, speaking, listening). Work on fluency, accuracy and appropriate use of language at up 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.</td></tr>
</table>

<table>
<tr><td>Teaching types</td><td colspan="5">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☐
☐</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="9">Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☐</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☐</td></tr>
<tr><td></td><td>☐</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="9">In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam. Students' knowledge is continuously monitored and checked during classes (diagnostic tests, achievement tests, evaluating oral expression skills, checking homework). Criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="6">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="6">Selected chapters from:Norris, R., French, A. (2014). Ready for Advanced. Oxford: Macmillan</td><td>2</td><td></td></tr>
<tr><td colspan="6">Selectes chapters from:Yule, G. (2019). Oxford Practice Grammar (Advanced). Oxford: OUP.</td><td>2</td><td></td></tr>
<tr><td colspan="6">Dictionaries: English-Croatian, Croatian-English and English-English.</td><td>6</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="9">Chapters from:
Eastwood, J. (2005). Oxford Learner's Grammar Finder. Oxford: OUP.
Eastwood, J. (2005). Oxford Learner's Grammar Builder. Oxford: OUP.
McCarthy, M. & O'Dell, F. (2017). English Vocabulary in Use (Advanced). Cambridge: CUP.
Hewings, M. (2013). Advanced Grammar in Use. Cambridge: CUP.
Vince, M. (2007). New Advanced Language Practice. Oxford: Macmillan.
Dictionaries: English-Croatian, Croatian-English, English-English.</td></tr>
</table>

Quality assurance	- Student questionnaires on quality of teaching carried out at university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes - Student success in carrying out set tasks - Individual teacher-student consultations
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Language practice	Introduction. Development of all language skills (reading, writing, speaking, listening). Work on fluency, accuracy and appropriate use of language at up to C1 level. Development of academic skills and strategies for independent study. Critical self-assessment. Raising language awareness.	4	P28
Week: 2.			
Language practice	Exam format, exam content and assessment criteria. Introduction to writing: how to develop orthographic competence	4	
Week: 3.			
Language practice	Study skills and strategies. Dictionary skills. Use of self-study resources. Orthographic competence and self-correction skills.	4	
Week: 4.			
Language practice	Reading techniques and strategies. Speaking skills: fluency and accuracy.	4	
Week: 5.			
Language practice	Vocabulary development: collocations, synonyms, paraphrasing. Parts of speech. Word formation.	4	
Week: 6.			
Language practice	Tenses. Sentence structure. Linking words: text cohesion.	4	
Week: 7.			
Language practice	Question formation. Negative statements. Speaking skills: fluency and accuracy.	4	
Week: 8.			
Language practice	Passive. Formal and informal register. Speaking skills: appropriate style	4	
Week: 9.			
Language practice	Modals. Writing skills: developing orthographic competence.	4	
Week: 10.			
Language practice	Conditionals. Writing skills: developing orthographic competence.	4	
Week: 11.			

Language practice	Nouns, pronouns, articles. Speaking skills: organisation and planning.	4	
Week: 12.			
Language practice	Adjectives, adverbs, prepositions. Writing skills: developing orthographic competence.	4	
Week: 13.			
Language practice	Prepositional and phrasal verbs. Revision and exam preparation.	4	
Week: 14.			
Language practice	Revision and exam preparation.	4	
Week: 15.			
Language practice	Revision and exam preparation.	4	

<table>
<tr><th>Course name</th><th colspan="5">Academic Skills</th></tr>
<tr><td>ID</td><td>HZE004</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Mara Ruža Blažević, senior language instructor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>45</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><th colspan="6">Course description</th></tr>
<tr><td>Course aims</td><td colspan="5">The course aims to enable students to acquire the academic skills necessary for successful study. Students will become familiar with academic sources and methods of researching relevant information, as well as with the characteristics and conventions of academic communication and academic genres they will encounter during their studies. With each unit covered, students will activate and consolidate the acquired theoretical knowledge through practical tasks that include reading, writing, presenting, and listening to academic texts.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of this course, students will be able to:
- employ appropriate strategies to effectively participate in lectures and seminars during their studies;
- identify and analyse characteristics of academic discourse;
- plan, choose and apply relevant strategies to achieve their own academic goals;
- critically evaluate and choose content required for their further independent studies.</td></tr>
<tr><td>Syllabus</td><td colspan="5">HOURS UNITS
0-3 Introduction to the course content: different educational environments – different expectations. Adaptation strategies.
3-6 Individual learning styles: how to select effective learning strategies and techniques.
6-9 Reading and understanding academic texts: different reading purposes – different strategies.
9-12 Reading and understanding academic texts: understanding arguments and recognising the author’s stance.
12-15 Reading and understanding academic texts: efficient note-taking.
15-18 Absorbing lectures and academic presentations: efficient note-taking.
18-21 Participating in academic discussions: preparing for seminars and working in groups.
21-24 Essays, seminar papers and final theses. Genres and conventions in academic writing.
24-27 Comparing and differentiating various text types. Forming arguments in speech and writing.
27-30 Academic writing: recognising and using academic discourse (specific grammar and vocabulary).
30-33 Academic writing: citations, paraphrasing, summarising. Avoiding plagiarism.
33-36 Academic presentations: oral presentations of students’ own and others' written work.
36-39 Academic presentations: translating written content into efficient visuals.
39-42 Academic presentations: preparing for audience questions.
42-45 Organising students’ own studies: time management, stress management, preparing for various forms of evaluation and assessment.</td></tr>
</table>

Teaching types	☐ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐ ☐
Student obligations	Regular attendance and active in-class participation; timely completion of independent assignments; Completion and timely submission of student portfolio. Adherence to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University.		

Monitoring student work						
	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Portfolio	☒	Continuous assessment of knowledge	☒	Independent work	☒
		☐				

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade is formed based on the completed and submitted student portfolio. Continuous evaluation (diagnostic tests, independent tasks, achievement tests) is also conducted throughout the course. The criteria for evaluating and assessing individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	de Chazal, Edward & Moore, Julie (2013). Oxford EAP Advanced/C1. OUP.	1	
	Wallace, Michael J. (2004). Study Skills in English. CUP.	1	
Supplementary literature	Selected chapters from: Paterson, Ken & Wedge, Roberta (2013). Oxford Grammar for EAP. OUP. McCarthy, Michael & O'Dell, Felicity (2016). Academic Vocabulary in Use. CUP. Butterworth, John & Thwaites, Geoff (2013). Thinking Skills. CUP.		
Quality assurance	- Student questionnaires on quality of teaching carried out at university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes - Student success in carrying out set tasks - Individual teacher-student consultations		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location

Week: 1.			
Seminar	Introduction to the course content: different educational environments – different expectations. Adaptation strategies.	3	P28
Week: 2.			
Seminar	Individual learning styles: how to select effective learning strategies and techniques.	3	P28
Week: 3.			
Seminar	Reading and understanding academic texts: different reading purposes – different strategies.	3	P28
Week: 4.			
Seminar	Reading and understanding academic texts: understanding arguments and recognising the author's stance.	3	P28
Week: 5.			
Seminar	Reading and understanding academic texts: efficient note-taking.	3	P28
Week: 6.			
Seminar	Absorbing lectures and academic presentations: efficient note-taking.	3	P28
Week: 7.			
Seminar	Participating in academic discussions: preparing for seminars and working in groups	3	P28
Week: 8.			
Seminar	Essays, seminar papers and final theses. Genres and conventions in academic writing.	3	P28
Week: 9.			
Seminar	Comparing and differentiating various text types. Forming arguments in speech and writing.	3	P28
Week: 10.			
Seminar	Academic writing: recognising and using academic discourse (specific grammar and vocabulary).	3	P28
Week: 11.			
Seminar	Academic writing: citations, paraphrasing, summarising. Avoiding plagiarism.	3	P28
Week: 12.			
Seminar	Academic presentations: oral presentations of students' own and others' written work.	3	P28
Week: 13.			
Seminar	Academic presentations: translating written content into efficient visuals.	3	P28
Week: 14.			
Seminar	Academic presentations: preparing for audience questions.	3	P28
Week: 15.			
Seminar	Organising students' own studies: time management, stress management, preparing for various forms of evaluation and assessment.	3	P28

Course name	Phonetics and Phonology					
ID	HZE101	Study year	1.			
Lecturer	Ivana Petrović, PhD, associate professor	ECTS workload	4.0			
Associates		Number of hours	L	S	E	P
			15	30	0	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	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).					
Enrolment requirements	None.					
Learning outcomes	Upon completion of this course, students will be able to: - interpret fundamental concepts of phonetics and phonology using appropriate specialist terminology; - explain the basic mechanisms of speech production; - describe and classify the speech sounds of English, both in terms of articulation and audition; - use the symbols of the International Phonetic Alphabet (IPA) to represent the speech sounds of English.					
Syllabus	1. Introduction to phonetics and phonology. 2. Speech production. Speech organs. 3. Phoneme and allophone. 4. Vowels: monophthongs, diphthongs, and triphthongs. 5. Consonants according to manner of articulation I: plosives, fricatives, and affricates. 6. Consonants according to manner of articulation II: nasals and other consonants. 7. Midterm exam. 8. English syllable structure. 9. Stressed and unstressed syllables. Syllabic consonants. 10. Weak forms. 11. Connected speech: assimilation. 12. Connected speech: elision, linking, and intrusion. 13. Intonation. 14. Functions of intonation. 15. End-of-term exam.					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐	☐ ☐ ☐ ☐			
Student obligations	Regular attendance and active participation in classes; timely completion of homework assignments; passing the final written exam (or two term exams); adherence to the ethical and academic principles prescribed by the relevant Faculty and University regulations.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐

	Seminar paper	☐		Midterm exam	☒	Oral exam	☐
	Written exam	☒		Project	☐	Participation in class	☒
		☐			☐		☐
		☐					

Assessment and evaluation of student work	In accordance with the learning outcomes and student obligations, the final grade is based on the written final exam (or two term exams) as well as continuous assessment during classes (in-class exercises and homework assignments). The criteria for evaluating and assessing individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Roach, P. (2009). English Phonetics and Phonology: A Practical Course (4th ed.). Cambridge: Cambridge University Press.	3	
	Collins, B. i Mees, I. (2013). Practical Phonetics and Phonology: A Resource Book for Students. New York: Routledge.	1	
Supplementary literature	Carr, P. (2013). English Phonetics and Phonology: An Introduction. Malden, MA: Wiley Blackwell. Skandera, P. and Burleigh, P. (2016). A Manual of English Phonetics and Phonology. Tübingen: Narr Francke Attempto. Carley, P. and Mees, I. (2020). American English Phonetics and Pronunciation Practice. New York: Routledge.		
Quality assurance	- Student questionnaires on the quality of teaching carried out at the university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes - Student success in carrying out set tasks - Individual teacher-student consultations		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction to phonetics and phonology.	1	
Seminar	Transcription and IPA.	2	
Week: 2.			
Lecture	Speech organs and speech production.	1	
Seminar	Basic articulatory exercises and IPA transcription.	2	
Week: 3.			

Lecture	Phoneme and allophone. Allophonic variation. Vowels and consonants.	1	
Seminar	Analysis of minimal pairs. Analysis of vowels and consonants in selected examples.	2	
Week: 4.			
Lecture	English vowels: monophthongs, diphthongs, and triphthongs.	1	
Seminar	Listening, production, and IPA transcription of English vowels.	2	
Week: 5.			
Lecture	English consonants according to manner of articulation I: plosives, fricatives, and affricates.	1	
Seminar	Listening, production, and IPA transcription of plosives, fricatives, and affricates.	2	
Week: 6.			
Lecture	English consonants according to manner of articulation II: nasals and other consonants (approximants and lateral consonants).	1	
Seminar	Listening, production, and IPA transcription of nasals and other consonants (approximants and lateral consonants).	2	
Week: 7.			
Lecture	Revision of the course content.	1	
Seminar	Midterm exam.	2	
Week: 8.			
Lecture	English syllable structure. Consonant clusters.	1	
Seminar	Analysis of syllable structure and phonotactic patterns.	2	
Week: 9.			
Lecture	Stressed and unstressed syllables. Syllabic consonants.	1	
Seminar	Analysis of stressed and unstressed syllables and syllabic consonants.	2	
Week: 10.			
Lecture	Connected speech: weak forms.	1	
Seminar	Analysis of weak forms.	2	
Week: 11.			
Lecture	Connected speech: assimilation.	1	
Seminar	Analysis and IPA transcription of assimilation in connected speech.	2	
Week: 12.			
Lecture	Connected speech: elision, linking, and intrusion.	1	
Seminar	Analysis and IPA transcription of elision, linking, and intrusion in connected speech.	2	
Week: 13.			
Lecture	Intonation.	1	
Seminar	Analysis and interpretation of intonation patterns.	2	
Week: 14.			
Lecture	Functions of intonation.	1	
Seminar	Analysis of functions of intonation.	2	
Week: 15.			
Lecture	Course content review.	1	
Seminar	End-of-term exam.	2	

<table>
<tr><th>Course name</th><th colspan="5">Introduction to Literature: Novel</th></tr>
<tr><td>ID</td><td>HZE102</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Brian Daniel Willems, PhD, full professor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><th colspan="6">Course description</th></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to the fundamental aesthetic and ideological characteristics and implications of the novel form throughout time. Beginning with some of the earliest examples of the novel, the course then moves through the Victorian era, the novel in Africa, the American experimental novel, the novel in India, and the novel and new media. Students will also understand some of the most important theories of the novel, including ideas of genre, gender, class, and race. The course will provide students with the ability to engage critically with a wide range of novel forms, as well as the skills to express this experience in writing and speaking.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No previous requirements</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon successful completion of the course, students will:
- understand the fundamental aesthetic and ideological characteristics of novel forms throughout time;
- use important theoretical concepts in relation to novel theory (in terms of narrative and intertextuality, as well as ideas of genre, gender, class, and race);
- critically analyze texts from a range of important time periods and places for the development of the novel;
- use rhetorical skills of written expression;
- use electronic and print tools for scholarly research.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. L: Ian Watt, Georg Lukács, Nancy Armstrong
S: Franco Moretti, "Serious Century"
2-3. L: Watt continued, The Reception of A Journal of the Plague Year and the Nexus of
Fiction and History in the Novel (Robert Mayer)
S: Daniel Defoe, Moll Flanders (selections, 1722)
4-5. L: George Eliot and the Art of Realism (George Levine)
L: The Experiments of Time: Providence and Realism (Fredric
Jameson)
L: The Prose of the World (Michal Peled Ginsburg, Lorri
Nandrea)
S x 2: Doris Betts, The Sharp Teeth of Love (1997)
6. L: The Oral-Literature Interface (Olakunle George)
L: The Extroverted African Novel (Eileen Julien)
S x 2: Amos Tutuola, The Palm-Wine Drinkard (1952)
7-8. L: Foucault Reads Acker and Rewrites the History of the Novel (Barrett Watten)
L: A Philosophy for Spiders (McKenzie Wark)
S x 2: Kathy Acker, Blood and Guts in High School (1984)
9-11. L: The Language of Literature (Arundhati Roy)
L: Epic and Novel in India (Meenakshi Mukherjee)
L: Ecologies of Intimacy: Gender, Sexuality, and Environment in
Indian Fiction (Kavita Daiya)
S x 3: Arundhati Roy, Mother Mary Comes to Me (2025)
12. L: Jonathan Alexander, Writing and Desire: Queer Ways of Composing (2023)
S: Dennis Cooper, Zac's Haunted House (2015)
13-14. L: Innovation: Notes on Nihilism and the Aesthetics of the Novel (John Brenkman)
L: Narrative Literature in the Turing Universe (Espen Aarseth)</td></tr>
</table>

	S x 2: Eugene Lim, Search History (2021) 15. Presentations
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning ☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Student obligations	Regular attendance and active participation in classes; timely completion of homework; preparation of a seminar paper; passing the final oral exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and University.

Monitoring student work								
	Class attendance	☒	Research	☐	Practical work	☐		
	Experimental work	☐	Paper	☐	Essay	☐		
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒		
	Written exam	☐	Project	☐	Participation in class	☐		
		☐		☐		☐		
		☐						

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of class activities, seminar paper and final oral exam. The criteria for evaluating and grading individual elements are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Internal lecture notes	0	online
	Daniel Defoe, Moll Flanders, Norton Critical Editions, 2004.	0	online
	Doris Betts, The Sharp Teeth of Love. Scribners, 1997.	0	online
	Amos Tutuola, The Palm-Wine Drinkard. Faber and Faber, 2014.	0	online
	Kathy Acker, Blood and Guts in High School. Grove Press, 2017.	0	online
	Arundhati Roy, Mother Mary Comes to Me. Henry Hold, 2025.	0	online
	Eugine Lim, Search History. Coffee House Press, 2021.	0	online
	Dennis Cooper, Zac's Haunted House. Kiddiepunk, 2015. http://www.kiddiepunk.com/zacshauntedhouse/ Franco Moretti (Ed), The Novel, Vols. 1 and 2. Princeton University Press, 2006.	0 0	online online

Supplementary literature	Jonathan Alexander, Writing and Desire: Queer Ways of Composing. University of Pittsburgh Press, 2023. Judith Ryan, The Novel After Theory. Columbia University Press, 2011. Robert Mayer, "The Reception of A Journal of the Plague Year and the Nexus of Fiction and History in the Novel." ELH, vol. 57, no. 3 (1990): 529-555. Ian Watt, The Rise of the Novel. University of California Press, 2001. Georg Lukács, The Historical Novel. University of Nebraska Press, 1983. Nancy Armstrong, Desire and Domestic Fiction: A Political History of the Novel. Oxford University Press, 1990. George Levine (Ed.). The Cambridge Companion to George Eliot. Cambridge University Press, 2001. Abiola Irele, The Cambridge Companion to the African Novel. Cambridge University Press, 2009. Amy Scholder, Carly Harryman, and Avital Ronell (Eds.), Lust for Life: On the Writings of Kathy Acker. Verso, 2006. McKenzie Wark, Philosophy for Spiders: On the Low Theory of Kathy Acker. Duke University Press, 2021. Arundhati Roy, Azadi: Freedom: Fascism. Fiction. Haymarket Books, 2020. Guido Mazzoni, Theory of the Novel. Harvard University Press, 2017. Michael McKeon, The Origins of the English Novel: 1600-1740. Johns Hopkins University Press, 2013. Michael McKeon (Ed.), Theory of the Novel: A Historical Approach. Johns Hopkins University Press, 2000. John Mullen, How Novels Work. Oxford University Press, 2008. Mark McGurl, Everything and Less. The Novel in the Age of Amazon. Verso, 2021. Brian Willems, "Apart for Life: Kathy Acker and Her Friends." artUS 19 (2007): 52-53.
Quality assurance	- Student survey on the quality of teaching and the work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing prescribed tasks on the syllabus
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Ian Watt, Georg Lukács, Nancy Armstrong	1	P28
Seminar	Franco Moretti, "Serious Century"	2	P28
Week: 2.			
Lecture	Watt continued, The Reception of A Journal of the Plague Year and the Nexus of Fiction and History in the Novel (Robert Mayer)	1	P28
Seminar	Daniel Defoe, Moll Flanders (selections, 1722)	2	P28
Week: 3.			
Lecture	Watt continued, The Reception of A Journal of the Plague Year and the Nexus of Fiction and History in the Novel (Robert Mayer)	1	P28
Seminar	Daniel Defoe, Moll Flanders (selections, 1722)	2	P28

Week: 4.			
Lecture	George Eliot and the Art of Realism (George Levine) The Experiments of Time: Providence and Realism (Fredric Jameson)	1	P28
Seminar	Doris Betts, The Sharp Teeth of Love (1997)	2	P28
Week: 5.			
Lecture	George Eliot and the Art of Realism (George Levine) The Experiments of Time: Providence and Realism (Fredric Jameson)	1	P28
Seminar	Doris Betts, The Sharp Teeth of Love (1997)	2	P28
Week: 6.			
Lecture	The Oral-Literature Interface (Olakunle George) The Extroverted African Novel (Eileen Julien)	1	P28
Seminar	Amos Tutuola, The Palm-Wine Drinkard (1952)	2	P28
Week: 7.			
Lecture	The Oral-Literature Interface (Olakunle George) The Extroverted African Novel (Eileen Julien)	1	P28
Seminar	Amos Tutuola, The Palm-Wine Drinkard (1952)	2	P28
Week: 8.			
Lecture	Foucault Reads Acker and Rewrites the History of the Novel (Barrett Watten) A Philosophy for Spiders (McKenzie Wark)	1	P28
Seminar	Kathy Acker, Blood and Guts in High School (1984)	2	P28
Week: 9.			
Lecture	The Language of Literature (Arundhati Roy) Epic and Novel in India (Meenakshi Mukherjee) Ecologies of Intimacy: Gender, Sexuality, and Environment in Indian Fiction (Kavita Daiya)	1	P28
Seminar	Arundhati Roy, Mother Mary Comes to Me (2025)	2	P28
Week: 10.			
Lecture	The Language of Literature (Arundhati Roy) Epic and Novel in India (Meenakshi Mukherjee) Ecologies of Intimacy: Gender, Sexuality, and Environment in Indian Fiction (Kavita Daiya)	1	P28
Seminar	Arundhati Roy, Mother Mary Comes to Me (2025)	2	P28
Week: 11.			
Lecture	The Language of Literature (Arundhati Roy) Epic and Novel in India (Meenakshi Mukherjee) Ecologies of Intimacy: Gender, Sexuality, and Environment in Indian Fiction (Kavita Daiya)	1	P28
Seminar	Arundhati Roy, Mother Mary Comes to Me (2025)	2	P28
Week: 12.			
Lecture	Jonathan Alexander, Writing and Desire: Queer Ways of Composing (2023)	1	P28
Seminar	Dennis Cooper, Zac's Haunted House (2015)	2	P28
Week: 13.			
Lecture	Innovation: Notes on Nihilism and the Aesthetics of the Novel (John Brenkman) Narrative Literature in the Turing Universe (Espen Aarseth)	1	P28
Seminar	Eugene Lim, Search History (2021)	2	P28

Week: 15.			
Lecture	Presentations	1	P28
Seminar	Presentations	2	P28

<table>
<tr><td>Course name</td><td colspan="5">English Language – Communication Skills 2</td></tr>
<tr><td>ID</td><td>HZE103</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Ivana Bojčić, senior language instructor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>60</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The course objective is to develop language skills (reading, writing, speaking, listening) up to C1 level, emphasizing fluency and accuracy. The focus is to encourage further development strategies to enhance study skills and independent learning as well as raising language self- awareness.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">-</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">After the completion of the module, the student will be able to:
- give clear, systematically developed oral descriptions and presentations of set topics
- write clear, well-structured texts, synthesising and evaluating information and arguments (min 400 words)
- fluently use language structures on C1+ level, with occasional slips or non-systematic errors
- self-correct mistakes.</td></tr>
<tr><td>Syllabus</td><td colspan="5">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.</td></tr>
</table>

<table>
<tr><td>Teaching types</td><td colspan="6">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="10">Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.</td></tr>
<tr><td rowspan="7">Monitoring student work</td><td colspan="2">Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td colspan="2">Practical work</td><td>☐</td></tr>
<tr><td colspan="2">Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td colspan="2">Essay</td><td>☐</td></tr>
<tr><td colspan="2">Seminar paper</td><td>☐</td><td>Midterm exam</td><td>☐</td><td colspan="2">Oral exam</td><td>☐</td></tr>
<tr><td colspan="2">Written exam</td><td>☒</td><td>Project</td><td>☐</td><td colspan="2">Participation in class</td><td>☒</td></tr>
<tr><td colspan="2">Continuous assessment of knowledge</td><td>☒</td><td></td><td>☐</td><td colspan="2"></td><td>☐</td></tr>
<tr><td colspan="2">Independent work</td><td>☒</td><td colspan="5"></td></tr>
<tr><td colspan="9"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="10">In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the final exam. Students' knowledge is continuously monitored and checked during classes (diagnostic tests, checking homework, achievement tests, evaluation of written and oral language skills). Criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td colspan="7">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="7">selected chapters from: Norris, R., French, A. (2014). Ready for Advanced. Oxford: Macmillan.</td><td>2</td><td></td></tr>
<tr><td colspan="7">Selected chapters from:Capel, A. & Sharp, W. (2013). Objective Proficiency. Oxford: OUP.</td><td>2</td><td></td></tr>
<tr><td colspan="7">Selected chapters from:Yule, G. (2019). Oxford Practice Grammar (Advanced). OUP.</td><td>2</td><td></td></tr>
<tr><td colspan="7">Dictionaries: English-Croatian, Croatian-English and English-English.</td><td>6</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="10">Chapters from:
McCarthy, M. & O'Dell, F. (2017). English Vocabulary in Use (Advanced). Cambridge: CUP.
Hewings, M. (2013). Advanced Grammar in Use. Cambridge: CUP.
Various authentic texts (books, magazines, the internet).</td></tr>
<tr><td>Quality assurance</td><td colspan="10">- Student questionnaires on quality of teaching carried out at university level
- Student self-assessment
- Collaborative teacher–student evaluation of the implementation and quality of teaching processes
- Student success in carrying out set tasks
- Individual teacher-student consultations</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="10"></td></tr>
</table>

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Language practice	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	
Week: 2.			
Language practice	Exam format, exam content and assessment criteria. Mother tongue interference	4	
Week: 3.			
Language practice	Complex sentences. Vocabulary and grammar in context. How to avoid mother tongue interference.	4	
Week: 4.			
Language practice	Indirect speech. Tenses. Word order. Prepositions.	4	
Week: 5.			
Language practice	Language and culture. Vocabulary and grammar in context. Words with multiple meanings.	4	
Week: 6.			
Language practice	Speaking skills: fluency and accuracy. Interactive communication strategies.	4	
Week: 7.			
Language practice	Text cohesion: vocabulary and grammar in context. Speaking skills: avoiding inclarities, self-correction.	4	
Week: 8.			
Language practice	Complex sentences. Vocabulary and grammar in context.	4	
Week: 9.			
Language practice	Speaking skills: vocabulary and grammar in context, avoiding inclarities, self-correction.	4	
Week: 10.			
Language practice	Error correction strategies in speaking and writing.	4	
Week: 11.			
Language practice	Error correction strategies in speaking and writing.	4	
Week: 12.			
Language practice	Practice test: final exam format.	4	
Week: 13.			
Language practice	Test correction. Error analysis. Error correction strategies in writing.	4	
Week: 14.			

Language practice	Revision and exam preparation	4	
Week: 15.			
Language practice	Revision and exam preparation	4	

Course name	Practical Criticism							
ID	HZE104	Study year	1.					
Lecturer	Simon Ryle, PhD, full professor	ECTS workload	3.0					
Associates	Ilonka Peršić, MSc, lecturer	Number of hours	L	S	E	P		
			0	45	0	0		
Course status	Compulsory	Online percentage	0%					
Course description								
Course aims	The aim of the course is to explain to students the complex issues of how and what kind of meaning is constructed by a literary text and why meaning is created in a certain way and not in another. In the introductory part, students are therefore taught basic techniques for solving problems in the study of literary texts. They are also made aware of issues of authorship and readership (authorship and intention, textual determination of the reader's point of view, and judging the value of the text). The core of the course is the analysis of literary texts belonging to different periods, genres and subgenres. The course first deals with the analysis of poetic form. Students are introduced to the basics of versification (syllable and voice patterns, verse and rhythm, parallelism and deviation, construction of meaning through mirroring, merging and indirect inference: metaphor, metonymy, irony, juxtaposition, intertextuality and allusion). The course continues with the analysis of prose texts, where students are introduced to the basics of narratology (narrative methods, genre, narrative structure, writing, presentation of speech and thought, narrative point of view).							
Enrolment requirements	No conditions.							
Learning outcomes	After completing the course, students will be able to: - know the basic techniques for solving problems in the study of texts (asking questions, analyzing structural units); - distinguish the dimensions of linguistic variation (with respect to time, place, context, gender, society) that create the communicative background of a particular text; - be able to analyze different aspects of poetic form (syllable and sound patterns, line and rhythm, parallelism and deviation); - gain awareness of what makes a story a story and know the methods of storytelling; - understand issues of authorship and readership; - acquire advanced critical and analytical skills in reading a text; - adopt advanced rhetorical skills in written expression and advanced skills of scientific research.							
Syllabus	I. Basic interpretive procedures and problem solving in the study of literary texts (asking questions about the meaning of literary texts from different theoretical perspectives; using sources of information; analyzing units of text structure; dimensions of linguistic variation in literary texts with respect to time and place, context, gender, society) I. Texts of student choice II. Author-text-reader relationship (the concept of reader; textual determination of the reader's or viewer's position; the concept of author; authorship and authorial intention; issues of judgment and value. What is literature? Literature in language education) 2. Texts chosen by the student 111. Poetic form (syllable and sound patterns; verse and rhythm; Semantic and syntactic parallelism; deviation; construction of meaning indirectly by mapping, merging and inference; metaphor and metonymy; irony; juxtaposition; intertextuality and allusion) 3. W. Shakespeare, Sonnets (selection) 4. Metaphysical poets (selection) 5. W. Wordsworth, The Lucy Poems (selection)							

<table>
<tr><td></td><td colspan="8">6. W. B. Yeats, love poetry (selection)
7. T.S. Eliot, Four Quartets
8. R. Frost (selection)
9. E. Dickenson (selection)
IV. Narrative text (genre; writing, speech and storytelling; presentation of speech and thought in a literary text; narrator; narrative point of view and types of narration)
10. G. Chaucer, The Canterbury Tales (selection)
11. C. Dickens, short stories (selection)
12. D.H. Lawrence, Women in Love
13. K. Mansfield, short stories (selection)
14. E. O’Brien, ‘Sister Imelda’
15. H. Hamilton, The Last Shot</td></tr>
<tr><td>Teaching types</td><td colspan="3">☐ Lectures
☐ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="8">Regular attendance and active participation in classes; timely completion of homework; preparation of a seminar paper; passing a final written exam (or two midterms); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and University.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td></td><td>Practical work</td><td colspan="2">☒</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td></td><td>Essay</td><td colspan="2">☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☐</td><td></td><td>Oral exam</td><td colspan="2">☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td></td><td>Participation in class</td><td colspan="2">☒</td></tr>
<tr><td>Continuous assessment of knowledge</td><td>☒</td><td></td><td>☐</td><td></td><td></td><td colspan="2">☐</td></tr>
<tr><td></td><td>☐</td><td colspan="6"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="8">In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of class activities (participation in discussions, writing, critical comments on the text, etc.), one seminar paper and a final written exam (or several short tests during the semester). The evaluation and assessment criteria of individual elements are described in the subject repository.</td></tr>
<tr><td rowspan="2">Required literature</td><td colspan="5">Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="5">Internal lecture notes</td><td></td><td colspan="2">Online</td></tr>
<tr><td>Supplementary literature</td><td colspan="8">Attridge, D. (2004), The Singularity of Literature, London & New York: Routledge.
Cook, G. (1994), Discourse and Literature, Oxford: Oxford University Press.
Pope, R. (2005), Creativity: Theory, History, Practice, London & New York: Routledge.
Scholes, R. (1985), Textual Power: Literary Theory and the Teaching of English, New Haven & London: Yale University Press.
Toolan, M. (2001). Narrative: A Critical Linguistic Introduction (2nd edn.), London & New York: Routledge.</td></tr>
</table>

Quality assurance	- Student survey on the quality of teaching and work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing tasks prescribed by the syllabus; - individual consultations.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Seminar	Introduction: asking questions about the meaning of a literary text from different theoretical perspectives; using sources of information; analyzing units of text structure; dimensions of linguistic variation in a literary text with respect to time and place, context, gender, society) Texts selected by students.	3	
Week: 2.			
Seminar	Dimensions of linguistic variation in literary text with respect to time	3	
Week: 3.			
Seminar	3. W. Shakespeare, Sonnets	2	
Week: 4.			
Seminar	4. Metaphysical poetry	2	
Week: 5.			
Seminar	5. W. Wordsworth, The Lucy Poems	2	
Week: 6.			
Seminar	6. W. B. Yeats, Love poems	2	
Week: 7.			
Seminar	7. T.S. Eliot, Four Quartets	2	
Week: 8.			
Seminar	8. R. Frost	2	
Week: 9.			
Seminar	9. E. Dickinson	2	
Week: 10.			
Seminar	10. G. Chaucer, The Canterbury Tales	2	
Week: 11.			
Seminar	11. C. Dickens, short stories (selection)	2	
Week: 12.			
Seminar	12. D.H. Lawrence, Women in Love	2	
Week: 13.			
Seminar	13. K. Mansfield, short stories	2	
Week: 14.			
Seminar	14. E. O'Brien, 'Sister Imelda'	2	
Week: 15.			

Seminar	15. H. Hamilton, The Last Shot	2	

Course name	Morphology and Morphosyntax					
ID	HZE201	Study year	2.			
Lecturer	Nataša Stojan, PhD, associate professor	ECTS workload	4.0			
Associates		Number of hours	L	S	E	P
			15	30	0	0
Course status	Compulsory	Online percentage	0%			

Course description	
Course aims	The aim of the course is to introduce students to basic concepts in the field of morphology and morphosyntax, to enable them to analyse all word formation processes, and to familiarize them with the morphosyntactic properties of basic lexical categories in the English language.
Enrolment requirements	No requirements.
Learning outcomes	Upon completion of the course, the student will be able to: - define basic morphological concepts - explain word formation processes - classify word classes - distinguish verb types - analyse sentence with respect to the function of its elements - identify types of phrases - analyse complex phrases
Syllabus	1. Introduction. Basic morphological terms. 2. Word formation processes. 3. The formation of nouns, verbs, adjectives and adverbs. 4. Open and closed word classes. 5. Verb complementation. 6. Function of copular verbs. 7. Clause elements. Simple sentence structure. 8. Midterm exam. 9.. Multi-word verbs: structure and meaning. 10. Types of phrases. The structure of verb phrase. 11. The structure of adjective, adverb and prepositional phrase. 12. Complex noun phrase. Premodification. Genitive meanings. 13. Noun postmodification. 14. Semantic roles of clause elements. 15. Final exam.

Teaching types			
	☒ Lectures	☐ Fieldwork	☐
	☒ Seminars	☒ Independent work	☐
	☐ Practicals	☐ Multimedia	☐
	☐ Remote learning	☐ Laboratory	☐
	☐ Blended learning	☐ Supervision	

Student obligations	Regular attendance and active participation in classes; timely completion and presentation of papers, passing the final exam (or two preliminary exams); writing a paper; adherence to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University.

Monitoring student work							
	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☒	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☐

	Written exam	☒		Project	☐	Participation in class	☒
		☐			☐		☐
		☐					

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of students, the final grade is formed on the basis of written paper and the final exam (or two preliminary exams). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Greenbaum, S., R. Quirk (1990). A Student's Grammar of the English Language. Harlow: Longman	2	
	Biber, D., S. Conrad, G. Leech (2002). Student Grammar of Spoken and Written English. Harlow: Longman	1	
	Carstairs-McCarthy, A.(2018). An Introduction to English Morphology. 2nd edition. Edinburgh: Edinburgh University Press	1	
Supplementary literature	Selected chapters from: Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). A Comprehensive Grammar of the English Language. Harlow: Longman. Carter, R., M. McCarthy (2006). Cambridge Grammar of English. Cambridge: Cambridge University Press.Bauer, Laurie et al. (2015). The Oxford Reference Guide to English Morphology. Oxford University Press Harley, Heidi. (2006). English Words. A Linguistic Introduction. Oxford: Blackwell.		
Quality assurance	- Student questionnaires on quality of teaching carried out at university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes - Student success in carrying out set tasks - Individual teacher-student consultations		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction. Basic morphological terms.	1	P4
Seminar	Introduction. Basic morphological terms.	2	P4
Week: 2.			
Lecture	Word formation processes.	1	P4
Seminar	Word formation processes.	2	P4
Week: 3.			
Lecture	The formation of nouns, verbs, adjectives and adverbs.	1	P4
Seminar	The formation of nouns, verbs, adjectives and adverbs.	2	P4
Week: 4.			

Lecture	Open and closed word classes.	1	P4
Seminar	Open and closed word classes.	2	P4
Week: 5.			
Lecture	Verb complementation.	1	P4
Seminar	Verb complementation.	2	P4
Week: 6.			
Lecture	Function of copular verbs.	1	P4
Seminar	Function of copular verbs.	2	P4
Week: 7.			
Lecture	Clause elements. Simple sentence structure.	1	P4
Seminar	Clause elements. Simple sentence structure.	2	P4
Week: 8.			
Lecture	8. Midterm exam.	1	P4
Seminar	Revision.	2	P4
Week: 9.			
Lecture	Multi-word verbs: structure and meaning.	1	P4
Seminar	Multi-word verbs: structure and meaning.	2	P4
Week: 10.			
Lecture	Types of phrases. The structure of verb phrase.	1	P4
Seminar	Types of phrases. The structure of verb phrase.	2	P4
Week: 11.			
Lecture	The structure of adjective, adverb and prepositional phrase.	1	P4
Seminar	The structure of adjective, adverb and prepositional phrase.	2	P4
Week: 12.			
Lecture	Complex noun phrase. Premodification. Genitive meanings.	1	P4
Seminar	Complex noun phrase. Premodification. Genitive meanings.	2	P4
Week: 13.			
Lecture	Noun postmodification.	1	P4
Seminar	Noun postmodification.	2	P4
Week: 14.			
Lecture	Semantic roles of clause elements.	1	P4
Seminar	Semantic roles of clause elements.	2	P4
Week: 15.			
Lecture	Final exam.	1	P4
Seminar	Revision	2	P4

Course name	Early Modern English Literature						
ID	HZE202	Study year	2.				
Lecturer	Simon Ryle, PhD, full professor	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			15	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to introduce students to early modern English literature, as well as its context, taking into account contemporary historical, aesthetic and philosophical issues. Students will develop the skills of written and oral analysis of early modern literature (through seminar discussions, lecture preparation, mid-term and final papers, and an examination paper).						
Enrolment requirements	No conditions.						
Learning outcomes	Upon completion of the course, students will be able to: - define and analyze knowledge about early modern English literature; - analyze knowledge about early modern historical, philosophical, and aesthetic context; - analyze early modern English literature through oral discussions; - compose a coherent and thoughtful, well-argued written paper on the topic of early modern English literature.						
Syllabus	Week 1 - Introduction: 1603 & 2020: Pandemic, Race, and Plantation Capitalism Week 2 - Land Reform and Serfdom: Isabella Whitney (1545?-1577?), “Will and Testament” (1573); Ben Jonson (1572-1637), “To Penshurst” (1616). Week 3 - Subjects and Sonnets: Philip Sidney (1554-1586) (from Astrophil and Stella): “Sonnet 1” (1591); Edmund Spenser (1552-99) (from Amoretti): “Sonnet 67: Like as a Huntsman” (1595); William Shakespeare, (from Sonnets): “Sonnet 20,” “Sonnet 129” (1609); John Donne (1575- 1631), (from Holy Sonnets): “Batter my heart, three-personed God” (1633), Lady Mary Wroth (1587-1652), “Come darkest night” “If I were given to mirth” (1621). Section A: Unusual Poetics Week 4 - Ghosts and Nets: William Shakespeare, The Tragedy of Hamlet (1601). Week 5 - Witches and Terror: William Shakespeare, The Tragedy of Macbeth (1606); Jane Anger (?-?), Jane Anger Her Protection For Women (1589). Week 6 - Bodies, Kings and Nothingness (& Samurai): Throne of Blood, dir. Akira Kurosawa, Toho Studios (1957). Section B: Revolution and Renewal Week 7 - Knowledge: Christopher Marlowe (1564-1593), Dr. Faustus, (1592). Week 8 - Nature and Civil War: Andrew Marvell (1621-78), “An Horatian Ode”, “Corinna's Going A-Maying", "The Garden", "The Definition of Love" (1681); John Donne "A Valediction: Forbidding Mourning", "The Ecstasy"; (Gerrard Winstanley (1609-1676) “A New Year’s Gift Sent to the Parliament and Army” (1650). Week 9 - Piety: George Herbert (1593-1633) “Easter Wings”, “Church Monuments”, “The Windows”, “Jordan (2)” (1633); Henry Vaughan (1621- 1695), “The Night” (1650). Week 10 - Satan and Eve: John Milton (1608-1674), Paradise Lost, Book 1 (1667); Aemilia Lanyer (1569-1645) “Eve’s Apology” (1611). Section C: Encounters with New Worlds Week 11 - Utopias: Margaret Cavendish (1623-1673), The Blazing World (1666). Week 12 - Slavery: Aphra Behn (1640-1689), Oroonoko (1688); M. NourbeSe Philip, Zong! 2008. Week 13 - (Post)Colony: William Shakespeare, The Tempest. Section D: Conference Weeks Week 14 - Project Group Presentations (Part I)						

	Week 15 - Project Group Presentations (Part II)
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning ☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐ ☐ ☐ ☐ ☐
Student obligations	Regular attendance and preparation for seminar discussions; writing and presenting a seminar paper, taking a final oral exam; respecting ethical and scientific principles prescribed by relevant Faculty and University regulations.
Monitoring student work	Class attendance ☒ Research ☐ Practical work ☐ Experimental work ☐ Paper ☐ Essay ☐ Seminar paper ☒ Midterm exam ☐ Oral exam ☒ Written exam ☐ Project ☐ Participation in class ☒ Seminar presentation ☒ Seminar preparation ☒ ☐ ☐
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the preparation and presentation of a written seminar paper, class attendance, and a final oral exam. The criteria for evaluating and grading individual elements are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	The Norton Anthology of English Literature, 7th Edition (Vol 1). Eds. M. H. Abrams and Stephen Greenblatt. New York: Routledge, 2001	2	

Supplementary literature	Selected chapters from: The Norton Anthology of English Literature, 7th Edition (Vol 1). Eds. M.H. Abrams and Stephen Greenblatt. New York: Routledge, 2001.
Quality assurance	- Student survey on the quality of teaching and work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing tasks prescribed by the syllabus; - individual consultations.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location

Week: 1.			
Lecture	Introduction: 1603 & 2020: Pandemic, Race, and Plantation Capitalism	1	P7
Seminar	Introduction: 1603 & 2020: Pandemic, Race, and Plantation Capitalism	2	
Week: 2.			
Lecture	Enclosure and servitutde: Isabella Whitney (1545?-1577?), “Will and Testament” (1573); Ben Jonson (1572-1637), “To Penshurst” (1616).	1	P7
Seminar	Enclosure and servitutde: Isabella Whitney (1545?-1577?), “Will and Testament” (1573); Ben Jonson (1572-1637), “To Penshurst” (1616).	2	
Week: 3.			
Lecture	Subjects and sonnets: Philip Sidney (1554-1586) (from Astrophil and Stella): “Sonnet 1” (1591); Edmund Spenser (1552-99) (from Amoretti): “Sonnet 67: Like as a Huntsman” (1595); William Shakespeare, (from Sonnets): “Sonnet 20,” “Sonnet 129” (1609); John Donne (1575¬1631), (from Holy Sonnets): “Batter my heart, three-personed God” (1633), Lady Mary Wroth (1587-1652), “Come darkest night” “If I were given to mirth” (1621).	1	P7
Seminar	Subjects and sonnets: Philip Sidney (1554-1586) (from Astrophil and Stella): “Sonnet 1” (1591); Edmund Spenser (1552-99) (from Amoretti): “Sonnet 67: Like as a Huntsman” (1595); William Shakespeare, (from Sonnets): “Sonnet 20,” “Sonnet 129” (1609); John Donne (1575¬1631), (from Holy Sonnets): “Batter my heart, three-personed God” (1633), Lady Mary Wroth (1587-1652), “Come darkest night” “If I were given to mirth” (1621).	2	
Week: 4.			
Lecture	Ghosts and networks: William Shakespeare, The Tragedy of Hamlet (1601).	1	P7
Seminar	Ghosts and networks: William Shakespeare, The Tragedy of Hamlet (1601).	2	
Week: 5.			
Lecture	Witches and terror: William Shakespeare, The Tragedy of Macbeth (1606); Jane Anger (?-?), Jane Anger Her Protection For Women (1589).	1	P7
Seminar	Witches and terror: William Shakespeare, The Tragedy of Macbeth (1606); Jane Anger (?-?), Jane Anger Her Protection For Women (1589).	2	
Week: 6.			
Lecture	Bodies, Kings and nothing (& Samurai): Throne of Blood, dir. Akira Kurosawa, Toho Studios (1957).	1	P7
Seminar	Bodies, Kings and nothing (& Samurai): Throne of Blood, dir. Akira Kurosawa, Toho Studios (1957).	2	
Week: 7.			
Lecture	Knowledge: Christopher Marlowe (1564-1593), Dr. Faustus, (1592).	1	P7
Seminar	Knowledge: Christopher Marlowe (1564-1593), Dr. Faustus, (1592).	2	
Week: 8.			

Lecture	Nature and Civil War: Andrew Marvell (1621-78), “An Horatian Ode“, “Corinna’s Going A-Maying“, “The Garden“, “The Definition of Love” (1681); John Donne “A Valediction: Forbidding Mourning“, “The Ecstasy“; (Gerrard Winstanley (1609-1676) “A New Year’s Gift Sent to the Parliament and Army” (1650).	1	P7
Seminar	Nature and Civil War: Andrew Marvell (1621-78), “An Horatian Ode“, “Corinna’s Going A-Maying“, “The Garden“, “The Definition of Love” (1681); John Donne “A Valediction: Forbidding Mourning“, “The Ecstasy“; (Gerrard Winstanley (1609-1676) “A New Year’s Gift Sent to the Parliament and Army” (1650).	2	
Week: 9.			
Lecture	Devotion: George Herbert (1593-1633) “Easter Wings“, “Church Monuments“, “The Windows“, “Jordan (2)” (1633); Henry Vaughan (1621-1695), “The Night” (1650).	1	P7
Seminar	Devotion: George Herbert (1593-1633) “Easter Wings“, “Church Monuments“, “The Windows“, “Jordan (2)” (1633); Henry Vaughan (1621-1695), “The Night” (1650).	2	
Week: 10.			
Lecture	Satan and Eve: John Milton (1608-1674), Paradise Lost, Book 1 (1667); Aemilia Lanyer (1569-1645) “Eve’s Apology” (1611).	1	P7
Seminar	Satan and Eve: John Milton (1608-1674), Paradise Lost, Book 1 (1667); Aemilia Lanyer (1569-1645) “Eve’s Apology” (1611).	2	
Week: 11.			
Lecture	Utopias: Margaret Cavendish (1623-1673), The Blazing World (1666).	1	P7
Seminar	Utopias: Margaret Cavendish (1623-1673), The Blazing World (1666).	2	
Week: 12.			
Lecture	Slavery: Aphra Behn (1640-1689), Oroonoko (1688); M. NourbeSe Philip, Zong! 2008.	1	P7
Seminar	Slavery: Aphra Behn (1640-1689), Oroonoko (1688); M. NourbeSe Philip, Zong! 2008.	2	
Week: 13.			
Lecture	(Post)colony: William Shakespeare, The Tempest.	1	P7
Seminar	(Post)colony: William Shakespeare, The Tempest.	2	
Week: 14.			
Lecture	Group projects and presentations (part 1)	1	P7
Seminar	Group projects and presentations (part 1)	2	
Week: 15.			
Lecture	Group projects and presentations (part 2)	1	P7
Seminar	Group projects and presentations (part 2)	2	

<table>
<tr><td>Course name</td><td colspan="5">English Language – Communication Skills 3</td></tr>
<tr><td>ID</td><td>HZE203</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Mara Ruža Blažević, senior language instructor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td>Associates</td><td></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td></td><td>0</td><td>0</td><td>60</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to further develop language skills at the C1+/C2 level, with an emphasis on fluency, accuracy, and appropriateness of expression in a variety of communicative contexts. The course encourages the continued development of autonomous learning strategies, as well as critical reflection on and evaluation of one’s own work and progress. Particular attention is given to cultural aspects of language use and to the deepening of language awareness.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of this course, students will be able to:
- comprehend lengthy, complex texts in various registers;
- write a clear, well-organised and detailed formal text based on a given context (min. 500 words);
- fluently employ lexical and grammatical structures at C1+ to C2 level;
- self-correct most errors;
- identify and understand various cultural aspects of language use.</td></tr>
<tr><td>Syllabus</td><td colspan="5">HOURS UNITS
0-4 Work on fluency, accuracy and appropriate use of language at C1+ to C2 level. Further development of skills and strategies for independent study. Critical self-assessment. 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.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☐
☐</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="5">Regular attendance and active in-class participation; timely completion of independent assignments; passing the final written exam. Adherence to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University.</td></tr>
</table>

Monitoring student work	Class attendance	☒		Research	☐		Practical work	☐
	Experimental work	☐		Paper	☐		Essay	☒
	Seminar paper	☐		Midterm exam	☐		Oral exam	☐
	Written exam	☒		Project	☐		Participation in class	☒
	Continuous assessment of knowledge	☒			☐			☐
	Independent work	☒						

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade is formed based on the final written exam. Continuous evaluation (diagnostic tests, independent tasks, achievement tests) is also conducted throughout the course. The criteria for evaluating and assessing individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Roderick, M.; Nuttal, C.; Kenny, N. (2016). Proficiency Expert. Essex: Pearson Education Limited	2	
	Gude, K.; Duckworth, M.; Rogers L. (2012). Proficiency Masterclass: Student's Book. Oxford: OUP.	2	
	Hewings, M. (2013). Advanced Grammar in Use. Cambridge: CUP.	3	
	McCarthy, M. & O'Dell, F. (2017). English Vocabulary in Use. Advanced. Cambridge: CUP.	3	
	McCarthy, M. & O'Dell, F. (2017). English Collocations in Use. Advanced. Cambridge: CUP.	2	
	Porras Wadley, L. (2023). Writing C2: The Ultimate CPE Writing Guide for C2 Cambridge. Granada: Kse Academy.	2	
Supplementary literature	Selected chapters from: Swan, M. (2016). Practical English Usage. Oxford: OUP. Steele, A. (2015). Proficiency Grammar & Use of English. Athens: Hillside Press. Dummet, P.; Stephenson, H.; Lansford, L. (2017). Keynote Proficient. Hampshire: National Geographic Learning.		
Quality assurance	- Student questionnaires on quality of teaching carried out at university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes. - Student success in carrying out set tasks - Individual teacher-student consultations		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location

Week: 1.			
Language practice	Work on fluency, accuracy and appropriate use of language at C1+ to C2 level. Further development of skills and strategies for independent study. Critical self-assessment. Cultural aspects of language use. Raising language awareness.	4	P27
Week: 2.			
Language practice	Agreement of tenses. Pre-writing. Writing as a process.	4	P27
Week: 3.			
Language practice	Gerund vs infinitive forms. Reading skills: close reading.	4	P27
Week: 4.			
Language practice	Speaking skills: fluency, accuracy; differentiating registers and context. Complex question formation.	4	P27
Week: 5.			
Language practice	Conditionals. Writing skills: text structure.	4	P27
Week: 6.			
Language practice	Modals. Writing skills: structure and sequencing.	4	P27
Week: 7.			
Language practice	Perfect tenses. Reading skills: understanding context.	4	P27
Week: 8.			
Language practice	Passive. Phrasal verbs. Planning in speech and writing.	4	P27
Week: 9.			
Language practice	Sentence transformation. Vocabulary building in speech and writing.	4	P27
Week: 10.			
Language practice	Essay writing. Forming complex sentence structures.	4	P27
Week: 11.			
Language practice	Idioms. Linking words.	4	P27
Week: 12.			
Language practice	Characteristics of various text formats. Report writing.	4	P27
Week: 13.			
Language practice	Practice test: final examination format	4	P27
Week: 14.			
Language practice	Revision and exam preparation.	4	P27
Week: 15.			
Language practice	Revision and exam preparation.	4	P27

<table>
<tr><td>Course name</td><td colspan="5">Linguistic and Intercultural Mediation</td></tr>
<tr><td>ID</td><td>HZ204</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Marija Knežević, PhD, senior language instructor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>45</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the phenomenon of linguistic and (inter)cultural mediation(LCM) in all its forms and types, and to raise awareness of its cultural, political, and ethical implications. Students will acquire knowledge of the competencies that a linguistic and intercultural mediator must possess, as well as the strategies to be applied in professional practice. Students will gain insight into relevant national and international organizations and professional associations, as well as into the professional and ethical standards governing the field.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- classify the forms and types of linguistic and intercultural mediation (LCM)
- critically assess the cultural, political, and ethical implications of LCM
- explain the competencies required of an LCM
- apply a range of LCM strategies in English across different contexts (e.g. legal and administrative settings, healthcare, education, culture, etc.) and in communication among diverse participant groups (e.g. between experts and laypersons, with migrants, deafblind persons, etc.)
- act in accordance with the professional and ethical standards of the field.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introduction – language and cultural diversity policies
2. The linguistic and intercultural mediator (LCM) – fields of activity and competencies
3. A short history of translation as a form of LCM
4. Cross-cultural communication
5. Audiovisual translation as LCM
6. A short history of interpreting as a form of LCM
7. Midterm exam I
8. Consecutive interpreting – fundamentals
9. Simultaneous interpreting – fundamentals
10. LCM in healthcare and legal-administrative settings
11. Sign language interpreting
12. National and international associations
13. Professional and ethical standards
14. Midterm exam II
15. Final remarks</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☐
☐</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students are required to attend classes regularly and actively participate in them; prepare and deliver a presentation on a topic related to LCM, pass the final exam (or two midterm exams); and comply with the ethical and academic principles prescribed by the relevant regulations of the Faculty and the University.</td></tr>
</table>

Monitoring student work	Class attendance	☒		Research	☐	Practical work	☐
	Experimental work	☐		Paper	☐	Essay	☐
	Seminar paper	☐		Midterm exam	☐	Oral exam	☐
	Written exam	☒		Project	☐	Participation in class	☒
	Presentation	☒			☐		☐
		☐					

Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is based on the the final exam (or two midterm exams), delivered presentation, and active participation in class. The criteria for evaluating and assessing individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	ERASMUS+: TIME- Train Intercultural Mediators for a Multilingual Europe		online
	Valero-Garces, C. (2015). Communicating across cultures: A Coursebook on Interpreting and Translating Public Services and Institutions. Lanham: University Press of America.(selected chapters)		online
	Pérez-González, L. (Ed.). (2018). The Routledge Handbook of Audiovisual Translation. Routledge. (selected chapters)		online
Supplementary literature	Federici, F. M., Declercq, C. (Eds.) (2021). Intercultural Crisis European Commission. (2021). Union of equality: Strategy for the rights of persons with disabilities 2021–2030. https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/disability/union-equality-strategy-rights-persons- disabilities-2021-2030_en United Nations General Assembly. (2007). Convention on the Rights of Persons with Disabilities (A/RES/61/106). United Nations. https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html		
Quality assurance	- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus

Class type	Topic	Teaching hours	Location
Week: 1.			
Seminar	1. Introduction – language and cultural diversity policies	3	P4/ 26
Week: 2.			
Seminar	The linguistic and intercultural mediator (LCM) – fields of activity and competencies	3	P4/ 26
Week: 3.			
Seminar	A short history of translation as a form of LCM	3	P4/ 26
Week: 4.			
Seminar	Cross-cultural communication	3	P4/ 26
Week: 5.			
Seminar	Audiovisual translation as LCM	3	P4/ 26
Week: 6.			
Seminar	A short history of interpreting as a form of LCM	3	P4/ 26
Week: 7.			
Seminar	Midterm exam I	3	P4/ 26
Week: 8.			
Seminar	Consecutive interpreting – fundamentals	3	P4/ 26
Week: 9.			
Seminar	Simultaneous interpreting – fundamentals	3	P4/ 26
Week: 10.			
Seminar	LCM in healthcare and legal-administrative settings	3	P4/ 26
Week: 11.			
Seminar	Sign language interpreting	3	P4/ 26
Week: 12.			
Seminar	National and international associations	3	P4/ 26
Week: 13.			
Seminar	Professional and ethical standards	3	P4/ 26
Week: 14.			
Seminar	Midterm exam II	3	P4/ 26
Week: 15.			
Seminar	Final remarks	3	P4/ 26

Course name	English Syntax						
ID	HZE301	Study year	2.				
Lecturer	Nataša Stojan, PhD, associate professor	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to familiarize students with prescriptive and descriptive approaches to syntax, to train them to analyze the discourse functions of all types of sentences, then to analyze the syntactic and semantic functions of all types of sentences, and to familiarize them with the interaction between syntax and communication processes.						
Enrolment requirements	No requirements.						
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						
Syllabus	1. Introduction. Definition of sentence. Prescriptive and descriptive approaches to syntax. 2. Sentence elements. Adverbial. 3. Concord. Concord and coordination. 4. Negation. 5. Sentence types and discourse functions. 6. The use of pro-forms and ellipsis. 7. Coordination. Subordination. 8. Midterm exam. 9. Complex sentence. Classification of subordinate clauses. 10. Syntactic and semantic function of subordinate clauses. Nominal clauses. 11. Clauses of time, and place. 12. Clauses of condition, concession and contrast. Clauses of reason, purpose, result, comparison. 13. Relative clause. 14. Theme, focus and information processing. 15. Final exam.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐	☐ ☐ ☐ ☐				
Student obligations	Regular attendance and active participation in classes; timely completion and presentation of papers, passing the final exam (or two preliminary exams); writing a paper; adherence to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University.						
	Class attendance	☒	Research	☐	Practical work	☐	

Monitoring student work							
	Experimental work	☐		Paper	☒	Essay	☐
	Seminar paper	☐		Midterm exam	☒	Oral exam	☐
	Written exam	☒		Project	☐	Participation in class	☒
		☐			☐		☐
		☐					
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of students, the final grade is formed on the basis of written paper and the final exam (or two preliminary exams). Criteria for evaluating and grading individual elements are described in the course repository.						

Required literature	Title	Number of copies available	Availability via other media
	Greenbaum, S., R. Quirk (1990). A Student's Grammar of the English Language. Harlow: Longman.	2	
	Biber, D., S. Conrad, G. Leech (2002). Student Grammar of Spoken and Written English. Harlow: Longman.	1	
	Miller, Jim, Keith Brown (2016). A Critical Account of English Syntax: Grammar, Meaning, Text. Edinburgh University Press	1	

Supplementary literature	Quirk, R., S. Greenbaum, G. Leech, J. Svartvik (1985). A Comprehensive Grammar of the English Language. Harlow: Longman. Carter, R., M. McCarthy (2006). Cambridge Grammar of English. Cambridge: Cambridge University Press. Huddleston, R., G.K. Pullum et al. (2002). The Cambridge Grammar of the English language. Cambridge: Cambridge University Press. Freidin, Robert (2020). Adventures in English Syntax. Cambridge University Press. Van Valin, R., Jr. (2005). Exploring the syntax–semantics interface. Cambridge: Cambridge University Press.
Quality assurance	- Student questionnaires on quality of teaching carried out at university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes - Student success in carrying out set tasks - Individual teacher-student consultations
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			

Lecture	Introduction. Definition of sentence. Prescriptive and descriptive approaches to syntax.	2	P4
Seminar	Introduction. Definition of sentence. Prescriptive and descriptive approaches to syntax.	2	P17
Week: 2.			
Lecture	Sentence elements. Adverbial.	2	P4
Seminar	Sentence elements. Adverbial.	2	P17
Week: 3.			
Lecture	Concord. Concord and coordination.	2	P4
Seminar	Concord. Concord and coordination.	2	P17
Week: 4.			
Lecture	Negation.	2	P4
Seminar	Negation.	2	P17
Week: 5.			
Lecture	Sentence types and discourse functions.	2	P4
Seminar	Sentence types and discourse functions.	2	P17
Week: 6.			
Lecture	The use of pro-forms and ellipsis.	2	P4
Seminar	The use of pro-forms and ellipsis.	2	P17
Week: 7.			
Lecture	Coordination. Subordination.	2	P4
Seminar	Coordination. Subordination.	2	P17
Week: 8.			
Lecture	Midterm exam.	2	P4
Seminar	Revision.	2	P17
Week: 9.			
Lecture	Complex sentence. Classification of subordinate clauses.	2	P4
Seminar	Complex sentence. Classification of subordinate clauses.	2	P17
Week: 10.			
Lecture	Syntactic and semantic function of subordinate clauses. Nominal clauses.	2	P4
Seminar	Syntactic and semantic function of subordinate clauses. Nominal clauses.	2	P17
Week: 11.			
Lecture	Clauses of time, and place.	2	P4
Lecture	Clauses of time, and place.	2	P17
Week: 12.			
Lecture	Clauses of condition, concession and contrast. Clauses of reason, purpose, result, comparison.	2	P4
Seminar	Clauses of condition, concession and contrast. Clauses of reason, purpose, result, comparison.	2	P17
Week: 13.			
Lecture	Relative clause.	2	P4
Seminar	Relative clause.	2	P17
Week: 14.			
Lecture	Theme, focus and information processing.	2	P4
Seminar	Theme, focus and information processing.	2	P17

Week: 15.			
Lecture	Final exam.	2	P4
Seminar	Revision.	2	P17

Course name	English Literature of Romanticism and the Victorian Era						
ID	HZE302	Study year	2.				
Lecturer	Brian Daniel Willems, PhD, full professor	ECTS workload	4.0				
Associates	Victoria Vestić	Number of hours	L	S	E	P	
			15	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to introduce students to the fundamental aesthetic, but also cultural and historical characteristics of the literature of Romanticism and the Victorian era. In a formal sense, the Romantic period is approached by comparing it with the Neoclassical period, and the innovativeness of Romantic texts in relation to Neoclassical ones is emphasized. In this sense, students become aware of the importance of the preface to the collection Lyrical Ballads, which is today considered one of the fundamental theoretical texts of that period. The importance of poetry as a genre is emphasized. In the study of Victorian literature, its preoccupation with social events, sensitivity to social injustice, the importance of the women's issue, and the dichotomy in literary production between utilitarian and subversive texts are emphasized. Special attention is paid to the novel as the fundamental literary genre of that period.						
Enrolment requirements	No requirements						
Learning outcomes	Upon successful completion of the course, students will: - know the main aesthetic features of Romantic and Victorian literature; - understand the fundamental historical, political and cultural events and their influence on Romantic and Victorian literature; - acquire analytical skills for professional textual reading; - acquire rhetorical skills in written expression; - acquire the skill of using electronic and printed tools for scientific research. The aim of the course is to introduce students to the fundamental aesthetic, as well as cultural and historical features of Romantic and Victorian literature. In a formal sense, the Romantic period is approached by comparing it with the Neoclassical period, and the innovativeness of Romantic texts in relation to Neoclassical ones is emphasized. In this sense, students become aware of the importance of the preface to the collection Lyrical Ballads, which is today considered one of the fundamental theoretical texts of that period. The importance of poetry as a genre is emphasized. The study of Victorian literature emphasizes its preoccupation with social events, sensitivity to social injustice, the importance of the woman's issue, and the dichotomy in literary production between utilitarian and subversive texts. Special attention is paid to the novel as the fundamental literary genre of the period.						
Syllabus	1. L: Neoclassical literature: (time frame and formal characteristics of neoclassical literature; Pope and Dryden; development of literary criticism and the novel as a popular genre in the 18th century) S: D. Defoe, Robinson Crusoe 2. L: Romantic literature (time frame of romantic literature; social and historical context – romanticism as a period of great revolutions) S: W. Blake, Songs of Innocence and Experience (selection) 3. L: Formal characteristics of romantic literature (innovation in relation to the neoclassical tradition) S: The first generation of romantics According to literary theory: preface to the collection Lyrical Ballads; W. Wordsworth (selection from poetry) 4. L: Philosophical foundations and thematic specificities of romantic literature (secularization, individuality, role of the poet, relationship to nature) S: S. Coleridge: 'The Rime of the Ancient Mariner' 5. P: Nonconformism and Romanticism (Byron)						

	S: The second generation of romantics: J. Keats, 'Ode on a Grecian Urn'; P. B. Shelley, 'Ode to the West Wind' 6. L: The novel in the age of Romanticism (Gothic and sentimental novel) S: Selected passages from Gothic novels and from Jane Austen's novels 7. Repetition 8. L: Victorian literature (time frame of Victorian literature; historical and social context of Victorian literature; theory of evolution and development of natural sciences and their echoes in Victorian literature and essays) S: Charles Dickens, Hard Times (selected passages) 9. L: Formal characteristics of Victorian literature in relation to the context in which it was created. The Development of the Victorian Novel and Its Importance as a Genre S: T. Hardy, Tess of the d'Urbervilles 10. L: Comparison of Dickens/Hardy/Thackeray S: T. Hardy, Tess of the d'Urbervilles 11. L: Women's Novel: George Eliot and the Brontë Sisters S: E. Brontë, Wuthering Heights 12. L: Victorian Essayism S: Ruskin, Carlyle, Arnold (selection) 13. L: Victorian Poetry S: 'Mainstream' Poetry: Tennyson, Browning, and E. B. Browning (selection) 14. L. The Subversiveness of the Pre-Raphaelites S: D. G. Rossetti: 'The Blessed Damozel' C. Rossetti (selection) 15. Repetition
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning ☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Student obligations	Regular attendance and active participation in classes; timely completion of homework; preparation of a seminar paper; passing the final oral exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and University.
Monitoring student work	Class attendance ☒ / Research ☒ / Practical work ☐ Experimental work ☐ / Paper ☐ / Essay ☐ Seminar paper ☒ / Midterm exam ☐ / Oral exam ☐ Written exam ☒ / Project ☐ / Participation in class ☒ ☐ / ☐ / ☐ ☐
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of class activities, seminar paper and final oral exam. The criteria for evaluating and grading individual elements are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Abrams, M.H. & Greenblatt, S. (ed.) (2024). The Norton Anthology of English Literature. 10th ed Vol II. New York and London: W. W. Norton. (selections)	0	online
	McRae, J., & Carter, R. (2016). The Routledge History of Literature in English: Britain and Ireland. London and New York: Routledge. (selections)	0	online
Supplementary literature	Diedre David (Ed), The Cambridge Companion to the Victorian Novel. Cambridge University Press, 2011. Julia Thomas, The Victorian Mind's Eye. Oxford University Press, 2025. A.N. Wilson, The Victorians, Arrow Books, 2003. Nathan Hensley, Action Without Hope: Victorian Literature after Climate Collapse. Chicago University Press, 2025. Michael Ferber, The Cambridge Introduction to British Romantic Poetry. Cambridge University Press, 2012. Patrick Vincent (Ed.). The Cambridge History of European Romantic Literature. Cambridge University Press, 2023. Gavin Hopps, Enchantment in Romantic Literature. Liverpool University Press, 2025.		
Quality assurance	- Student survey on the quality of teaching and the work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing prescribed tasks on the syllabus		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Neoclassical literature: (time frame and formal characteristics of neoclassical literature; Pope and Dryden; development of literary criticism and the novel as a popular genre in the 18th century)	1	P7
Seminar	D. Defoe, Robinson Crusoe	2	P17
Week: 2.			
Lecture	Romantic literature (time frame of romantic literature; social and historical context – romanticism as a period of great revolutions)	1	P7
Seminar	W. Blake, Songs of Innocence and Experience (selections)	2	P17
Week: 3.			
Lecture	Formal characteristics of romantic literature (innovation in relation to the neoclassical tradition)	1	P7
Seminar	The first generation of romantics According to literary theory: preface to the collection Lyrical Ballads; W. Wordsworth (selections)	2	P17
Week: 4.			

Lecture	Philosophical foundations and thematic specificities of romantic literature (secularization, individuality, role of the poet, relationship to nature)	1	P7
Seminar	S. Coleridge: 'The Rime of the Ancient Mariner'	2	P17
Week: 5.			
Lecture	Nonconformism and Romanticism (Byron)	1	P7
Seminar	The second generation of romantics: J. Keats, 'Ode on a Grecian Urn'; P. B. Shelley, 'Ode to the West Wind'	2	P17
Week: 6.			
Lecture	The novel in the age of Romanticism (Gothic and sentimental novel)	1	P7
Seminar	Selected passages from Gothic novels and from Jane Austen's novels	2	P17
Week: 7.			
Lecture	Repetition	1	P7
Seminar	Repetition	2	P17
Week: 8.			
Lecture	Victorian literature (time frame of Victorian literature; historical and social context of Victorian literature; theory of evolution and development of natural sciences and their echoes in Victorian literature and essays)	1	P7
Seminar	Charles Dickens, Hard Times (selected passages)	2	P17
Week: 9.			
Lecture	Formal characteristics of Victorian literature in relation to the context in which it was created. The Development of the Victorian Novel and Its Importance as a Genre	1	P7
Seminar	T. Hardy, Tess of the d'Urbervilles	2	P17
Week: 10.			
Lecture	Comparison of Dickens/Hardy/Thackeray	1	P7
Seminar	T. Hardy, Tess of the d'Urbervilles	2	P17
Week: 11.			
Lecture	Women's Novel: George Eliot and the Brontë Sisters	1	P7
Seminar	E. Brontë, Wuthering Heights	2	P17
Week: 12.			
Lecture	Victorian Essayism	1	P7
Seminar	Ruskin, Carlyle, Arnold (selections)	2	P17
Week: 13.			
Lecture	Victorian Poetry	1	P7
Seminar	'Mainstream' Poetry: Tennyson, Browning, and E. B. Browning (selections)	2	P17
Week: 14.			
Lecture	Subversiveness of the Pre-Raphaelites	1	P7
Seminar	D. G. Rossetti: 'The Blessed Damozel' C. Rossetti (selections)	2	P17
Week: 15.			
Lecture	Repetition	1	P7
Seminar	Repetition	2	P17

<table>
<tr><td>Course name</td><td colspan="4">English Language – Communication Skills 4</td></tr>
<tr><td>ID</td><td>HZE303</td><td>Study year</td><td colspan="2">2.</td></tr>
<tr><td>Lecturer</td><td>Mara Ruža Blažević, senior language instructor</td><td>ECTS workload</td><td colspan="2">4.0</td></tr>
<tr><td>Associates</td><td></td><td rowspan="2">Number of hours</td><td colspan="2">L S E P
0 0 60 0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="2">0%</td></tr>
<tr><td colspan="5">Course description</td></tr>
<tr><td>Course aims</td><td colspan="4">The aim of the course is to further develop language skills at the C2 level, with an emphasis on fluency, accuracy, and appropriateness of expression in a variety of communicative contexts. The course encourages the continued development of autonomous learning strategies, as well as critical reflection on and evaluation of one’s own work and progress. Particular attention is given to cultural aspects of language use and to the deepening of language awareness.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="4">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="4">Upon completion of this course, students will be able to:
- demonstrate communicative competence at an advanced level;
- express themselves clearly, fluently and appropriately (C2 level);
- demonstrate appropriate usage of complex language structures (C2 level);
- write a clear, well-organised and detailed formal text based on a given context (min. 500 words);
- apply self-study skills appropriately;
- critically evaluate their work and progress;
- understand and analyse various cultural aspects of language use.</td></tr>
<tr><td>Syllabus</td><td colspan="4">HOURS UNITS
0-4 Emphasis on fluency, accuracy, appropriate language use, and pragmatic competence at C2 level. Further development of skills and strategies for independent learning and critical self-assessment. Cultural aspects of language use. Raising language awareness.
4-8 Speaking skills: organisation, clarity, cohesion.
8-12 Collocations. Presenting and supporting claims in oral form.
12-16 Linking words. Punctuation.
16-20 Future tenses. Writing skills.
20-24 Idioms. Determiners and articles.
24-28 Participle clauses. Essay writing skills.
28-32 Speaking skills: avoiding ambiguities and misunderstandings.
32-36 Comparing and differentiating various text types. Forming arguments in speech and writing.
36-40 Conclusions and summaries. Cultural aspects of language use.
40-44 Conversation strategies.
44-48 Development of ideas in speech and writing. Error-avoidance strategies.
48-52 Practice test: final examination format
52-56 Revision and exam preparation.
56-60 Revision and exam preparation.</td></tr>
<tr><td>Teaching types</td><td>☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="2">☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="4">Regular attendance and active in-class participation; timely completion of independent assignments; passing the final written exam. Adherence to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University.</td></tr>
</table>

Monitoring student work	Class attendance	☒		Research	☐		Practical work	☐
	Experimental work	☐		Paper	☐		Essay	☒
	Seminar paper	☐		Midterm exam	☐		Oral exam	☐
	Written exam	☒		Project	☐		Participation in class	☒
	Continuous assessment of knowledge	☒			☐			☐
	Independent work	☒						

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade is formed based on the final written exam. Continuous evaluation (diagnostic tests, independent tasks, achievement tests) is also conducted throughout the course. The criteria for evaluating and assessing individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Roderick, M.; Nuttal, C.; Kenny, N. (2016). Proficiency Expert. Essex: Pearson Education Limited	2	
	Gude, K.; Duckworth, M.; Rogers, L. (2012). Proficiency Masterclass: Student's Book. Oxford: OUP.	2	
	O'Dell, F. & McCarthy, M. (2017). English Collocations in Use. Advanced. Cambridge: CUP.	2	
	Stephens, M. (2002). New Proficiency Writing. Essex: Pearson Education Limited.	2	
Supplementary literature	Swan, M. (2016). Practical English Usage. Oxford: OUP. Carter, R. & McCarthy, M. (2006). Cambridge Grammar of English. Cambridge: CUP.		
Quality assurance	- Student questionnaires on quality of teaching carried out at university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes - Student success in carrying out set tasks - Individual teacher-student consultations		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Language practice	Emphasis on fluency, accuracy, appropriate language use, and pragmatic competence at C2 level. Further development of skills and strategies for independent learning and critical self-assessment. Cultural aspects of language use. Raising language awareness.	4	P17

Week: 2.			
Language practice	Speaking skills: organisation, clarity, cohesion.	4	P17
Week: 3.			
Language practice	Collocations. Presenting and supporting claims in oral form.	4	P17
Week: 4.			
Language practice	Linking words. Punctuation.	4	P17
Week: 5.			
Language practice	Future tenses. Writing skills.	4	P17
Week: 6.			
Language practice	Idioms. Determiners and articles.	4	P17
Week: 7.			
Language practice	Participle clauses. Essay writing skills.	4	P17
Week: 8.			
Language practice	Speaking skills: avoiding ambiguities and misunderstandings.	4	P17
Week: 9.			
Language practice	Comparing and differentiating various text types. Forming arguments in speech and writing.	4	P17
Week: 10.			
Language practice	Conclusions and summaries. Cultural aspects of language use.	4	P17
Week: 11.			
Language practice	Conversation strategies.	4	P17
Week: 12.			
Language practice	Development of ideas in speech and writing. Error-avoidance strategies.	4	P17
Week: 13.			
Language practice	Practice test: final examination format	4	P17
Week: 14.			
Language practice	Revision and exam preparation.	4	P17
Week: 15.			
Language practice	Revision and exam preparation.	4	P17

Course name	Introduction to Semantics						
ID	HZE401	Study year	3.				
Lecturer	Ivana Petrović, PhD, associate professor	ECTS workload	4.0				
Associates		Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The aim of the course is to introduce students to the basic concepts, theoretical approaches, and methods of studying meaning in language from the perspectives of semantics (conventional meaning) and pragmatics (interactional meaning). During the semester, students will acquire knowledge of relevant concepts and analytical frameworks and develop the ability to apply them in the interpretation and analysis of various linguistic phenomena and communication situations.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of this course, students will be able to: - explain key theories and concepts related to the study of meaning; - explain the difference between semantics and pragmatics; - recognize and explain semantic relationships between linguistic expressions; - interpret the role of context in the interpretation of meaning.						
Syllabus	1. Introduction to the course: meaning and basic approaches to the study of meaning. 2. Key concepts in semantics: lexeme, sense and reference, denotation and connotation, compositionality of meaning. 3. Semantic relations: synonymy, antonymy, hyponymy, and meronymy. 4. Polysemy and homonymy. 5. Sentence, utterance, and proposition. 6. Introduction to formal (truth-conditional) semantics: basic concepts and the logical approach to meaning. 7. Literal and figurative meaning: conceptual metaphor and metonymy in language. 8. Midterm exam. 9. The relationship between semantics and pragmatics: context, reference, and deixis. 10. Presupposition and entailment. 11. Grice's Cooperative Principle, maxims, and implicatures. 12. Speech acts: Austin and Searle. 13. Theories of politeness. 14. Revision of the course content. 15. End-of-term exam.						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐	☐ ☐ ☐ ☐				
Student obligations	Regular attendance and active participation in classes; presentation; passing the final written exam (or two term exams); adherence to the ethical and academic principles prescribed by the relevant Faculty and University regulations.						
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐	

	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
	Presentation	☒		☐		☐
		☐				

Assessment and evaluation of student work	In accordance with the learning outcomes and student obligations, the final grade is based on the continuous assessment during classes, presentation, and a written final exam (or two term exams). The criteria for evaluating and assessing individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Cruse, A. (2011). Meaning in Language: An Introduction to Semantics and Pragmatics. Oxford: Oxford University Press.	1	
	Saeed, J. I. (2016). Semantics. Chichester: Wiley Blackwell.	2	
Supplementary literature	Birner, B. (2021). Pragmatics: A Slim Guide. Oxford: Oxford University Press. Griffiths, P. (2017). An introduction to semantics and pragmatics. Edinburgh: Edinburgh University Press. Huang, Y. (2015). Pragmatics. Oxford: Oxford University Press. Riemer, N. (2010). Introducing Semantics. Cambridge: Cambridge University Press.		
Quality assurance	- Student questionnaires on the quality of teaching carried out at the university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes - Student success in carrying out set tasks - Individual teacher-student consultations		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction to the course: meaning, ways of expressing meaning, and the distinction between semantics and pragmatics.	2	
Seminar	Analysis of basic types of meaning in linguistic examples and the distinction between semantics and pragmatics.	2	
Week: 2.			
Lecture	Key concepts in semantics: lexeme, sense and reference, denotation and connotation, and compositionality of meaning.	2	

Seminar	Analysis and distinction between word and lexeme, sense and reference, and denotation and connotation, using selected linguistic examples.	2	
Week: 3.			
Lecture	Semantic relations: synonymy, antonymy, hyponymy, and meronymy.	2	
Seminar	Analysis of semantic relations: synonymy, antonymy, hyponymy, and meronymy in linguistic examples.	2	
Week: 4.			
Lecture	Polysemy and homonymy.	2	
Seminar	Analysis of polysemy and homonymy in linguistic examples.	2	
Week: 5.			
Lecture	Sentence, utterance, and proposition.	2	
Seminar	Analysis of the relationship between sentence, utterance, and proposition in selected examples. Student presentations on assigned topics.	2	
Week: 6.			
Lecture	Formal (truth-conditional) semantics: truth conditions, truth values, propositional content, and semantic relations between sentences and propositions, including presupposition and entailment.	2	
Seminar	Analysis of truth conditions and semantic relations in formal semantics in linguistic examples. Student presentations on assigned topics.	2	
Week: 7.			
Lecture	Literal and figurative meaning: conceptual metaphor and metonymy in language.	2	
Seminar	Analysis of conceptual metaphor and metonymy in linguistic examples. Student presentations on assigned topics.	2	
Week: 8.			
Lecture	Midterm exam.	2	
Seminar	Student presentations on assigned topics.	2	
Week: 9.			
Lecture	The relationship between semantics and pragmatics: context, reference, and deixis.	2	
Seminar	Analysis of the role of context, reference, and deixis in selected examples. Student presentations on assigned topics.	2	
Week: 10.			
Lecture	Presupposition and entailment.	2	
Seminar	Analysis of presupposition and entailment in linguistic examples. Student presentations on assigned topics.	2	
Week: 11.			
Lecture	Grice’s Cooperative Principle, conversational maxims, and implicature.	2	
Seminar	Analysis of Grice's cooperative principle, maxims, and implicatures in linguistic examples. Student presentations on assigned topics.	2	

Week: 12.			
Lecture	Speech act theories: Austin and Searle.	2	
Seminar	Analysis of speech acts according to Austin and Searle in linguistic examples. Student presentations on assigned topics.	2	
Week: 13.			
Lecture	Theories of politeness.	2	
Seminar	Analysis of politeness strategies in linguistic examples. Student presentations on assigned topics.	2	
Week: 14.			
Lecture	Course content review.	2	
Seminar	Student presentations on assigned topics.	2	
Week: 15.			
Lecture	End-of-term exam.	2	
Seminar	Student presentations on assigned topics.	2	

<table>
<tr><th>Course name</th><th colspan="5">Twentieth and Twenty-first Century Literature in English</th></tr>
<tr><td>ID</td><td>HZE402</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td>Brian Daniel Willems, PhD, full professor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td>Associates</td><td>Victoria Vestić</td><td>Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td></td><td></td><td>15</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><th colspan="6">Course description</th></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to the fundamental aesthetic and ideological characteristics and implications of modernism, postmodernism and postcolonialism, as well as their specificities within literature in the English language in the 20th and 21st centuries. Through the analysis of all literary genres and various subgenres, and focusing on the works of the most significant representatives of British, Irish, African and Indian literature, students learn to critically approach texts from the theoretical perspective of modernism, postmodernism, postcolonialism and LGBTQ+, and gain sensitivity to their aesthetic and political characteristics. Through the analysis of selected texts, students also acquire important theoretical concepts and learn how to apply them in critical thinking and writing.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No requirements</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon successful completion of the course, students will
• recognize the main aesthetic features of modernism, postmodernism, postcolonialism, and gender studies in the broader context of literature in the English language;
• group the fundamental cultural and political events that influenced modernism and postmodernism in literature, especially British and Irish;
• use important theoretical concepts (intertextuality, free indirect style, non-uniform subjectivity, feminism, LGBTQ+, Marxism, eco-studies);
• use rhetorical skills of written expression;
• use electronic and print tools of scholarly research.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. L: Introduction to Modernism
S: T.S. Eliot, "The Love Song of J. Alfred Prufrock" (1915), W.B. Yeats, "The Second Coming" (1920)
2.-3. L: Reading Joyce (Derek Attridge)
L: Stephen Hero and A Portrait of the Artist as a Young Man: Transforming the Nightmare of History (John Paul Riquelme)
S x 2: James Joyce, A Portrait of the Artist as a Young Man (1916)
4.-5. L: The Cultural Logic of Late Capitalism (Frederic Jameson)
L: A Politicized Postmodernism: Feminist Reading Tactics (Nicola Pitchford)
S x 2: Angela Carter, The Infernal Desire Machines of Doctor Hoffman (1972)
6.-8. L: Orientalism (Edward Said)
L: Discourse on Colonialism (Aimé Césaire)
P: Disjuncture and Difference in the Global Cultural Economy (Arjun Appadurai)
S x 3: Salman Rushdie, Midnight's Children (1981)
9. L: 'In Better Places': Space, Identity, and Alienation in Sarah Kane's Blasted (Christopher Wixson)
S: Sarah Kane, Blasted (1995)
10. L: Situating Contemporary Poetry (Samuel Rogers)
S: Contemporary British Poets: Seni Seneviratne, Fiona Sampson, Shazea Quraishi, Avigayl Sharp
11.-12. L: Chimamanda Ngozi Adichie's Half a Yellow Sun (Charles Nnolim)
L: Sidestepping the Political 'Graveyard of Creativity': Polyphonic Narratives and Reenvisioning the Nation-State in Chimamanda Ngozi Adichie's Half of a Yellow Sun (Maya Ganapathy)
S x 2: Chimamanda Ngozi Adichie, Half of a Yellow Sun (2013)</td></tr>
</table>

	13.-14. L: Eventually the Expression 'Female of the Species''ll Be a Redundancy (Andrea Long Chu) L: Countersexual Manifesto (Paul B. Preciado) S x 2: Juliet Jacques, Variations (2021) 15. Presentations

Teaching types			
	☒ Lectures	☐ Fieldwork	☐
	☒ Seminars	☒ Independent work	☐
	☐ Practicals	☐ Multimedia	☐
	☐ Remote learning	☐ Laboratory	☐
	☐ Blended learning	☐ Supervision	
		☐	
		☐	

Student obligations	Regular attendance and active participation in classes; timely completion of homework; preparation of a seminar paper; passing the final oral exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and University.

Monitoring student work								
	Class attendance	☒	Research	☐	Practical work	☐		
	Experimental work	☐	Paper	☐	Essay	☐		
	Seminar paper	☒	Midterm exam	☐	Oral exam	☒		
	Written exam	☐	Project	☐	Participation in class	☒		
		☐		☐		☐		
		☐						

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on class activities (50%), seminar paper (25%), and the final exam (or two midterms) (25%). The evaluation and grading criteria for individual elements are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Handouts	0	online
	James Joyce, A Portrait of the Artist as a Young Man. Norton Critical Editions, 2007.	0	online
	Angela Carter, The Infernal Desire Machines of Doctor Hoffman. Penguin, 1986.	0	online
	Salman Rushdie, Midnight's Children. Random House, 2006.	0	online
	Chimamanda Ngozi Adichie, Half of a Yellow Sun. Anchor, 2007.	0	online
	Juliet Jacques, Variations. Influx Press, 2021.	0	online

Supplementary literature	Derek Attridge (Ed.), The Cambridge Companion to James Joyce. Cambridge University Press, 2004.

	Julie Rivkin and Michael Ryan (Eds.), Literary Theory: An Anthology. Wiley/Blackwell, 2017. Nicola Pitchford, Tactical Readings: Feminist Postmodernism in the Novels of Kathy Acker and Angela Carter. Bucknell University Press, 2002. Fredric Jameson, Postmodernism, or, The Cultural Logic of Late Capitalism. Duke University Press, 1991. Aimé Césaire, Discourse on Colonialism. Monthly Review Press, 1972. Christopher Wixson, "'In Better Places': Space, Identity, and Alienation in Sarah Kane's Blasted." Comparative Drama, vol. 39, no. 1 (2005): 75-91. NER, vol. 41, no.2 (2020). Internet: https://www.nereview.com/vol-41-no-2-2020/. Samuel Rogers, "Situating Contemporary Poetry." The Yearbook of English Studies, vol. 51 (2021): 1-8. Charles Nnolim, "Chimamanda Ngozi Adichie's Half a Yellow Sun." African Literature Today, vol. 27 (2010): 145-151. Maya Ganapathy, "Sidestepping the Political 'Graveyard of Creativity': Polyphonic Narratives and Reenvisioning the Nation-State in Chimamanda Ngozi Adichie's Half of a Yellow Sun." Research in African Literatures, vol. 47, no. 3 (2016): 88-105. Andrea Long Chu, Females. Verso, 2019. Paul B. Preciado, Countersexual Manifesto. Columbia University Press, 2018. Brian Willems, "Galactic Modernism: Distributed Individuality in Olaf Stapledon's Last and First Men and Star Maker." In New Perspectives on Community and the Modernist Subject: Finite, Singular, Exposed, eds. Paula Martin Salvan and Gerardo Rodríguez Salas. London; New York: Routledge, 2017: 146-163. Hannah Freed-Thrall, Modernism at the Beech: Queer Ecologies and the Coastal Commons Columbia University Press, 2023. Brian Willems, "Groping Together, Avoiding Speech: Eliot, Greene, Lacan." Belgrade Bells 2 (2010): 235-250.
Quality assurance	Student survey on the quality of teaching and teacher work at the university level; student self-assessment of achieved learning outcomes; collaborative assessment of teachers and students on the implementation and quality of the teaching process; student success in completing tasks prescribed by the syllabus; individual consultations.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction to Modernism	1	
Seminar	T.S. Eliot, "The Love Song of J. Alfred Prufrock" (1915), W.B. Yeats, "The Second Coming" (1920)	2	
Week: 2.			
Lecture	Reading Joyce (Derek Attridge) Stephen Hero and A Portrait of the Artist as a Young Man: Transforming the Nightmare of History (John Paul Riquelme)	1	
Seminar	James Joyce, A Portrait of the Artist as a Young Man (1916)	2	
Week: 3.			
Lecture	Reading Joyce (Derek Attridge) Stephen Hero and A Portrait of the Artist as a Young Man: Transforming the Nightmare of History (John Paul Riquelme)	1	
Lecture	James Joyce, A Portrait of the Artist as a Young Man (1916)	2	

Week: 4.			
Lecture	The Cultural Logic of Late Capitalism (Frederic Jameson) A Politicized Postmodernism: Feminist Reading Tactics (Nicola Pitchford)	1	
Seminar	Angela Carter, The Infernal Desire Machines of Doctor Hoffman (1972)	2	
Week: 5.			
Lecture	The Cultural Logic of Late Capitalism (Frederic Jameson) A Politicized Postmodernism: Feminist Reading Tactics (Nicola Pitchford)	1	
Seminar	Angela Carter, The Infernal Desire Machines of Doctor Hoffman (1972)	2	
Week: 6.			
Lecture	Orientalism (Edward Said) Discourse on Colonialism (Aimé Césaire) Disjuncture and Difference in the Global Cultural Economy (Arjun Appadurai)	1	
Seminar	Salman Rushdie, Midnight's Children (1981)	2	
Week: 7.			
Lecture	Orientalism (Edward Said) Discourse on Colonialism (Aimé Césaire) Disjuncture and Difference in the Global Cultural Economy (Arjun Appadurai)	1	
Seminar	Salman Rushdie, Midnight's Children (1981)	2	
Week: 8.			
Lecture	Orientalism (Edward Said) Discourse on Colonialism (Aimé Césaire) Disjuncture and Difference in the Global Cultural Economy (Arjun Appadurai)	1	
Seminar	Salman Rushdie, Midnight's Children (1981)	2	
Week: 9.			
Lecture	'In Better Places': Space, Identity, and Alienation in Sarah Kane's Blasted (Christopher Wixson)	1	
Seminar	Sarah Kane, Blasted (1995)	2	
Week: 10.			
Lecture	Situating Contemporary Poetry (Samuel Rogers)	1	
Seminar	Contemporary British Poets: Seni Seneviratne, Fiona Sampson, Shazea Quraishi, Avigayl Sharp	2	
Week: 11.			
Lecture	Chimamanda Ngozi Adichie's Half a Yellow Sun (Charles Nnolim) Sidestepping the Political 'Graveyard of Creativity': Polyphonic Narratives and Reenvisioning the Nation-State in Chimamanda Ngozi Adichie's Half of a Yellow Sun (Maya Ganapathy)	1	
Seminar	Chimamanda Ngozi Adichie, Half of a Yellow Sun (2013)	2	
Week: 12.			
Lecture	Chimamanda Ngozi Adichie's Half a Yellow Sun (Charles Nnolim) Sidestepping the Political 'Graveyard of Creativity': Polyphonic Narratives and Reenvisioning the Nation-State in Chimamanda Ngozi Adichie's Half of a Yellow Sun (Maya Ganapathy)	1	

Seminar	Chimamanda Ngozi Adichie, Half of a Yellow Sun (2013)	2	
Week: 13.			
Lecture	Eventually the Expression 'Female of the Species"ll Be a Redundancy (Andrea Long Chu) Countersexual Manifesto (Paul B. Preciado)	1	
Seminar	Juliet Jacques, Variations (2021)	2	
Week: 14.			
Lecture	Eventually the Expression 'Female of the Species"ll Be a Redundancy (Andrea Long Chu) Countersexual Manifesto (Paul B. Preciado)	1	
Seminar	Juliet Jacques, Variations (2021)	2	
Week: 15.			
Lecture	Presentations	1	
Seminar	Presentations	2	

<table>
<tr><td>Course name</td><td colspan="5">English Language – Translation Skills 1</td></tr>
<tr><td>ID</td><td>HZE404</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Marija Knežević, PhD, senior language instructor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>60</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is for students to acquire basic translation skills through the practice of translating general and specialized texts and materials from English into Croatian. Through individual translation work and the analysis of both their own and others’ translations, students will be introduced to different translation strategies and key challenges in translating from English into Croatian. The course will also explore the most important translation tools and provide practice in post-editing. Additionally, students will be introduced to national and international associations of translators and interpreters, as well as to professional and ethical standards.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course students will be able to:
- understand the source text; tone, style, and register
- apply basic translation principles and strategies
- translate general and specialized texts/ materials from English into Croatian fluently and accurately using different language and translation resources (dictionaries, glossaries, parallel texts, etc.) and tools
- adapt production to various contexts
- understand the basic principles of machine translation and light and full post-editing
- evaluate the quality of the MT output and do the post-editing
- be familiar with the national and international associations of translators and interpreters and the professional and ethical standards</td></tr>
</table>

Syllabus	1. Introduction to the course: Familiarisation with in-class analysis procedures and the content and form of the examination. 2. Translation 1 3. Translation 2 4. Translation 3 5. Translation 4 6. Translation 5 7. Translation 6 8. Translation 7 9. Translation 8 10. Translation 9 11. Translation 10 12. Translation 11 13. Translation 12 14. Midterm exam I 15. Review of midterm exam I 16. Translation 13 17. Translation 14 18. Translation 15 19. Translation 16 20. Translation 17 21. Translation 18 22. Translation 19 23. Translation 20 24. Translation 21 25. Translation 22 26. Translation 23 27. Translation 24 28. Mid-term exam II 29. Review of midterm exam II 30. Final remarks
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning ☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐ ☐ ☐ ☐ ☐
Student obligations	Students are required to: attend classes regularly and participate actively, complete homework assignments and group presentation on a predefined topic on time; pass two midterm exams or final exam, and comply with the ethical and academic principles prescribed by the relevant regulations of the Faculty and the University.

Monitoring student work						
	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
	Continuous assessment of knowledge	☒	Independent work	☒	Presentation	☒

		☐	
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is based on two midterm exams or the final exam and a group presentation. Students' knowledge is continuously monitored and assessed during classes through activities such as homework, and translation activities from English into Croatian. The criteria for evaluating and assessing individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	various texts (books, newspapers, journals) and audiovisual materials		online
	digital monolingual and bilingual dictionaries, glossaries and lexicons, and terminological resources		online
Supplementary literature	English and Croatian grammar and spelling handbooks, specialised dictionaries.		
Quality assurance	- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Foreign language practice	Introduction to the course: Familiarisation with in-class analysis procedures and the content and form of the examination.	2	
Foreign language practice	Translation 1	2	
Week: 2.			
Foreign language practice	Translation 2	2	
Foreign language practice	Translation 3	2	
Week: 3.			
Foreign language practice	Translation 4	2	
Foreign language practice	Translation 5	2	

Week: 4.			
Foreign language practice	Translation 6	2	
Foreign language practice	Translation 7	2	
Week: 5.			
Foreign language practice	Translation 8	2	
Foreign language practice	Translation 9	2	
Week: 6.			
Foreign language practice	Translation 10	2	
Foreign language practice	Translation 11	2	
Week: 7.			
Foreign language practice	Translation 12	2	
Foreign language practice	Midterm exam I	2	
Week: 8.			
Foreign language practice	Review of midterm exam I	2	
Foreign language practice	Translation 13	2	
Week: 9.			
Foreign language practice	Translation 14	2	
Foreign language practice	Translation 15	2	
Week: 10.			
Foreign language practice	Translation 16	2	
Foreign language practice	Translation 17	2	
Week: 11.			

Foreign language practice	Translation 18	2	
Foreign language practice	Translation 19	2	
Week: 12.			
Foreign language practice	Translation 20	2	
Foreign language practice	Translation 21	2	
Week: 13.			
Foreign language practice	Translation 22	2	
Foreign language practice	Translation 23	2	
Week: 14.			
Foreign language practice	Translation 24	2	
Foreign language practice	Midterm exam II	2	
Week: 15.			
Foreign language practice	Review of midterm exam II	2	
Foreign language practice	Final remarks	2	

Course name	American Literature						
ID	HZE504	Study year	3.				
Lecturer	Gordan Matas, PhD, associate professor	ECTS workload	5.0				
Associates		Number of hours	L	S	E	P	
			15	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	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.						
Enrolment requirements	Enrollment at the third year of undergraduate study program English language and literature						
Learning outcomes	Upon the completion of the course students will be able to: 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.						
Syllabus	1 Lecture Introduction/Literature of colonial and revolutionary period Seminar Jonathan Edwards, "Sinners in the Hands of an Angry God " 2 Lecture Early American fiction Seminar Benjamin Franklin, selection from "Autobiography" 3 Lecture American Renaissance– theoretical framework Seminar Edgar Allan Poe, "The Raven" 4 Lecture American Renaissance – important authors Seminar Nathaniel Hawthorne, "The Minister's Black Veil" 5 Lecture Transcendentalism - R.W. Emerson & H.D. Thoreau Seminar 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’s novels 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 Ernest Hemingway’s fiction 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						

<table>
<tr><td>Teaching types</td><td colspan="6">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☐
☐</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="10">Regular attendance and active participation in classes; timely completion of homework; seminar, passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td></td><td>☐</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="10">In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the seminar (30%) and final exam (70%). Criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td colspan="6">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="6">Gray, R. (ur.). (2005). A History of American Literature. Malden: Blackwell Publishing.</td><td>2</td><td>/</td></tr>
<tr><td colspan="6">Baym, N. (ur.). (2002). The Norton Anthology of American Literature: Shorter Version, Sixth Edition. New York: W. W. Norton & Company.</td><td>3</td><td>/</td></tr>
<tr><td>Supplementary literature</td><td colspan="10">DeLillo, Don. (2003). Cosmopolis. New York: Scribner.
Hurston, Zora Neale. (1930). Their Eyes Were Watching God. New York: Perennial, 1990.
Morrison, Toni. (1987). Beloved. New York: Plume.
Tan, Amy. (1989). The Joy Luck Club. New York: Ivy Books.</td></tr>
<tr><td>Quality assurance</td><td colspan="10">Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="10">/</td></tr>
</table>

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction/Literature of colonial and revolutionary period	1	P7
Seminar	Jonathan Edwards "Sinners in the Hands of an Angry God"	2	P7
Week: 2.			
Lecture	Early American fiction	1	P7
Seminar	Benjamin Franklin - selection from "Autobiography"	2	P7
Week: 3.			
Lecture	American Renaissance– theoretical framework	1	P7
Seminar	Edgar Allan Poe - "The Raven"	2	P7
Week: 4.			
Lecture	American Renaissance – important authors	1	P7
Seminar	Nathaniel Hawthorne - "The Minister's Black Veil"	2	P7
Week: 5.			
Lecture	Transcendentalism - R.W. Emerson and H.D. Thoreau	1	P7
Seminar	H.D. Thoreau - "Walden" Chapter 1	2	P7
Week: 6.			
Lecture	W.Whitman and E. Dickinson	1	P7
Seminar	Selected poems from the Reader	2	P7
Week: 7.			
Lecture	Mark Twain and American themes	1	P7
Seminar	Mark Twain's novels	2	P7
Week: 8.			
Lecture	American realism	1	P7
Seminar	Carl Sandburg "Chicago"	2	P7
Week: 9.			
Lecture	American realism	1	P7
Seminar	Stephen Crane "The Bride Comes to Yellow Sky"	2	P7
Week: 10.			
Lecture	American fiction between the two World Wars	1	P7
Seminar	William Faulkner "Barn Burning"	2	P7
Week: 11.			
Lecture	American literature after World War II	1	P7
Seminar	Ernest Hemingway's novels	2	P7
Week: 12.			
Lecture	Ethnic/Multicultural literature	1	P7
Seminar	Zora Neale Hurston "How It Feels to Be Colored Me"	2	P7
Week: 13.			
Lecture	African American literature	1	P7
Seminar	Toni Morrison "Beloved"	2	P7
Week: 14.			
Lecture	Asian American literature	1	P7
Seminar	Amy Tan "The Joy Luck Club"	2	P7
Week: 15.			

Lecture	Revision	1	P7
Seminar	Revision	2	P7

<table>
<tr><td>Course name</td><td colspan="5">English Language – Translation Skills 2</td></tr>
<tr><td>ID</td><td>HZE505</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Marija Knežević, PhD, senior language instructor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td>Associates</td><td></td><td>Number of hours</td><td>L
0</td><td>S
0</td><td>E
45</td><td>P
0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is for students to acquire basic translation skills through the practice of translating general and specialized texts and materials from Croatian into English. Through individual translation work and the analysis of both their own and others' translations, students will be introduced to different translation strategies and key challenges in translating from Croatian into English. The course will also explore the most important translation tools and provide practice in post-editing. Additionally, students will be introduced to national and international associations of translators and interpreters, as well as to professional and ethical standards.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course students will be able to:
- understand the source text; tone, style, and register
- apply basic translation principles and strategies
- translate general and specialized texts/ materials from Croatian into English fluently and accurately using different language and translation resources (dictionaries, glossaries, parallel texts, etc.) and tools
- adapt production to various contexts
- understand the basic principles of machine translation and light and full post-editing
- evaluate the quality of the MT output and do the post-editing
- be familiar with the national and international associations of translators and interpreters and the professional and ethical standards</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introduction to the course: Familiarisation with in-class analysis procedures and the content and form of the examination.
2. Translation 1
3. Translation 2
4. Translation 3
5. Translation 4
6. Translation 5
7. Translation 6
8. Translation 7
9. Translation 8
10. Translation 9
11. Translation 10
12. Translation 11
13. Translation 12
14. Translation 13
15. Final remarks</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☐
☐</td></tr>
</table>

Student obligations	Students are required to attend classes regularly and participate actively, complete homework assignments and group presentation on a predefined topic on time; pass the final exam, and comply with the ethical and academic principles prescribed by the relevant regulations of the Faculty and the University.						
Monitoring student work	Class attendance	☒	Research	☐		Practical work	☐
	Experimental work	☐	Paper	☐		Essay	☐
	Seminar paper	☐	Midterm exam	☐		Oral exam	☐
	Written exam	☒	Project	☐		Participation in class	☒
	Continuous assessment of knowledge	☒	Independent work	☒		Presentation	☒
		☐					

Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is based on preparation and delivery of the group presentation and the final exam. Students' knowledge is continuously monitored and assessed during classes through activities such as homework, and translation activities from Croatian into English. The criteria for evaluating and assessing individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	various texts (books, newspapers, journals) and audiovisual materials		online
	digital monolingual and bilingual dictionaries, glossaries and lexicons, and terminological resources		online
Supplementary literature	English and Croatian grammar and spelling handbooks, specialised dictionaries.		
Quality assurance	- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Foreign language practice	Introduction to the course: Familiarisation with in-class analysis procedures and the content and form of the examination.	3	
Week: 2.			

Foreign language practice	Translation 1	3	
Week: 3.			
Foreign language practice	Translation 2	3	
Week: 4.			
Foreign language practice	Translation 3	3	
Week: 5.			
Foreign language practice	Translation 4	3	
Week: 6.			
Foreign language practice	Translation 5	3	
Week: 7.			
Foreign language practice	Translation 6	3	
Week: 8.			
Foreign language practice	Translation 7	3	
Week: 9.			
Foreign language practice	Translation 8	3	
Week: 10.			
Foreign language practice	Translation 9	3	
Week: 11.			
Foreign language practice	Translation 10	3	
Week: 12.			
Foreign language practice	Translation11	3	
Week: 13.			
Foreign language practice	Translation12	3	
Week: 14.			
Foreign language practice	Translation 13	3	

Week: 15.			
Foreign language practice	Final remarks	3	

Course name	Bachelor's Thesis					
ID	HZE506	Study year	3.			
Lecturer		ECTS workload	5.0			
Associates		Number of hours	L	S	E	P
			0	0	0	0
Course status	Compulsory	Online percentage	0%			

Course description

Course aims			
Enrolment requirements			
Learning outcomes			
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐	☐ ☐ ☐ ☐
Student obligations			
Assessment and evaluation of student work			

Required literature	Title	Number of copies available	Availability via other media
	-		

Supplementary literature	
Quality assurance	
Other (in the opinion of the proponent)	

<table>
<tr><td>Course name</td><td colspan="4">Aspects of British Culture</td></tr>
<tr><td>ID</td><td>HZE508</td><td>Study year</td><td colspan="2">2.</td></tr>
<tr><td>Lecturer</td><td>Danijela Šegedin Borovina, PhD, assistant professor</td><td>ECTS workload</td><td colspan="2">3.0</td></tr>
<tr><td>Associates</td><td>Ilonka Peršić, MSc, lecturer</td><td>Number of hours</td><td colspan="2">L S E P
0 30 0 0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="2">0%</td></tr>
<tr><td colspan="5">Course description</td></tr>
<tr><td>Course aims</td><td colspan="4">The aim of the course is to enable students to understand the key social, cultural, and political aspects of British society across various historical periods up to the contemporary era. Special emphasis is placed on developing a critical awareness of the complexity of modern British culture and on understanding how historical processes and events have shaped British modernity and identity.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="4">none</td></tr>
<tr><td>Learning outcomes</td><td colspan="4">Upon completion of the course, students will be able to:
- describe the fundamental social, political, and cultural characteristics of British society throughout history and within a contemporary context.
- analyze the impact of key historical events and political changes on the formation of contemporary British culture and identity.
- discuss the main features and current developments in British culture and politics, utilizing the acquired terminology.
- apply theoretical knowledge to the analysis of a selected topic and the preparation of an oral presentation.</td></tr>
<tr><td>Syllabus</td><td colspan="4">1. Introduction: Discussion of course content and student requirements; selection of topics for oral presentations.
2. England, Great Britain, Britain, or the United Kingdom? Fundamental geographical, political, and social parameters.
3. England, Great Britain, Britain, or the United Kingdom? The question of national identity and the concept of Britishness.
4. A Brief History of Britain: Prehistory, Roman Britain, the Anglo-Saxon and Viking periods.
5. A Brief History of Britain: The Norman Conquest and the Middle Ages; the Tudor Dynasty.
6. A Brief History of Britain: The Stuart Dynasty, the Civil War, and the creation of Great Britain.
7. A Brief History of Britain: The Victorian Era, imperialism, the British Empire, and the 20th century.
8. Monarchy and Parliament: The significance of institutions in public life.
9. Government and Political Parties: Immigration; relations with Europe and Brexit.
10. Law and the Courts: Legal tradition and Common Law.
11. Education: Structure of the educational system and the role of universities.
12. Religion: The role of the Church of England and religious pluralism.
13. Media: The role of media in shaping public opinion; broadsheets, tabloids, and the BBC.</td></tr>
<tr><td>Teaching types</td><td>☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="2">☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="4">Regular attendance and active participation in class; oral presentation; passing the final written exam (or two preliminary exams); adherence to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University.</td></tr>
</table>

Monitoring student work	Class attendance	☒		Research	☐		Practical work	☐
	Experimental work	☐		Paper	☐		Essay	☐
	Seminar paper	☒		Midterm exam	☒		Oral exam	☐
	Written exam	☒		Project	☐		Participation in class	☒
		☐			☐			☐
		☐						

Assessment and evaluation of student work			
Required literature	Title	Number of copies available	Availability via other media
	Oakland, J. (2019). British civilization: An introduction (9th Edition). London: Routledge.	1	no
	Storry, M. & Childs, P. (eds.) (2022). British Cultural Identities (6th Edition). London/NY: Routledge.	1	no
	O'Driscoll, J. (1995). Britain: the Country and its People. Oxford: Oxford University Press.	1	no
Supplementary literature	Addison, P. & Jones, H. (2005). A Companion to Contemporary Britain. Oxford: Blackwell. McDowall, D. (1989). An illustrated history of Britain. London: Longman. McDowall, D. (2008). Britain in Close-up. Harlow: Longman. Oakland, J. (1993). A Dictionary of British Institutions: a Student Guide. London: Routledge.		
Quality assurance	Student questionnaires on quality of teaching carried out at university level Student self-assessment Collaborative teacher–student evaluation of the implementation and quality of teaching processes Student success in carrying out set tasks Individual teacher-student consultations		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Seminar	Introduction, individual presentations (initial topics and suggestions)	2	
Week: 2.			
Seminar	English, Great Britain, Britain, the UK? History and geography	2	
Week: 3.			

Seminar	England, Great Britain, Britain, or the United Kingdom? The question of national identity and the concept of Britishness.	2	
Week: 4.			
Seminar	A Brief History of Britain: Prehistory, Roman Britain, the Anglo-Saxon and Viking periods.	2	
Week: 5.			
Seminar	A Brief History of Britain: The Norman Conquest and the Middle Ages; the Tudor Dynasty.	2	
Week: 6.			
Seminar	A Brief History of Britain: The Stuart Dynasty, the Civil War, and the creation of Great Britain.	2	
Week: 7.			
Seminar	A Brief History of Britain: The Victorian Era, imperialism, the British Empire, and the 20th century.	2	
Week: 8.			
Seminar	Monarchy and Parliament: The significance of institutions in public life.	2	
Week: 9.			
Seminar	Government and Political Parties: Immigration; relations with Europe and Brexit.	2	
Week: 10.			
Seminar	Law and the Courts: Legal tradition and Common Law.	2	
Week: 11.			
Seminar	Education: Structure of the educational system and the role of universities.	2	
Week: 12.			
Seminar	Religion: The role of the Church of England and religious pluralism.	2	
Week: 13.			
Seminar	Media: The role of media in shaping public opinion; broadsheets, tabloids, and the BBC.	2	
Week: 14.			
Seminar	Student presentations	2	
Week: 15.			
Seminar	Student presentations	2	

<table>
<tr><th>Course name</th><th colspan="5">Australian Literature</th></tr>
<tr><td>ID</td><td>HZE305</td><td>Study year</td><td colspan="4">2.</td></tr>
<tr><td>Lecturer</td><td>Gordan Matas, PhD, associate professor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><th colspan="6">Course description</th></tr>
<tr><td>Course aims</td><td colspan="5">The course studies the development of Australian literature from its early days, i.e. from colonial literature up to the present time. Special attention has been paid to the era of realism and naturalism since some of the most important Australian 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.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon the completion of the course students will be able to:
1. Demonstrate the knowledge of main literary periods, works and authors in Australian 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 Australian literature.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1 Lecture Introduction
Seminar Positioning Australian literature
2 Lecture Indigenous literature
Seminar Aboriginal biography
3 Lecture Indigenous literature
Seminar Aboriginal autobiography
4 Lecture Colonial writers
Seminar Charles Harpur – selected poems
5 Lecture Colonial writers
Seminar Henry Lawson – short stories
6 Lecture Poetry from the 1890s to 1970
Seminar Christopher Brennan – selected poems
7 Lecture Fiction from 1900 to 1970
Seminar Patrick White “Happy Valley”
8 Lecture Fiction from 1900 to 1970
Seminar Ion Idriess and realism
9 Lecture Theatre from 1788 to the 1960s
Seminar Louis Esson and national drama
10 Lecture Contemporary poetry
Seminar Bruce Dawe – selected poems
11 Lecture
Contemporary fiction
Seminar Peter Carey
12 Lecture Contemporary fiction
Seminar “Oscar and Lucinda” and Peter Carey
13 Lecture Contemporary theatre
Seminar Tim Winton “Cloudstreet”
14 Lecture From biography to autobiography
Seminar David Marr and Hazel Rowley
15 Lecture Australian literature and its criticism
Seminar Revision</td></tr>
</table>

Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐ ☐
Student obligations	Regular attendance and active participation in classes; timely completion of homework; seminar, passing the final written exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.		

Monitoring student work						
	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of the seminar (30%) and final exam (70%). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Webby, E. (ur.). (2000). The Cambridge Companion to Australian Literature. New York: Cambridge UP.	1	/
	Jose, N. (ur.). (2009). Macquarie Pen Anthology of Australian Literature. Sydney: Macquarie UP.	1	/
Supplementary literature	Carey, Peter. (1988). Oscar and Lucinda. Winton, Tim. (2003). Dirt Music.		
Quality assurance	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction	1	P12
Seminar	Positioning Australian literature	1	P12

Week: 2.			
Lecture	Indigenous literature	1	P12
Seminar	Aboriginal biography	1	P12
Week: 3.			
Lecture	Indigenous literature	1	P12
Seminar	Aboriginal autobiography	1	P12
Week: 4.			
Lecture	Colonial writers	1	P12
Seminar	Charles Harpur - selected poems	1	P12
Week: 5.			
Lecture	Colonial writers	1	P12
Seminar	Henry Lawson - short stories	1	P12
Week: 6.			
Lecture	Poetry from 1890-1970	1	P12
Seminar	Christopher Brennan - selected poems	1	P12
Week: 7.			
Lecture	Fiction from 1900-1970	1	P12
Seminar	Patrick White "Happy Valley"	1	P12
Week: 8.			
Lecture	Fiction from 1900-1970	1	P12
Seminar	Ion Idriess and realism	1	P12
Week: 9.			
Lecture	Theatre from 1788-1960	1	P12
Seminar	Louis Esson and national drama	1	P12
Week: 10.			
Lecture	Contemporary poetry	1	P12
Seminar	Bruce Dawe - selected poems	1	P12
Week: 11.			
Lecture	Contemporary fiction	1	P12
Seminar	Peter Carey	1	P12
Week: 12.			
Lecture	Contemporary fiction	1	P12
Seminar	"Oscar and Lucinda" and Peter Carey	1	P12
Week: 13.			
Lecture	Contemporary theatre	1	P12
Seminar	Tim Winton "Cloudstreet"	1	P12
Week: 14.			
Lecture	From biography to autobiography	1	P12
Seminar	David Marr and Hazel Rowley	1	P12
Week: 15.			
Lecture	Australian literature and its criticism	1	P12
Seminar	Revision	1	P12
/			

Course name	British and Irish Modernism							
ID	HZE512	Study year	2.					
Lecturer	Brian Daniel Willems, PhD, full professor	ECTS workload	3.0					
Associates	Victoria Vestić	Number of hours	L	S	E	P		
			0	30	0	0		
Course status	Elective	Online percentage	0%					
Course description								
Course aims	The aim of the course is to acquaint students with the fundamental aesthetic, cultural and ideological features and implications of modernism through the analysis of texts belonging to different genres and subgenres. Students will learn to critically approach important texts of this literary direction in British and Irish literature and gain sensitivity to its aesthetic peculiarities (formal innovation, immersion in the space of subjectivity, intertextual dialogue with the past are some of the fundamental characteristics of modernist literature). Through the analysis of selected texts, students will also acquire important theoretical concepts (they understand, for example, the definition and characteristics of free indirect style and intertextuality, and the psychoanalytic concept of non-unique subjectivity).							
Enrolment requirements	No requirements							
Learning outcomes	On successful completion of the course, students will: - know the main aesthetic features of British and Irish modernism; - understand the fundamental cultural and political events that influenced British and Irish modernism; - adopt and recognize some important theoretical concepts (intertextuality, free indirect style, non-uniform subjectivity) on concrete examples; - acquire analytical skills for professional text reading; - be able to distinguish the formal features of modernist texts - acquire rhetorical skills in written expression; - acquire the skill of using electronic and printed tools of scientific research.							
Syllabus	1. Introduction: different "modernisms": thematic, stylistic and narrative specificities of British and Irish modernist literature through their most significant authors 2. Modernist prose: J. Joyce: passages and parts of Ulysses in order for students to understand the modernist preference for formal ekeperiment and immersion in the space of subjectivity 3. V. Woolf: "A Room of One's Own", "On Being Ill" (Woolf and feminism, theme of mental illness, manipulation of narrative time, Woolf and impressionism) 4. V. Woolf, Mrs. Dalloway 5. V. Woolf, To the Lighthouse 6. The concept of otherness; modernism and postcolonial criticism J. Conrad, Heart of Darkness (selected chapters) 7. E. M. Foster, A Passage to India (selected chapters) 8. The short story in the period of modernism: revival and importance of the short story as a prose genre at the beginning of the 20th century; the short story as a site of modernist experiment despite its short form; its interest in “modernist themes” 9. J. Joyce, Dubliners (selection) 10. J Joyce, Dubliners (selection) 11. K. Mansfield, “Bliss”, “The Garden Party” (Woolf/Mansfield relationship); 12. D. H. Lawrence, “Why the Novel Matters”, “The Horse Dealer’s Daughter”, “Odour of Chrysanthemums” (Lawrence and Freud’s psychoanalysis) 13. Modernist poetry: W. B. Yeats (selection): symbolism, Yeats and M. Gonne; Yeats and the Irish literary revival 14. T. S. Eliot as poet and as critic; “Tradition and the Individual Talent”, “The Metaphysical Poets”; 15. T.S. Eliot, The Waste Land							

<table>
<tr><td>Teaching types</td><td colspan="6">☐ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☐
☐</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="10">Regular attendance and active participation in classes; timely completion of homework; preparation of a seminar paper; passing a final written exam (or several shorter semester tests); compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and University.</td></tr>
<tr><td rowspan="7">Monitoring student work</td><td>Class attendance</td><td>☒</td><td></td><td>Research</td><td>☐</td><td></td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td></td><td>Paper</td><td>☐</td><td></td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td></td><td>Midterm exam</td><td>☐</td><td></td><td>Oral exam</td><td>☒</td></tr>
<tr><td>Written exam</td><td>☐</td><td></td><td>Project</td><td>☐</td><td></td><td>Participation in class</td><td>☒</td></tr>
<tr><td></td><td>☐</td><td></td><td></td><td>☐</td><td></td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td></td><td colspan="5"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="10">In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of class activities (participation in discussions, writing, critical comments on the text, etc.), one seminar paper and several short tests during the semester. The evaluation and assessment criteria of individual elements are described in the subject repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="6">Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="6">Abrams, M.H. & Greenblatt, S. (ed.) (2024). The Norton Anthology of English Literature. New York i London: W. W. Norton. (selections)</td><td>0</td><td colspan="2">online</td></tr>
<tr><td colspan="6">McRae, J., & Carter, R. (2016). The Routledge History of Literature in English: Britain and Ireland. London and New York: Routledge.</td><td>0</td><td colspan="2">online</td></tr>
<tr><td colspan="6">Childs, P. (2000). Modernism. London and New York: Routledge</td><td>0</td><td colspan="2">online</td></tr>
<tr><td>Supplementary literature</td><td colspan="10">Begam, Richard & Valdez Moses, Michael, Modernism and Colonialism: British and Irish Literature, 1899-1939 (2007). Durham, N.C.; London: Duke University Press.
Levenson, Michael, Modernism (2011). New Heaven: Yale University Press.
Wilson, Leigh, Modernism (2007). London: Continuum..
Power, Mary and Schneider, Ulrich (1997). New Perspectives on Dubliners (Amsterdam and Atlanta: Rodopi.
Lee, Hermione (2010). The Novels of Virginia Woolf. Abingdon: Routledge.
Diepeveen, Leonard (2003). The Difficulties of Modernism. New York: Routledge.
Douglas Mao (Ed.). (2021).The New Modernism Studies. Cambridge University Press.</td></tr>
</table>

Quality assurance	- Student survey on the quality of teaching and work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing tasks prescribed by the syllabus; - individual consultations.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Seminar	Introduction: different "modernisms": thematic, stylistic and narrative specificities of British and Irish modernist literature through their most significant authors	2	
Week: 2.			
Seminar	Modernist prose: J. Joyce: passages and parts of Ulysses in order for students to understand the modernist preference for formal ekeperiment and immersion in the space of subjectivity	2	
Week: 3.			
Seminar	V. Woolf: "A Room of One's Own", "On Being Ill" (Woolf and feminism, theme of mental illness, manipulation of narrative time, Woolf and impressionism)	2	
Week: 4.			
Seminar	V. Woolf, Mrs Dalloway	2	
Week: 5.			
Seminar	V. Woolf, To the Lighthouse	2	
Week: 6.			
Seminar	The concept of otherness; modernism and postcolonial criticism J. Conrad, Heart of Darkness (selected chapters)	2	
Week: 7.			
Seminar	E.M. Foster, A Passage to India (selected chapters)	2	
Week: 8.			
Seminar	The short story in the period of modernism: revival and importance of the short story as a prose genre at the beginning of the 20th century; the short story as a site of modernist experiment despite its short form; its interest in “modernist themes”	2	
Week: 9.			
Seminar	J. Joyce, Dubliners (selection)	2	
Week: 10.			
Seminar	J. Joyce, Dubliners (selection)	2	
Week: 11.			
Seminar	K. Mansfield, “Bliss”, “The Garden Party” (Woolf/Mansfield relationship);	2	
Week: 12.			
Seminar	D. H. Lawrence, “Why the Novel Matters”, “The Horse Dealer’s Daughter”, „Odour of Chrysanthemums“ (Lawrence and Freud’s psychoanalysis)	2	

Week: 13.			
Seminar	Modernist poetry: W. B. Yeats (selection): symbolism, Yeats and M. Gonne; Yeats and the Irish literary revival	2	
Week: 14.			
Seminar	T. S. Eliot as poet and as critic; “Tradition and the Individual Talent”, “The Metaphysical Poets”;	2	
Week: 15.			
Seminar	T. S. Eliot, The Waste Land	2	

<table>
<tr><th>Course name</th><th colspan="5">American Society and Culture</th></tr>
<tr><td>ID</td><td>HZE507</td><td>Study year</td><td colspan="4">2.</td></tr>
<tr><td>Lecturer</td><td>Gordan Matas, PhD, associate professor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><th colspan="6">Course description</th></tr>
<tr><td>Course aims</td><td colspan="5">The course discusses history, culture, politics and society in the United States of America from early colonial days and independence though 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.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon the completion of the course students will be able to:
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.</td></tr>
<tr><td>Syllabus</td><td colspan="5">(lecture + seminar)
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</td></tr>
</table>

Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐	☐ ☐ ☐ ☐
Student obligations	Regular attendance and active participation in classes; timely completion of homework; preparation of seminar; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.		

Monitoring student work						
	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☐	Project	☐	Participation in class	☒
	Research	☐		☐		☐
		☐				

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class participation (20%) and the seminar (80%). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Brown Tindall, George & Shi, David Emory. America: A Narrative History. New York and London: W.W. Norton & Company, 2000.	1	/
	Norton, Mary Beth, Katzman, David M. et al. A People & a Nation: A History of the United States. Boston: Houghton Mifflin Company, 2001.	1	/
Supplementary literature	Mauk, David & Oakland, John. American civilization: An Introduction. London and New York: Routledge, 2009.		
Quality assurance	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	Topic	Teaching hours	Location

Week: 1.			
Lecture	Early settlers	1	P13
Seminar	Early settlers	1	P13
Week: 2.			
Lecture	Colonial period	1	P13
Seminar	Colonial period	1	P13
Week: 3.			
Lecture	American independence	1	P13
Seminar	American independence	1	P13
Week: 4.			
Lecture	Expansions, differences and conflicts	1	P13
Seminar	Expansions, differences and conflicts	1	P13
Week: 5.			
Lecture	Civil War and reconstruction	1	P13
Seminar	Civil War and reconstruction	1	P13
Week: 6.			
Lecture	World War I and depression	1	P13
Seminar	World War I and depression	1	P13
Week: 7.			
Lecture	World War II	1	P13
Seminar	World War II	1	P13
Week: 8.			
Lecture	America after war	1	P13
Seminar	America after war	1	P13
Week: 9.			
Lecture	Great social and cultural changes	1	P13
Seminar	Great social and cultural changes	1	P13
Week: 10.			
Lecture	New world order	1	P13
Seminar	New world order	1	P13
Week: 11.			
Lecture	Multicultural America	1	P13
Seminar	Multicultural America	1	P13
Week: 12.			
Lecture	Political institutions	1	P13
Seminar	Political institutions	1	P13
Week: 13.			
Lecture	Religion	1	P13
Seminar	Religion	1	P13
Week: 14.			
Lecture	Education	1	P13
Seminar	Education	1	P13
Week: 15.			
Lecture	Popular culture	1	P13
Seminar	Popular culture	1	P13
/			

Course name	How Literature Changes the World						
ID	HZE304	Study year	2.				
Lecturer	Brian Daniel Willems, PhD, full professor	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			15	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of the course is to provide students with the reading of literature and theories that read literature within the framework of change/revolution, treating them as a model of criticism and the possibility of change. Understanding the themes of protest, resistance, abolition, liberation, reconstruction and revolution in literature takes the texts out of the framework of art for art's sake and refocuses them as a mirror of reality and a blueprint for building a better/different future. Students read authors such as Morgan Parker, Danez Smith, Rachel Kushner, Torrey Peters, and Natalie Díaz, along with theorists such as Juliana Spahr, Jared Sexton, Angela Davis, and Sandy Stone, to develop their own oral and written critical thinking about the ways literature can change the world.						
Enrolment requirements	No requirements						
Learning outcomes	Upon successful completion of the course, students will be able to: - understand different approaches to connecting literature and life; - recognize and critically relate to the use of themes such as protest, resistance, and liberation in literature, as well as their historical, social, and political contexts; - critically discuss orally and in writing key aspects of the relationship between literature and future change; - use rhetorical skills in written expression; - use electronic and printed tools of scholarly research.						
Syllabus	1. L: Introduction: Literary Criticism (Joseph North) S: Du Bois's Telegram: Literary Resistance and State Containment (Juliana Spahr) 2.-3. L: Occupy Time (JM Adams) L: Extreme Fabulations (Steven Shaviro) S: Eugene Lim, Dear Cyborgs (2017) 4. L: Black Masculinity and the Cinema of Policing (Jared Sexton) S: Morgan Parker, There Are More Beautiful Things Than Beyoncé (2017), Danez Smith, Don't Call Us Dead (2017) 5.-6. L: Are Prisons Obsolete? (Angela Davis) S: Rachel Kushner, The Mars Room (2018) 7.-8. L: Recognition or Disagreement (Jacques Rancière and Axel Honneth) L: Race and the Politics of Solidarity (Juliet Hooker) S Steph Cha, Your House Will Pay (2019) 9. L: Exploring Symbolic Violence in the Everyday (Suruchi Thapar-Björkert, Lotta Samelius, Gurchathen S. Sangheral S: Solmaz Sharif, Look (2016), Britteney Black Rose Kapri, Black Queer Hoe (2018) 10.-11. L: Black Sexual Politics (Patricia Hill Collins) L: Sister Outsider (Audre Lorde) S Raven Leilani, Luster (2020) 12. L: God is Red (Vine Deloria Jr.) S: Natalie Díaz, When My Brother Was an Aztec (2012) 13.-14. L: A Posttranssexual Manifesto (Sandy Stone) L: Stone Butch Blues (Leslie Feinberg) S Torrey Peters, Detransition, Baby (2021) 15. Presentations						

<table>
<tr><td>Teaching types</td><td colspan="6">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="10">Regular attendance and active participation in classes; timely completion of homework; preparation of a seminar paper; passing the final oral exam; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and University.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td></td><td>Research</td><td>☐</td><td></td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td></td><td>Paper</td><td>☐</td><td></td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td></td><td>Midterm exam</td><td>☐</td><td></td><td>Oral exam</td><td>☒</td></tr>
<tr><td>Written exam</td><td>☐</td><td></td><td>Project</td><td>☐</td><td></td><td>Participation in class</td><td>☒</td></tr>
<tr><td></td><td>☐</td><td></td><td></td><td>☐</td><td></td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td></td><td colspan="5"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="10">In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of class activities, seminar paper and final oral exam. The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td colspan="7">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="7">Eugene Lim, Dear Cyborgs. FGS, 2017.</td><td>0</td><td>online</td></tr>
<tr><td colspan="7">Rachel Kushner, The Mars Room. Jonathan Cape, 2018.</td><td>0</td><td>online</td></tr>
<tr><td colspan="7">Steph Cha, Your House Will Pay. Faber and Faber, 2020.</td><td>0</td><td>online</td></tr>
<tr><td colspan="7">Raven Leilani, Luster. Picador, 2021.</td><td>0</td><td>online</td></tr>
<tr><td colspan="7">Torrey Peters, Detransition, Baby. One World, 2021.</td><td>0</td><td>online</td></tr>
<tr><td>Supplementary literature</td><td colspan="10">Morgan Parker, There Are More Beautiful Things Than Beyoncé. Tin House, 2017.
Danez Smith, Don't Call Us Dead. Graywolf Press, 2017.
Natalie Díaz, When My Brother Was an Aztec. Copper Canyon, 2012.
Britteney Black Rose Kapri, Black Queer Hoe. Haymarket Books, 2018.
Solmaz Sharif, Look. Graywolf Press, 2018.
Joseph North: Literary Criticism: A Concise Political History. Harvard University Press, 2017.
Juliana Spahr, Du Bois' Telegram: Literary Resistance and State Containment. Harvard University Press, 2018.
JM Adams, Occupy Time: Technoculture, Immediacy, and Resistance after Occupy Wall Street. Palgrave, 2014.
Steven Shaviro, Extreme Fabulations: Science Fictions of Life. Goldsmiths Press, 2021.
Jared Sexton, Black Masculinity and the Cinema of Policing. Palgrave, 2019.
Juliet Hooker, Race and the Politics of Solidarity. Oxford University Press, 2009.</td></tr>
</table>

	Jacques Rancière and Axel Honneth. Recognition or Disagreement: A Critical Encounter on the Politics of Freedom, Equality, and Identity. Columbia University Press, 2016. Angela Davis, Are Prisons Obsolete? Seven Stories Press, 2003. Suruchi Thapar-Björkert, Lotta Samelius, Gurchathen S. Sanghera, "Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity." Feminist Review, No. 112 (2016): 144-162. Leslie Feinberg, Stone Butch Blues. Alyson Books, 2004. Susan Stryker and Aren Aizura (Eds.). The Transgender Studies Reader 1 and 2. Routledge, 2013. Patricia Hill Collins, Black Sexual Politics: African Americans, Gender, and the New Racism. Routledge, 2004. Audre Lorde, Sister Outsider: Essays and Speeches. Crossing Press, 2007. Vine Deloria Jr., God is Red: A Native View of Religion. Fulcrum, 2003. David Graeber, The Utopia of Rules: On Technology, Stupidity, and the Secret Joys of Bureaucracy. Melville House, 2015. Trisha Low, Social Realism. Coffee House Press, 2019. Brian Willems, "Bitterness and Recognition: Room for Others in the Novels of Steph Cha." International Journal of Korean Humanities and Social Sciences (2022).
Quality assurance	- Student survey on the quality of teaching and the work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing prescribed tasks on the syllabus
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction: Literary Criticism (Joseph North)	1	P7
Seminar	Du Bois's Telegram: Literary Resistance and State Containment (Juliana Spahr)	1	P7
Week: 2.			
Lecture	Occupy Time (JM Adams) Extreme Fabulations (Steven Shaviro)	1	P7
Seminar	Eugene Lim, Dear Cyborgs (2017)	1	P7
Week: 3.			
Lecture	Occupy Time (JM Adams) Extreme Fabulations (Steven Shaviro)	1	P7
Seminar	Eugene Lim, Dear Cyborgs (2017)	1	P7
Week: 4.			
Lecture	Black Masculinity and the Cinema of Policing (Jared Sexton)	1	P7
Lecture	Morgan Parker, There Are More Beautiful Things Than Beyoncé (2017), Danez Smith, Don't Call Us Dead (2017)	1	P7
Week: 5.			
Lecture	Are Prisons Obsolete? (Angela Davis)	1	P7
Seminar	Rachel Kushner, The Mars Room (2018)	1	P7
Week: 6.			

Lecture	Are Prisons Obsolete? (Angela Davis)	1	P7
Seminar	Rachel Kushner, The Mars Room (2018)	1	P7
Week: 7.			
Lecture	Recognition or Disagreement (Jacques Rancière and Axel Honneth) Race and the Politics of Solidarity (Juliet Hooker)	1	P7
Seminar	Steph Cha, Your House Will Pay (2019)	1	P7
Week: 8.			
Lecture	Recognition or Disagreement (Jacques Rancière and Axel Honneth) Race and the Politics of Solidarity (Juliet Hooker)	1	P7
Seminar	Steph Cha, Your House Will Pay (2019)	1	P7
Week: 9.			
Lecture	Exploring Symbolic Violence in the Everyday (Suruchi Thapar- Björkert, Lotta Samelius, Gurchathen S. Sangheral	1	P7
Seminar	Solmaz Sharif, Look (2016), Britteney Black Rose Kapri, Black Queer Hoe (2018)	1	P7
Week: 10.			
Lecture	Black Sexual Politics (Patricia Hill Collins) Sister Outsider (Audre Lorde)	1	P7
Seminar	Raven Leilani, Luster (2020)	1	P7
Week: 11.			
Lecture	Black Sexual Politics (Patricia Hill Collins) Sister Outsider (Audre Lorde)	1	P7
Seminar	Raven Leilani, Luster (2020)	1	P7
Week: 12.			
Lecture	God is Red (Vine Deloria Jr.)	1	P7
Seminar	Natalie Díaz, When My Brother Was an Aztec (2012)	1	P7
Week: 13.			
Lecture	A Posttranssexual Manifesto (Sandy Stone) Stone Butch Blues (Leslie Feinberg)	1	P7
Seminar	Torrey Peters, Detransition, Baby (2021)	1	P7
Week: 14.			
Lecture	A Posttranssexual Manifesto (Sandy Stone) Stone Butch Blues (Leslie Feinberg)	1	P7
Seminar	Torrey Peters, Detransition, Baby (2021)	1	P7
Week: 15.			
Lecture	Presentations	1	P7
Seminar	Presentations	1	P7

<table>
<tr><td>Course name</td><td colspan="5">Language Learning and Research Using Corpora and AI</td></tr>
<tr><td>ID</td><td>HZE510</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Marija Knežević, PhD, senior language instructor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td>Associates</td><td></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td></td><td>15</td><td>0</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the practical application of corpora and artificial intelligence tools in learning and studying English, in order to promote greater learner autonomy. Throughout the course, students develop skills in analyzing lexical, grammatical, and discourse features of the language, as well as in collecting and processing a smaller specialized corpus (subcorpus). Students are also encouraged to engage in critical reflection on the possibilities, limitations, and ethical aspects of using corpus and AI tools in the learning and study of English.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- use modern technology and digital tools for learning and studying English
- explain the basic concepts, types, and applications of corpora and AI tools in English language learning
- apply corpora and AI tools to analyze lexical, grammatical, and discourse features of English
- compile and process a smaller specialized corpus (subcorpus)
- critically evaluate the possibilities and limitations of corpus- and AI-based approaches.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introduction: what are corpora and AI?
2. Types and applications of corpora and AI tools
3. Historical overview of corpus and AI tool development
4. Software for working with corpora and AI tools (e.g., SketchEngine, ChatGPT, etc.)
5. Lexico-grammatical analysis using corpora and AI tools
6. Discourse and genre analysis using corpora and AI tools
7. Advanced corpus searches and AI tool capabilities
8. Corpus compilation (with AI tool support?)
9. Ethical considerations in using corpora and AI tools
10. Midterm exam
11. Designing language learning tasks with corpora and AI tools
12. Subcorpus project – data collection and organization
13. Subcorpus project – basic analysis and interpretation
14. Presentation of student work
15. Final remarks</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☐
☐</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students are required to attend classes regularly and participate actively, pass the midterm exam or final exam, complete and present an individual or group project, and comply with the ethical and academic principles prescribed by the relevant regulations of the Faculty and the University.</td></tr>
</table>

Monitoring student work	Class attendance	☒		Research	☐		Practical work	☒
	Experimental work	☐		Paper	☐		Essay	☐
	Seminar paper	☐		Midterm exam	☐		Oral exam	☐
	Written exam	☒		Project	☐		Participation in class	☒
		☐			☐			☐
		☐						

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is based on the completion and presentation of an individual or group practical work, as well as the midterm or final written exam. Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	O`Keeffe, A., McCarthy, M. J. (ed,) (2022). The Routledge Handbook of Corpus Linguistics (2. ed.) Routledge.	1	
	Weisser, M. (2016). Practical Corpus Linguistics: An Introduction to Corpus-based Language Analysis. Malden, MA and Oxford: Wiley-Blackwell.	1	
	Crosthwaite, P., Baisa, V. (2023). Generative AI and the end of corpus-assisted data-driven learning? Not so fast! Applied Corpus Linguistics, 3(3), 100066.		online
	Lin, P. (2023). ChatGPT: Friend or foe (to corpus linguists)? Applied Corpus Linguistics, 3(3), 100065.		online
	Lisa Cheung, L., Crosthwaite, P. (2025). CorpusChat: integrating corpus linguistics and generative AI for academic writing development, Computer Assisted Language Learning. DOI: 10.1080/09588221.2025.2506480		online
Supplementary literature	Digital tools and resources: - SketchEngine https://www.sketchengine.eu/ - WordSmith Tools: https://www.lexically.net/wordsmith/ - LancsBox X https://lancsbox.lancs.ac.uk/ - AntConc https://www.laurenceanthony.net/software/antconc/ etc. - ChatGPT, Gemini, Deepseek, Copilot, etc. - British National Corpus, http://corpus.byu.edu/bnc/ - The Corpus of Contemporary American English (COCA) https://www.english-corpora.org//coca/ - Hrvatski nacionalni korpus: https://corpora.clarin.hr/crystal/#open etc.		

Quality assurance	- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction: what are corpora and AI?	1	
Teaching methodology practice	Introduction: what are corpora and AI?	1	
Week: 2.			
Lecture	Types and applications of corpora and AI tools	1	
Teaching methodology practice	Types and applications of corpora and AI tools	1	
Week: 3.			
Lecture	Historical overview of corpus and AI tool development	1	
Teaching methodology practice	Historical overview of corpus and AI tool development	1	
Week: 4.			
Lecture	Software for working with corpora and AI tools (e.g., SketchEngine, ChatGPT, etc.)	1	
Teaching methodology practice	Software for working with corpora and AI tools (e.g., SketchEngine, ChatGPT, etc.)	1	
Week: 5.			
Lecture	Lexico-grammatical analysis using corpora and AI tools	1	
Teaching methodology practice	Lexico-grammatical analysis using corpora and AI tools	1	
Week: 6.			
Lecture	Discourse and genre analysis using corpora and AI tools	1	
Teaching methodology practice	Discourse and genre analysis using corpora and AI tools	1	
Week: 7.			
Lecture	Advanced corpus searches and AI tool capabilities	1	
Teaching methodology practice	Advanced corpus searches and AI tool capabilities	1	

Week: 8.			
Lecture	Corpus compilation (with AI tool support?)	1	
Teaching methodology practice	Corpus compilation (with AI tool support?)	1	
Week: 9.			
Lecture	Ethical considerations in using corpora and AI tools	1	
Teaching methodology practice	Ethical considerations in using corpora and AI tools	1	
Week: 10.			
Lecture	Midterm exam	1	
Teaching methodology practice	Midterm exam	1	
Week: 11.			
Lecture	Designing language learning tasks with corpora and AI tools	1	
Teaching methodology practice	Designing language learning tasks with corpora and AI tools	1	
Week: 12.			
Lecture	Subcorpus project – data collection and organization	1	
Teaching methodology practice	Subcorpus project – data collection and organization	1	
Week: 13.			
Lecture	Subcorpus project – basic analysis and interpretation	1	
Teaching methodology practice	Subcorpus project – basic analysis and interpretation	1	
Week: 14.			
Lecture	Presentation of student work	1	
Teaching methodology practice	Presentation of student work	1	
Week: 15.			
Lecture	Final remarks	1	
Teaching methodology practice	Final remarks	1	

<table>
<tr><th>Course name</th><th colspan="5">Cultural Identities of Australia and New Zealand</th></tr>
<tr><td>ID</td><td>HZE511</td><td>Study year</td><td colspan="4">2.</td></tr>
<tr><td>Lecturer</td><td>Mara Ruža Blažević, senior language instructor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><th colspan="6">Course description</th></tr>
<tr><td>Course aims</td><td colspan="5">This course aims to equip students with the ability to apply key concepts related to the cultural identities of Australia and New Zealand in analysing and interpreting contemporary phenomena in the cultures of these countries. Students will study the geopolitical, historical, linguistic, gender, racial, and ethnic determinants of the two nations, while also exploring other relevant aspects of culture, such as media, art, sport, and the education system.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of this course, students will be able to:
- synthesise key aspects of the cultures of Australia and New Zealand
- compare similarities and differences between the cultures of Australia and New Zealand
- apply the acquired knowledge on the cultures of Australia and New Zealand in the interpretation of contemporary phenomena in those cultures
- produce a critical overview in the form of an essay on a given topic related to the cultures of Australia and New Zealand.</td></tr>
<tr><td>Syllabus</td><td colspan="5">HOURS UNITS
0-2 Verbalising existing student knowledge and perceptions of the society and culture of Australia and New Zealand. Contextualising stereotypes and symbols of the two nations through the lens of national myths. Contemporary approaches to the study of cultures.
2-4 Key geopolitical and historical determinants in the creation of a modern Australia and modern New Zealand.
4-6 Conflicts and reconciliation between Indigenous and settler cultures throughout colonial history and the post-colonial present. Comparing the immigration policies of the two countries.
6-10 Critical approaches to studying society and culture. The role of class, gender, race, and nature in shaping the national identities of Australia and New Zealand.
10-12 Australian and New Zealand English. Linguistic similarities and differences in accent, standard language, and slang. The presence of Indigenous languages in the public spaces. Language policies.
12-14 Types and characteristics of mass media and media discourse in Australia and New Zealand. Analysis and mutual comparison.
14-16 The political systems of Australia and New Zealand and the role of political satire. Analysis and comparison of the two countries.
16-18 The role of art in shaping national identity and vice versa. Analysis and comparison of oral traditions, literary prize winners, established examples of visual art, and popular music in Australia and New Zealand.
18-20 Australian and New Zealand customs, traditions, and rituals at the intersection of religion, consumerism and globalisation.
20-22 The role of sport as a unifying force in the cohesion of national identity in Australia and New Zealand.
22-24 Characteristics of the educational systems of Australia and New Zealand and a comparison of the two.
24-26 The Croatian language and culture in the Australian and New Zealand context.
26-28 Oral presentations by students on an assigned topic related to Australian and/or New Zealand culture.</td></tr>
</table>

	28-30 Preparation for the final exam in the form of an essay and providing instructions.

Teaching types							
	☐ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision ☒ ☐ ☐		☐ ☐ ☐ ☐		

Student obligations	Regular attendance and active participation in class discussions. Preparedness for class (previously read text or watched film). Oral presentation and producing a critical overview in the form of an essay on an assigned topic. Adherence to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University.

Monitoring student work							
	Class attendance	☒	Research	☐	Practical work	☐	
	Experimental work	☐	Paper	☐	Essay	☒	
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐	
	Written exam	☐	Project	☐	Participation in class	☒	
	Presentation	☒	Independent work	☒		☐	
		☐					

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the students, the final grade is based on: - constructive contribution to class discussions - the success of the oral presentation on an assigned topic - the successful application of acquired knowledge in producing a critical overview on an assigned topic in the form of an essay. The criteria for evaluating and assessing individual elements are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Rickard, John (2017). Australia: A Cultural History. Monash University Publishing.	1	
	McNamee, Lyn (2022). New Zealand – Culture Smart!: The Essential Guide to Customs & Culture. London: Kuperard	1	

Supplementary literature	Selected chapters from: 1. Penney, Barry & Teague, Gina (2016). Australia – Culture Smart!: The Essential Guide to Customs & Culture. London: Kuperard. 2. King, Michael (2003). The Penguin History of New Zealand. Penguin Books.

Quality assurance	- Student questionnaires on quality of teaching carried out at university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes - Student success in carrying out set tasks - Individual teacher-student consultations
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Seminar	Verbalising existing student knowledge and perceptions of the society and culture of Australia and New Zealand. Contextualising stereotypes and symbols of the two nations through the lens of national myths. Contemporary approaches to the study of cultures.	2	
Week: 2.			
Seminar	Key geopolitical and historical determinants in the creation of a modern Australia and modern New Zealand.	2	
Week: 3.			
Seminar	Conflicts and reconciliation between Indigenous and settler cultures throughout colonial history and the post-colonial present. Comparing the immigration policies of the two countries.	2	
Week: 4.			
Seminar	Critical approaches to studying society and culture. The role of class, gender, race, and nature in shaping the national identities of Australia and New Zealand.	2	
Week: 5.			
Seminar	Critical approaches to studying society and culture. The role of class, gender, race, and nature in shaping the national identities of Australia and New Zealand.	2	
Week: 6.			
Seminar	Australian and New Zealand English. Linguistic similarities and differences in accent, standard language, and slang. The presence of Indigenous languages in the public spaces. Language policies.	2	
Week: 7.			
Seminar	Types and characteristics of mass media and media discourse in Australia and New Zealand. Analysis and mutual comparison.	2	
Week: 8.			
Seminar	The political systems of Australia and New Zealand and the role of political satire. Analysis and comparison of the two countries.	2	
Week: 9.			
Seminar	The role of art in shaping national identity and vice versa. Analysis and comparison of oral traditions, literary prize winners, established examples of visual art, and popular music in Australia and New Zealand.	2	
Week: 10.			
Seminar	Australian and New Zealand customs, traditions, and rituals at the intersection of religion, consumerism and globalisation.	2	
Week: 11.			

Seminar	The role of sport as a unifying force in the cohesion of national identity in Australia and New Zealand.	2	
Week: 12.			
Seminar	Characteristics of the educational systems of Australia and New Zealand and a comparison of the two.	2	
Week: 13.			
Seminar	The Croatian language and culture in the Australian and New Zealand context.	2	
Week: 14.			
Seminar	Oral presentations by students on an assigned topic related to Australian and/or New Zealand culture.	2	
Week: 15.			
Seminar	Preparation for the final exam in the form of an essay and providing instructions.	2	

Course name	Business Communication							
ID	HZE503	Study year	2.					
Lecturer	Ivana Bojčić, senior language instructor	ECTS workload	3.0					
Associates		Number of hours	L	S	E	P		
			0	30	0	0		
Course status	Elective	Online percentage	0%					
Course description								
Course aims	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).							
Enrolment requirements	/							
Learning outcomes	The student should be able to: - identify, understand and use basic tools for effective communication in the world of work - tailor her/his communication to the audience or situation at hand - identify individual and collective goals and responsibilities and act in an appropriate manner - identify and work towards targets for personal and professional development.							
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.							
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐			
Student obligations	Regular attendance and active participation in classes; timely completion of homework; oral presentation of a project on an assigned theme; compliance with ethical and scientific principles prescribed by the relevant regulations of the Faculty and the University.							
Monitoring student work	Class attendance	☒	Research	☒	Practical work	☐		
	Experimental work	☐	Paper	☐	Essay	☐		
	Seminar paper	☐	Midterm exam	☐	Oral exam	☐		

	Written exam	☐		Project	☒	Participation in class	☒
		☐			☐		☐
		☐					

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the student, the final grade is formed on the basis of class participation (20%), written reports and the oral presenation of a project on an assigned theme (80%). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Chapters from: Locker, K., Mackiewicz, J. & Kienzler, D. (2018). Business and Administrative Communication. Boston: McGraw-Hill Higher Education.		
	Downes, C. (2008). Cambridge English for Job-hunting. Cambridge: CUP.		
Supplementary literature	Various authentic texts and teacher generated materials.		
Quality assurance	- Student questionnaires on quality of teaching carried out at university level - Student self-assessment - Collaborative teacher–student evaluation of the implementation and quality of teaching processes - Student success in carrying out set tasks - Individual teacher-student consultations		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Seminar	Introduction to business communication.	2	
Week: 2.			
Seminar	Communication in different working environments.	2	
Week: 3.			
Seminar	Effective messages: adapting the message to the target audience.	2	
Week: 4.			
Seminar	Working in teams and team building.	2	
Week: 5.			
Seminar	Effective meetings.	2	
Week: 6.			
Seminar	Interpersonal skills.	2	
Week: 7.			
Seminar	Planning and organising.	2	
Week: 8.			

Seminar	Business etiquette.	2	
Week: 9.			
Seminar	Job-hunting process: writing a CV and a letter of application.	2	
Week: 10.			
Seminar	Job-hunting process: preparing for a job interview.	2	
Week: 11.			
Seminar	Presentation skills in the working environment.	2	
Week: 12.			
Seminar	Presentation skills: effective visual aids.	2	
Week: 13.			
Seminar	Presentation skills: non-verbal communication.	2	
Week: 14.			
Seminar	Presentation skills: adapting to unexpected circumstances.	2	
Week: 15.			
Seminar	Multicultural working environment.	2	

Course name	Contemporary Literary Theory						
ID	HZE514	Study year	2.				
Lecturer	Brian Daniel Willems, PhD, full professor	ECTS workload	3.0				
Associates		Number of hours	L	S	E	P	
			15	15	0	0	
Course status	Elective	Online percentage	0%				
Course description							
Course aims	The aim of the course is to enable students to make functional use of contemporary literary theory. The course is open to all students, but is required for students writing their final theses in literature. Therefore, the course content will be adapted to the current needs of students that year, but will also enable students to use different theories to analyze works of their choice as well as other works. Some examples of theorists involved are Sara Ahmed, Achille Mbembe, T. Fleischmann and Cathy Park Hong. Students not only gain an understanding of a number of contemporary literary theories, but also the tools to use them in oral and written discourse.						
Enrolment requirements	There are no special prerequisites for the class and it is open to all students. However, all students who decide to write a final thesis in literature are required to attend this course.						
Learning outcomes	Upon successful completion of the course, students will be able to: - understand some of the major issues in contemporary literary theory, such as issues of race, gender, class, and environmental issues; - critically evaluate and compare different contemporary literary theories; - relate their own selection of works to some of the most important issues in contemporary literary theory; - further develop their own work in relation to texts from contemporary literary theory; - use rhetorical skills in written expression; - use electronic and printed tools of scholarly research.						
Syllabus	1. L: Introduction to Literary Theory S: Terry Eagleton, "What is Literature?" 2.-3. L + S: Sara Ahmed, Living a Feminist Life (selections) 4.-5. L+S: Achille Mbembe, Necropolitics 6.-7. L+S: Timothy Morton, Hyperobjects: Philosophy and Ecology after the End of the World (selections) 8-9. L+S: T. Fleischmann, Time is The Thing a Body Moves Through 10.-11. L+S: Nick Srnicek and Alex Williams, Inventing the Future: Postcapitalism and a World Without Wor (selections) 12.-13. L+S: Graham Harman, Weird Realism: Lovecraft and Philosophy (selections) 14.-15. L+S: Cathy Park Hong: Minor Feelings: An Asian American Reckoning (selections)						
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐	☐ ☐ ☐ ☐				
Student obligations	Regular attendance and preparation for seminar discussions; writing and presenting a seminar paper, taking a final oral exam; respecting ethical and scientific principles prescribed by relevant Faculty and University regulations.						

Monitoring student work	Class attendance	☒		Research	☐		Practical work	☐
	Experimental work	☐		Paper	☐		Essay	☐
	Seminar paper	☒		Midterm exam	☐		Oral exam	☒
	Written exam	☐		Project	☐		Participation in class	☒
		☐			☐			☐
		☐						

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed on the basis of class activities, seminar paper and final oral exam. The criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Handouts	0	online
	Sara Ahmed, Living a Feminist Life. Duke University Press, 2017.	0	online
	Achille Mbembe, Necropolitics. Duke University Press, 2019.	0	online
	Timothy Morton, Hyperobjects: Philosophy and Ecology after the End of the World. University of Minnesota Press, 2013.	0	online
	T. Fleischmann, Time is The Thing a Body Moves Through. Coffee House Press, 2019.	0	online
	Nick Srnicek and Alex Williams, Inventing the Future: Postcapitalism and a World Without Work. Verso, 2016.	0	online
	Graham Harman, Weird Realism: Lovecraft and Philosophy. Zero Books, 2012.	0	online
	Cathy Park Hong: Minor Feelings: An Asian American Reckoning. Random House, 2021.	0	online
Supplementary literature	Julie Rivkin and Michael Ryan (Eds.), Literary Theory: An Anthology. Wiley/Blackwell, 2017. Richard Lane (Ed.). Global Literary Theory: An Anthology. Routledge, 2013. Hans Bertens, Literary Theory: The Basics. Routledge, 2013. Terry Eagleton, Literary Theory: An Introduction. University of Minnesota Press, 1996. Brian Willems, Speculative Realism and Science Fiction. Edinburgh University Press, 2017. Pupsa Demai (Ed). Contemporary Literary and Cultural Theory. Routledge, 2025.		

Quality assurance	- Student survey on the quality of teaching and work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing tasks prescribed by the syllabus; - individual consultations.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction to Literary Theory	1	
Seminar	Terry Eagleton, "What is Literature?"	1	
Week: 2.			
Lecture	Sara Ahmed, Living a Feminist Life (selection)	1	
Seminar	Sara Ahmed, Living a Feminist Life (selection)	1	
Week: 3.			
Lecture	Sara Ahmed, Living a Feminist Life (selection)	1	
Seminar	Sara Ahmed, Living a Feminist Life (selection)	1	
Week: 4.			
Lecture	Achille Mbembe, Necropolitics	1	
Seminar	Achille Mbembe, Necropolitics	1	
Week: 5.			
Lecture	Achille Mbembe, Necropolitics	1	
Seminar	Achille Mbembe, Necropolitics	1	
Week: 6.			
Lecture	Timothy Morton, Hyperobjects: Philosophy and Ecology after the End of the World (selection)	1	
Seminar	Timothy Morton, Hyperobjects: Philosophy and Ecology after the End of the World (selection)	1	
Week: 7.			
Lecture	Timothy Morton, Hyperobjects: Philosophy and Ecology after the End of the World (selection)	1	
Seminar	Timothy Morton, Hyperobjects: Philosophy and Ecology after the End of the World (selection)	1	
Week: 8.			
Lecture	T. Fleischmann, Time is The Thing a Body Moves Through	1	
Seminar	T. Fleischmann, Time is The Thing a Body Moves Through	1	
Week: 9.			
Lecture	T. Fleischmann, Time is The Thing a Body Moves Through	1	
Seminar	T. Fleischmann, Time is The Thing a Body Moves Through	1	
Week: 10.			
Lecture	Nick Srnicek and Alex Williams, Inventing the Future: Postcapitalism and a World Without Wor (selection)	1	

Seminar	Nick Srnicek and Alex Williams, Inventing the Future: Postcapitalism and a World Without Wor (selection)	1	
Week: 11.			
Lecture	Nick Srnicek and Alex Williams, Inventing the Future: Postcapitalism and a World Without Wor (selection)	1	
Seminar	Nick Srnicek and Alex Williams, Inventing the Future: Postcapitalism and a World Without Wor (selection)	1	
Week: 12.			
Lecture	Graham Harman, Weird Realism: Lovecraft and Philosophy (selection)	1	
Seminar	Graham Harman, Weird Realism: Lovecraft and Philosophy (selection)	1	
Week: 13.			
Lecture	Graham Harman, Weird Realism: Lovecraft and Philosophy (selection)	1	
Seminar	Graham Harman, Weird Realism: Lovecraft and Philosophy (selection)	1	
Week: 14.			
Lecture	Cathy Park Hong: Minor Feelings: An Asian American Reckoning (selection)	1	
Seminar	Cathy Park Hong: Minor Feelings: An Asian American Reckoning (selection)	1	
Week: 15.			
Lecture	Cathy Park Hong: Minor Feelings: An Asian American Reckoning (selection)	1	
Seminar	Cathy Park Hong: Minor Feelings: An Asian American Reckoning (selection)	1	

Course name	Introduction to Film Criticism: Poetic Cinema					
ID	HZE515	Study year	2.			
Lecturer	Simon Ryle, PhD, full professor	ECTS workload	3.0			
Associates		Number of hours	L	S	E	P
			15	15	0	0
Course status	Elective	Online percentage	0%			

Course description	
Course aims	The aim of the course is to introduce students to principles of film criticism, including film history, screen analysis, global cinemas, as well as techniques, theories and methodologies of film analysis, including screen theory, feminism, neoformalism, postcolonial theory, media archaeology, Deleuzian and haptic film theory. In order to achieve this aim, and in particular to build links with methodologies and techniques of analysis used in the English department's courses in literary criticism, the course focuses on the concept of "poetic cinema," seeking to develop in students the ability to understand and analyze films as aesthetic, historical and political texts.
Enrolment requirements	No conditions.
Learning outcomes	1. Students will have a good understanding of key contemporary and historical issues of film criticism and screen aesthetics; 2. Students will develop conceptual and methodological schema concerning the critical analysis of film, screen theory, feminist film theory, postcolonial film theory, and various other cinema theory methodologies; 3. Students will develop skills of oral and written analysis, as well as self-management of their learning outcomes and the ability to present complex ideas in oral presentations and written assignments concerning cinema and cinema theory; 4. Students will develop research skills and the ability to synthesize various types of academic research in order to effectively support and present their ideas.
Syllabus	A. Introduction 1. Introduction to poetic cinema B. Place 2. Earth, dir. Aleksandr Dovzhenko (1930) 3. La Pointe Courte, Agnes Varda (1955) 4. Once Upon a Time in Anatolia, dir. Nuri Bilge Ceylan (2011) 5. Kaili Blues, dir. Bi Gan (2015) C. Desire 6. Aparajito, dir. Satyajit Ray (1956) 7. Wings of Desire, dir. Wim Wenders (1987) 8. Daughters of the Dust, Julie Dash (1991) D. Transcendence 9. Ordet, dir. Carl Theodor Dreyer (1955) 10. The Mirror, dir. Andre Tarkovsky (1975) 11. La Chimera, dir. Alice Rohrwacher (2023) E. Poetry 12. The Wind Will Carry Us, dir. Abbas Kiarostami (1999) 13. Tokyo Godfathers, dir. Satoshi Kon (2003) 14. Poetry, dir. Lee Chang Dong (2010) F. Presentations 15. Student presentations

Teaching types			
	☐ Lectures	☐ Fieldwork	☐
	☐ Seminars	☐ Independent work	☐
	☐ Practicals	☐ Multimedia	☐
	☐ Remote learning	☐ Laboratory	☐
	☐ Blended learning	☐ Supervision	

Student obligations	Students are required to participate in lectures (80%) and seminars (80%). They are also required to come to class prepared and complete all assignments on time.							
Monitoring student work	Class attendance	☒		Research	☐		Practical work	☐
	Experimental work	☐		Paper	☐		Essay	☐
	Seminar paper	☒		Midterm exam	☐		Oral exam	☒
	Written exam	☐		Project	☐		Participation in class	☒
	Oral presentation	☒			☐			☐
		☐						
Assessment and evaluation of student work	Students are assessed based on an oral presentation, oral exam, and seminar paper.							

Required literature	Title	Number of copies available	Availability via other media
	Kumar Shahani, The Shock of Desire and other essays (2015)	0	a digital copy of the text will be available
	Kate Ince, ‘Feminist Phenomenology and the Film World of Agnès Varda,’ Hypatia, Vol. 28, No. 3 (Summer 2013), pp. 602-617	0	+ a digital copy of the text will be available
	Khatereh Sheibani, ‘Kiarostami and the Aesthetics of Modern Persian Poetry,’ Iranian Studies, Vol. 39, No. 4 (Dec., 2006), pp. 509-537.	0	a digital copy of the text will be available
	Jennifer A. Machiorlatti, ‘Revisiting Julie Dash's "Daughters of the Dust": Black Feminist Narrative and Diasporic Recollection,’ South Atlantic Review, Vol. 70, No. 1 (Winter, 2005), pp. 97-116.	0	a digital copy of the text will be available
	P. Adams Sitney, ‘Andrey Tarkovsky, Russian Experience, and the Poetry of Cinema,’ New England Review (1990-), Vol. 34, No. 3/4 (2014), pp. 208-241.	0	a digital copy of the text will be available
	Gilberto Perez, ‘All in the Foreground: A Study of Dovzhenko's "Earth"’, The Hudson Review, Vol. 28, No. 1 (Spring, 1975), pp. 68-86.	0	a digital copy of the text will be available
	Ritwik Ghatak, Cinema and I (1987)	0	a digital copy of the text will be available
	Paul Schrader, Transcendental Style in Film: Ozu, Bresson, Dreyer (2018)	0	a digital copy of the text will be available

	Laura Marks, The Skin of the Film (1999)	0	a digital copy of the text will be available
	Richard Demming, Art of the Ordinary: The Everyday Domain of Art, Film, Philosophy, and Poetry (2012)	0	a digital copy of the text will be available
	Pier Paolo Pasolini, Heretical Empiricism (1972)	0	a digital copy of the text will be available
	Gilles Deleuze, Cinema 2: The Time Image (1985)	0	a digital copy of the text will be available
	Third Cinema, World Cinema and Marxism, ur. Ewa Mazierska & Lars Kristensen (2020)	0	a digital copy of the text will be available
Supplementary literature	Raul Ruiz, Poetics of Cinema (1995) Carol Mavor, Black and the Blue: The Bruising Passion of 'Camera Lucida' (2012) Sarah Tremlett, The Poetics of Poetry Film (2021) David Bordwell, Poetics of Cinema (2007) Laleen Jayamanne, Poetic Cinema and the Spirit of the Gift in the Films of Pabst, Parajanov, Kubrick and Ruiz (2021) Joseph Luzzi, A Cinema of Poetry (2014) Friedrich Kittler, Gramophone, Film, Typewriter (1999) Patricia White, Women's Cinema, World Cinema: Projecting Contemporary Feminisms (2015) Postcolonial Cinema Studies, ur. Sandra Ponzanesi and Marguerite Waller (2012) P. Adams Sitney, The Cinema of Poetry (2014) Susan Buck Morss, The Dialectics of Seeing (1989) Laura Mulvey, Death 24x a Second (2006) Thomas Elsaesser & Malte Hagener, Film Theory: an Introduction Through the Senses (2009) Stephen Heath, Questions of Cinema (1981) World Cinema: Critical Approaches, eds. John Hill and Pamela Church Gibson (2000)		
Quality assurance	- Student survey on the quality of teaching and work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing tasks prescribed by the syllabus; - individual consultations.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lecture	Introduction to poetic cinema	1	
Seminar	Introduction to poetic cinema	1	
Week: 2.			

Lecture	Earth. dir. Aleksandr Dovzhenko (1930). Literature: Gilberto Perez, 'All in the Foreground: A Study of Dovzhenko's "Earth"', The Hudson Review, Vol. 28, No. 1 (Spring, 1975), pp. 68-86.	1	
Seminar	Earth. dir. Aleksandr Dovzhenko (1930). Literature: Gilberto Perez, 'All in the Foreground: A Study of Dovzhenko's "Earth"', The Hudson Review, Vol. 28, No. 1 (Spring, 1975), pp. 68-86.	1	
Week: 3.			
Lecture	La Pointe Courte, dir. Agnes Varda (1955). Literature: Kate Ince, 'Feminist Phenomenology and the Film World of Agnès Varda,' Hypatia, Vol. 28, No. 3 (SUMMER 2013), pp. 602- 617	1	
Seminar	La Pointe Courte, dir. Agnes Varda (1955). Literature: Kate Ince, 'Feminist Phenomenology and the Film World of Agnès Varda,' Hypatia, Vol. 28, No. 3 (SUMMER 2013), pp. 602- 617	1	
Week: 4.			
Lecture	Once Upon a Time in Anatolia, dir. Nuri Bilge Ceylan (2011). Literature: Third Cinema, World Cinema and Marxism, eds. Ewa Mazierska & Lars Kristensen (excerpts).	1	
Seminar	Once Upon a Time in Anatolia, dir. Nuri Bilge Ceylan (2011). Literature: Third Cinema, World Cinema and Marxism, eds. Ewa Mazierska & Lars Kristensen (excerpts).	1	
Week: 5.			
Lecture	Kaili Blues, dir. Bi Gan (2015). Literature: Gilles Deleuze, Cinema 2 (excerpts).	1	
Seminar	Kaili Blues, dir. Bi Gan (2015). Literature: Gilles Deleuze, Cinema 2 (excerpts).	1	
Week: 6.			
Lecture	Aparajito, dir. Satyajit Ray (1956). Literature: Ritwik Ghatak, Cinema and I (1987) & Kumar Shahani, The Shock of Desire (excerpts).	1	
Seminar	Aparajito, dir. Satyajit Ray (1956). Literature: Ritwik Ghatak, Cinema and I (1987) & Kumar Shahani, The Shock of Desire (excerpts).	1	
Week: 7.			
Lecture	Wings of Desire, dir. Wim Wenders (1987). Literature: Michel Chion, The Voice in Cinema, 1982 (excerpts).	1	
Lecture	Wings of Desire, dir. Wim Wenders (1987). Literature: Michel Chion, The Voice in Cinema, 1982 (excerpts).	1	
Week: 8.			
Lecture	Daughters of the Dust, dir. Julie Dash (1991). Literature: Jennifer A. Machiorlatti, 'Revisiting Julie Dash's "Daughters of the Dust": Black Feminist Narrative and Diasporic Recollection,' South Atlantic Review, Vol. 70, No. 1 (Winter, 2005), pp. 97¬116.	1	

Seminar	Daughters of the Dust, dir.Julie Dash (1991). Literature: Jennifer A. Machiorlatti, 'Revisiting Julie Dash's "Daughters of the Dust": Black Feminist Narrative and Diasporic Recollection,' South Atlantic Review, Vol. 70, No. 1 (Winter, 2005), pp. 97¬116.	1	
Week: 9.			
Lecture	Ordet. dir. Carl Theodor Dreyer (1955). Literature: Paul Schrader, Transcendent Cinema (excerpts).	1	
Seminar	Ordet, dir.. Carl Theodor Dreyer (1955). Literature: Paul Schrader, Transcendent Cinema (excerpts).	1	
Week: 10.			
Lecture	The Mirror, dir. Andre Tarkovsky (1975). Literature: P. Adams Sitney, 'Andrey Tarkovsky, Russian Experience, and the Poetry of Cinema,' New England Review (1990-), Vol. 34, No. 3/4 (2014), pp. 208-241.	1	
Seminar	The Mirror, dir. Andre Tarkovsky (1975). Literature: P. Adams Sitney, 'Andrey Tarkovsky, Russian Experience, and the Poetry of Cinema,' New England Review (1990-), Vol. 34, No. 3/4 (2014), pp. 208-241.	1	
Week: 11.			
Lecture	Endless Poetry, dir. Alejandro Jodorowsky (2013). Literature: Pier Paolo Pasolini, 'Poetic Cinema,' Heretical Empiricism (1972).	1	
Lecture	Endless Poetry, dir. Alejandro Jodorowsky (2013). Literature: Pier Paolo Pasolini, 'Poetic Cinema,' Heretical Empiricism (1972).	1	
Week: 12.			
Lecture	The Wind Will Carry Us, dir. Abbas Kiarostami (1999). Literature: Khatereh Sheibani, 'Kiarostami and the Aesthetics of Modern Persian Poetry,' Iranian Studies, Vol. 39, No. 4 (2006), pp. 509- 537.	1	
Seminar	The Wind Will Carry Us, dir.Abbas Kiarostami (1999). Literature: Khatereh Sheibani, 'Kiarostami and the Aesthetics of Modern Persian Poetry,' Iranian Studies, Vol. 39, No. 4 (2006), pp. 509- 537.	1	
Week: 13.			
Lecture	Tokyo Godfathers, dir. Satoshi Kon (2003). Literature: Richard Demming, Art of the Ordinary: The Everyday Domain of Art, Film, Philosophy, and Poetry (extracts).	1	
Seminar	Tokyo Godfathers, dir. Satoshi Kon (2003). Literature: Richard Demming, Art of the Ordinary: The Everyday Domain of Art, Film, Philosophy, and Poetry (extracts).	1	
Week: 14.			
Lecture	Poetry, dir. Lee Chang Dong (2010). Literature: Laura Marks, The Skin of the Film (excerpts).	1	
Seminar	Poetry, dir. Lee Chang Dong (2010). Literature: Laura Marks, The Skin of the Film (excerpts).	1	
Week: 15.			
Lecture	Student presentations	1	

Seminar	Student presentations	1	

Course name	Introduction to Creative Writing					
ID	HZE509	Study year	2.			
Lecturer	Simon Ryle, PhD, full professor	ECTS workload	3.0			
Associates		Number of hours	L	S	E	P
			0	30	0	0
Course status	Elective	Online percentage	0%			

Course description

Course aims	The aim of the course is for students to improve their knowledge of poetic and prose forms of the English language. A particular focus will be on the concentrated network of referential signs used in poetic and prose forms of the English language, which will help students to apply these forms precisely and effectively in their creative work. Students will develop precise skills in criticizing the aesthetic and technical aspects of poetic and prose forms in the English language, and acquire adequate techniques for applying critical thinking to poetic and prose forms of the English language produced by their colleagues.
Enrolment requirements	No conditions.
Learning outcomes	Upon completion of the course, students will be able to: - understand and apply effective creative writing techniques; - share constructive critical ideas about the writing of others; - use peer criticism to revise their own writing; - respond creatively and effectively to specific writing assignments.
Syllabus	This seminar is conducted as a seminar-workshop in which students submit their own written work as the primary text for discussion, and participate in the analysis and constructive criticism of their peers' work. The precise weekly schedule is therefore entirely dependent on the number of students enrolled in the course, and the writing needs of these students, which are determined by the instructor and students at the first meeting.

Teaching types			
	☐ Lectures	☐ Fieldwork	☐
	☐ Seminars	☐ Independent work	☐
	☐ Practicals	☐ Multimedia	☐
	☐ Remote learning	☐ Laboratory	☐
	☐ Blended learning	☐ Supervision	
		☐	
		☐	

Student obligations	Regular attendance and active participation in classes; timely completion of homework; passing the final written exam; respecting the ethical and scientific principles prescribed by the relevant regulations of the Faculty and University.

Monitoring student work								
	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☒	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, continuous assessment of independent homework/project assignments (creating creative work and making critical comments on other people's work), and observation of the quality and frequency of the student's participation in critical discussions, and taking a final written exam. The criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	VanderMeer, Jeff. Wonderbook: The Illustrated Guide to Creating Imaginative Fiction. New York: Abrams Image, 2013.	0	a digital copy of the text will be available
	Smith, Zadie. Feel Free: Essays. London: Penguin, 2018.	0	a digital copy of the text will be available
	Morrison, Toni. Mouth Full of Blood: Essays, Speeches, Meditations. New York: Vintage, 2019.	0	a digital copy of the text will be available
	Dillon, Brian. Essayism: On Form, Feeling and Nonfiction. London: Penguin, 2018.	0	a digital copy of the text will be available
Supplementary literature	Modern and contemporary texts that illustrate poetic and fictional forms of the English language are provided for students.		
Quality assurance	- Student survey on the quality of teaching and work of teachers at the university level; - student self-assessment of achieved learning outcomes; - collaborative assessment of teachers and students on the implementation and quality of the teaching process; - student success in completing tasks prescribed by the syllabus; - individual consultations.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Seminar	Workshop.	2	
Week: 2.			
Seminar	Workshop.	2	
Week: 3.			
Seminar	Workshop.	2	
Week: 4.			
Seminar	Workshop.	2	
Week: 5.			
Seminar	Workshop.	2	

Week: 6.			
Seminar	Workshop.	2	
Week: 7.			
Seminar	Workshop.	2	
Week: 8.			
Seminar	Workshop.	2	
Week: 9.			
Seminar	Workshop.	2	
Week: 10.			
Seminar	Workshop.	2	
Week: 11.			
Seminar	Workshop.	2	
Week: 12.			
Seminar	Workshop.	2	
Week: 13.			
Seminar	Workshop.	2	
Week: 14.			
Seminar	Workshop.	2	
Week: 15.			
Seminar	Workshop.	2	

Course name	Work-based Learning at a Partner Institution						
ID	HZX008	Study year	2.				
Lecturer		ECTS workload	5.0				
Associates		Number of hours	L	S	E	P	
			0	30	120	0	
Course status	Elective	Online percentage	0%				

Course description	
Course aims	The aim of the course is expose students to work-based learning conditions at a partner institution and to enable them to independently identify and solve straightforward practical problems in a real working environment.
Enrolment requirements	Students are eligible to apply for the competition for internship before the start of the third year of the undergraduate study programme. In cases where the number of applicants exceeds the number of available placements at the partner institution, a selection procedure is conducted in accordance with the Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences.
Learning outcomes	Course learning outcomes: Upon completion of this course, students will be able to: - Apply the knowledge and skills acquired during the undergraduate studies to independently identify and solve straightforward, concrete problems in a real working environment. - Prepare an internship report that clearly explains the tasks performed and includes relevant supporting documentation. Individual learning outcomes: Upon completion of this course, students will be able to: - Describe the organization of the selected partner institution - Identify challenges posed by the working environment and explain the processes used to address specific challenges - Analyze concrete practical situations based on recent scientific sources - Monitor, document, and evaluate processes within the partner institution - Describe problems arising from specific work tasks at the partner institution and explain the processes implemented to resolve them. - Document personal work-based learning experience and critically reflect on it
Syllabus	The internship entails specific work tasks under the guidance of a mentor from the partner institution and comprises 80 working hours. With the approval of the Faculty of Humanities and Social Sciences supervisor, the partner institution mentor plans the work tasks. The remaining 70 working hours are distributed as follows: mentoring (10 hours with a Faculty supervisor, 20 hours with the partner institution mentor), literature research (10 hours), preparation of the Work-Based Learning Report (20 hours), and preparation and presentation of the Report defense before the Faculty supervisor (10 hours).

Teaching types			
	☐ Lectures	☒ Fieldwork	☐
	☒ Seminars	☒ Independent work	☐
	☒ Practicals	☒ Multimedia	☐
	☐ Remote learning	☐ Laboratory	☐
	☒ Blended learning	☒ Supervision	
		☒	
		☐	
		☒	

<table>
<tr><td>Student obligations</td><td colspan="6">Students are required to
- comply with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.
- participate in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor’s schedule, which enables the acquisition of learning outcomes outlined by the course.
- adhere to the time frames required to perform the internship.
- actively and constructively act at the partner institution and report to the supervisor during the performance of this course.
- develop and defend an Internship Report.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☒</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☐</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☐</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☐</td></tr>
<tr><td>Preparation and defence of the Internship Reporti</td><td>☒</td><td>Practical work</td><td>☒</td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">The internship is assessed descriptively by supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The partner institution mentor continuously monitors the student`s attendance, diligence and performance in completing assigned tasks.
At the end of the internship, the mentor assigns one of two descriptive grades:
- The student has successfully completed the internship.
- The student has not successfully completed the internship.
If the internship is not successfully completed, the partner institution mentor must provide a written explanation, and the Faculty supervisor records a failing grade for the course.
If the mentor`s grade confirms successful completion, the Faculty supervisor reviews the internship report, discusses the student`s assignments and assigns one of the following grades:
- The student has successfully written and defended the internship report.
- The student has not successfully written and defended the internship report.
A negative grade must be justified in writing.
The internship is considered passed if both supervisors confirm successful completion of the internship and the internship report. When both grades are positive, the Faculty supervisor records the descriptive grade “Passed” in the Higher Education Institutions Information System (ISVU). In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following elements:
1. Practical work - 60%
2. Preparation and presentation of the report in accordance with the supervisors` instructions - 20%
3. consultations with supervisors and independent research - 20%</td></tr>
<tr><td>Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
</table>

	The specialist literature is defined by the mentor at the partner institution.		
Supplementary literature	The specialist literature is defined by the mentor at the partner institution.		
Quality assurance	Prior to the internship at the partner institution, the Faculty supervisor/teacher provides instructions on conducting the internship, documenting activities, and preparing the internship report. During the internship, the Faculty supervisor/teacher, the partner institution mentor, and the student regularly review the process, while records of the student's attendance and performance are kept. Continuous monitoring is ensured through discussion, (self-) analysis, and (self-) evaluation. Upon completion of the internship, the student completes the survey on the quality of the internship in accordance with the applicable Rulebook.		
Other (in the opinion of the proponent)			

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO1	Follow and comprehend specialist lectures and presentations on complex topics delivered in English.
LO2	Communicate clearly, accurately, and appropriately in writing on specialist and other topics in English using a variety of text types.
LO3	Communicate clearly, accurately, and appropriately in spoken English on specialist and other topics, employing presentation skills and a variety of forms of oral communication.
LO4	Apply fundamental methods of analytical reading to specialist and academic texts in English.
LO5	Search for, evaluate, and use relevant specialist and academic literature in English.
LO6	Identify and analyse academic goals and plan, select, and apply appropriate strategies for successful study in English.
LO7	Design and conduct a small-scale research project on a linguistic, literary, and/or cultural topic and present the findings in written or oral form in English.
LO8	Analyse sociocultural characteristics of English-speaking countries.
LO9	Describe and explain concepts and theoretical approaches of the core linguistic disciplines (phonology, morphology, syntax, and semantics).
LO10	Identify and interpret fundamental segmental and prosodic features of English.
LO11	Apply basic principles of phonetic transcription of English speech sounds using the symbols of the International Phonetic Alphabet (IPA).
LO12	Describe and analyse fundamental structural features of contemporary English.
LO13	Explain and apply word-formation processes and classify word classes in English.
LO14	Analyse the structure of English sentences with regard to the functions of constituent elements.
LO15	Describe and explain fundamental lexical features of contemporary English.
LO16	Analyse meanings of different lexical units in English.
LO17	Discuss key concepts and theoretical approaches to semantic analysis using appropriate terminology in English.
LO18	Analyse and explain cultural, sociolinguistic, and pragmatic dimensions of language use in English.
LO19	Explain and interpret the influence of socio-historical and cultural contexts on the development of literary genres and movements in Anglophone literatures.
LO20	Distinguish between and apply theoretical approaches to the study of literary texts in Anglophone literatures.
LO21	Apply fundamental methods of analytical reading in the interpretation of literary texts in English.
LO22	Use literary-critical terminology and methodology to conduct oral and written analyses of literary works from the corpus of Anglophone literatures.

LO23	Provide a detailed account of the development of literary styles and genres in Anglophone literatures, with reference to major movements, national traditions, and representative authors.
LO24	Describe the fundamental thematic, stylistic, and formal features of literary works from the Early Modern, Romantic, Victorian, Modernist, and Contemporary periods of Anglophone literature.
LO25	Formulate and communicate ideas and viewpoints on literary and other texts effectively in spoken and written English.
LO26	Critically discuss contemporary issues and events within the framework of core knowledge in the field of Anglophone literary studies.
LO27	Apply a range of linguistic and intercultural mediation strategies in English across different contexts and situations, demonstrating an understanding of professional and ethical standards in the field.
LO28	Use contemporary technologies and digital tools in all forms of academic and professional work in English, including translation from English into Croatian and vice versa, preparation of seminar papers, and preparation of presentations.
LO29	Apply fundamental translation principles and strategies in translating simple general and specialist texts from English into Croatian and vice versa.

Learning outcomes of the study programme	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**LO6**	**LO7**	**LO8**	**LO9**	**LO 10**	**LO 11**	**LO 12**	**LO 13**	**LO 14**	**LO 15**
Total number of courses for each LO	25	18	21	22	25	16	13	12	3	2	2	5	10	10	25
Introduction to Linguistics	+		+		+				+				+	+	+
Introduction to Literature: Poetry and Drama	+	+													+
English Language – Communication Skills 1	+			+	+								+	+	
Academic Skills	+	+	+	+	+	+							+	+	
Phonetics and Phonology	+	+	+		+					+	+				
Introduction to Literature: Novel	+	+	+	+	+	+	+	+							
English Language – Communication Skills 2	+	+	+	+	+	+							+	+	+
Practical Criticism	+			+	+	+	+	+							
Morphology and Morphosyntax	+		+		+				+			+	+		+
Early Modern English Literature				+	+	+	+	+		+					
English Language – Communication Skills 3	+	+	+	+	+	+							+	+	+
Linguistic and Intercultural Mediation	+	+	+	+	+							+	+	+	

English Syntax	+		+	+	+				+			+		+	+
English Literature of Romanticism and the Victorian Era	+			+	+		+								
English Language – Communication Skills 4	+	+	+	+	+	+							+	+	+
How Literature Changes the World	+	+	+	+	+	+	+	+							
Australian Literature	+	+	+	+	+	+	+	+							
Aspects of British Culture	+		+	+	+			+							
Introduction to Semantics	+	+	+	+	+						+				+
Twentieth and Twenty-first Century Literature in English	+	+	+	+	+	+	+	+							
English Language – Translation Skills 1												+	+	+	
American Society and Culture	+	+	+	+	+	+	+	+							
Business Communication	+	+	+	+	+	+	+								
Contemporary Literary Theory	+	+	+	+	+	+	+	+							
American Literature	+	+	+	+	+	+	+	+							+
English Language – Translation Skills 2												+	+	+	
British and Irish Modernism	+	+	+	+	+	+	+	+							
Cultural Identities of Australia and New Zealand	+	+	+	+	+	+	+	+	+						
Language Learning and Research Using Corpora and AI	+	+	+	+	+	+	+								
Introduction to Film Criticism: Poetic Cinema	+	+	+	+	+	+	+	+							
Introduction to Creative Writing	+	+	+	+	+	+	+	+							

Learning outcomes of the study programme	**LO16**	**LO17**	**LO18**	**LO19**	**LO20**	**LO21**	**LO 22**	**LO 23**	**LO 24**	**LO 25**	**LO 26**	**LO 27**	**LO 28**	**LO 29**
Total number of courses for each LO	11	6	6	10	10	9	8	7	7	8	6	6	5	2
Introduction to Linguistics	+	+	+											
Introduction to Literature: Poetry and Drama	+	+	+	+	+	+	+			+				

English Language – Communication Skills 1	+													
Academic Skills	+													
Phonetics and Phonology									+	+				
Introduction to Literature: Novel				+	+	+	+	+	+	+	+			
English Language – Communication Skills 2	+													
Practical Criticism				+	+	+	+	+						
Morphology and Morphosyntax	+	+												
Early Modern English Literature														
English Language – Communication Skills 3	+													
Linguistic and Intercultural Mediation												+	+	+
English Syntax	+	+	+											
English Literature of Romanticism and the Victorian Era				+	+									
English Language – Communication Skills 4	+													
How Literature Changes the World				+	+	+	+	+	+	+	+	+		
Australian Literature														
Aspects of British Culture														
Introduction to Semantics	+	+	+											+
Twentieth and Twenty-first Century Literature in English				+	+	+	+	+	+	+	+	+	+	
English Language – Translation Skills 1														
American Society and Culture														
Business Communication														
Contemporary Literary Theory				+	+	+	+	+	+	+	+	+	+	
American Literature	+	+	+	+	+	+								
English Language – Translation Skills 2														
British and Irish Modernism				+	+	+	+	+	+	+	+	+	+	
Cultural Identities of Australia and New Zealand														

Language Learning and Research Using Corpora and AI														
Introduction to Film Criticism: Poetic Cinema										+	+			
Introduction to Creative Writing			+	+	+	+	+	+	+	+	+	+	+	

3.2. Instructors in the study programme

	Mara Ruža Blažević	**Ivana Bojčić**	**Marija Knežević**	**Gordan Matas**
CROSBI link	*CroRIS*	*CroRIS*	*CroRIS*	*CroRIS*
Title	senior language instructor	senior language instructor	senior language instructor	associate professor
Area	humanities	humanities	humanities	humanities
Field	philology	philology	philology	philology
Home institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Employment percentage at the higher education institution	100%	100%	100%	100%
Teaching workload at the home institution	1332 RS	1293 RS	1290 RS	1047 RS
Workload at external institutions	/	/	/	/
Planned workload in the new study programme	/	/	/	/
Planned workload at the home institution[6]	1332 RS	1293 RS	1290 RS	1047 RS
Planned workload at external institutions	/	/	/	/
Scientific and review papers[7] *in the last 5 years (total)*	5	/	2	11
Professional papers[8] *in the last 5 years (total)*	3	4	2	/
Total[9] *number of citations (SCOPUS)*	1	/	/	7
Total[10] *h-index (SCOPUS)*	1	/	/	1

[6] Workload data are based on the workload plan for the 2025/2026 academic year.

[7] Scientific and review papers include scientific and review papers published in journals and conference proceedings, book chapters, and scientific and review authored monographs.

[8] Professional papers include professional papers published in journals and conference proceedings, professional book chapters, and professional authored monographs.

[9] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

[10] See previous note.

Principal investigator and/or collaborator on competitive projects (total)	/	/	/	/
Principal investigator and/or collaborator on other projects (total)	/	/	/	1
Courses taught in the programme	- English Language – Communication Skills 3 - English Language – Communication Skills 4 - Academic Skills - Cultural Identities of Australia and New Zealand	- English Language – Communication Skills 1 - English Language – Communication Skills 2 - Business Communication	- English Language – Translation Skills 1 - English Language – Translation Skills 2 - Linguistic and Intercultural Mediation - Language Learning and Research Using Corpora and AI	- American Literature - American Society and Culture - Australian Literature
Training for acquiring teaching competences	Completed university degree programme with a teacher-education specialisation.	Completed university degree programme with a teacher-education specialisation.	Completed university degree programme with a teacher-education specialisation. Completed postgraduate programme in conference interpreting. Completed summer school in translation technology. Completed summer school in digital linguistics. Completed summer school in terminology.	Completed university degree programme with a teacher-education specialisation.

	Ilonka Peršić	**Ivana Petrović**	**Simon John Ryle**	**Mirjana Semren**
CROSBI link	*CroRIS*	*CroRIS*	*CroRIS*	*CroRIS*

Title	lecturer	associate professor	full professor	assistant professor
Area	humanities	humanities	humanities	humanities
Field	philology	philology	philology	philology
Home institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Employment percentage at the higher education institution	100%	100%	100%	100%
Teaching workload at the home institution	757 RS	945 RS	1112 RS	1026 RS
Workload at external institutions	243 RS	/	/	/
Planned workload in the new study programme	/	/	/	/
Planned workload at the home institution[11]	757 RS	945 RS	1112 RS	1026 RS
Planned workload at external institutions	/	/	/	/
Scientific and review papers[12] *in the last 5 years (total)*	/	5	15	5
Professional papers[13] *in the last 5 years (total)*	/	/	2	/
Total[14] *number of citations (SCOPUS)*	/	1	13	1
Total[15] *h-index (SCOPUS)*	/	1	3	1
Principal investigator and/or collaborator on competitive projects (total)	/	1	1	/
Principal investigator and/or collaborator on other projects (total)	/	/	/	/

[11] Workload data are based on the workload plan for the 2025/2026 academic year.

[12] Scientific and review papers include scientific and review papers published in journals and conference proceedings, book chapters, and scientific and review authored monographs.

[13] Professional papers include professional papers published in journals and conference proceedings, professional book chapters, and professional authored monographs.

[14] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

[15] See previous note.

Courses taught in the programme	- Practical Criticism	- Phonetics and Phonology - Introduction to Semantics	- Introduction to Literature: Poetry and Drama - Practical Criticism - Early Modern English Literature - Introduction to Creative Writing **- Introduction to Film Criticism: Poetic Cinema**	- Introduction to Linguistics
Training for acquiring teaching competences	Completed university degree programme with a teacher-education specialisation.	Completed university degree programme with a teacher-education specialisation. Completed training in core teaching competences for higher education teachers at the Faculty of Humanities and Social Sciences in Zagreb (120 hours, 4 ECTS credits).	/	Completed university degree programme with a teacher-education specialisation.

	Nataša Stojan	**Danijela Šegedin Borovina**	**Victoria Vestić**	**Brian Willems**
CROSBI link	*CroRIS*	*CroRIS*	*CroRIS*	*CroRIS*
Title	associate professor	assistant professor	teaching assistant	full professor
Area	humanities	humanities	humanities	humanities
Field	philology	philology	philology	philology
Home institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Employment percentage at the higher education institution	100%	100%	100%	100%

Teaching workload at the home institution	864 RS	1118 RS	720 RS	1047 RS
Workload at external institutions	/	/	/	/
Planned workload in the new study programme	/	/	/	/
Planned workload at the home institution[16]	864 RS	1118 RS	720 RS	1047 RS
Planned workload at external institutions	/	/	/	/
Scientific and review papers[17] *in the last 5 years (total)*	4	5	2	27
Professional papers[18] *in the last 5 years (total)*	/	/	1	13
Total[19] *number of citations (SCOPUS)*	9	3	/	32
Total[20] *h-index (SCOPUS)*	1	1	/	3
Principal investigator and/or collaborator on competitive projects (total)	/	/	1	1
Principal investigator and/or collaborator on other projects (total)	/	/	/	/
Courses taught in the programme	- Morphology and Morphosyntax - English Syntax	- Aspects of British Culture	- Introduction to Literature: Poetry and Drama - Introduction to Literature: Novel	- How Literature Changes the World - Twentieth and Twenty-first Century Literature in English - English Literature of Romanticism and the Victorian Era - Contemporary Literary Theory - Introduction to Literature: Novel - British and Irish Modernism

[16] Workload data are based on the workload plan for the 2025/2026 academic year.

[17] Scientific and review papers include scientific and review papers published in journals and conference proceedings, book chapters, and scientific and review authored monographs.

[18] Professional papers include professional papers published in journals and conference proceedings, professional book chapters, and professional authored monographs.

[19] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.

[20] See previous note.

Training for acquiring teaching competences	Completed university degree programme with a teacher-education specialisation.	Completed university degree programme with a teacher-education specialisation.	Completed university degree programme with a teacher-education specialisation.	/