



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNDERGRADUATE STUDY PROGRAMME

Italian Language and Literature (double-major)

Klasa: 602-04/16-02/0002

Ur. broj: 2181-190-02-9/1-16-0009

Split, 23. prosinca 2015. godine

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

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

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

1. INTRODUCTION

1.1. **Assesment of the justification of the undergraduate study programme**

The initiation of study programmes in humanities in Split in 2001 was a response to a long, almost traditional need and demand for young teachers and Italianists in the largest county in the Republic of Croatia which shares, along with Istria County, the oldest historical contacts with the Republic of Italy. The relationship between supply and demand in the sector of Italian Studies has become almost disastrous due to the closing of the Consulate of Italy in Split in September 2013, after more than a hundred years of its existence. The study of Italian language and literature at the Faculty of Philosophy in Split becomes strategically important because on July first of the same year that the consulate closed, the Republic of Croatia joined the European Union.

This strategic importance has two sides: on the one hand the basic *cursus* of education in the language of one of the members of the G8 group unquestionably increases the competence and competitiveness of bachelors and gives them the opportunity to compete in a broader, European labour market, including in educational, cultural and administrative institutions, in publishing, the media and, in particular, tourism and the translation sector. On the other hand, the historical interpenetration of Croatian and Italian cultures, literature, and languages, deserves the attention of young scientists who are using a modern approach and who will be able to evaluate similar heritages and give them a new cultural – economic impulse.

The undergraduate study programme of Italian language and literature is designed to include all the fundamental features of a broad liberal education for young, modern professionals in the field of Italian language and literature.

The undergraduate study programme is a prerequisite for continuing education at the graduate level for teachers, but also for future translators who are in short supply in the labour market. At the European level there is a growing need for translators - from Italian and into Italian – in relation to Croatian, now official EU language. A similar situation has been signalled by previous interest in the study programme, indicated by the numbers of applicants for the entrance exam.

1.2. **Relationship with the local community (economy, business, civil society...)**

Educational needs of the local community, the geopolitical situation in the region and the economic trends of the city and county with a focus on tourism and the promotion of cultural heritage indicate the need for competent Italianists. The same is confirmed by the continuous cooperation of the Department staff and students with the city of Split, Split-Dalmatia County, the Tourist Association, the Association of Italians in Split, the Agency for Education, the Agency for Mobility and EU programs, and the Ministry of Science, Education and Sports. Furthermore, there is cooperation with the Institute of Italian Culture in Zagreb, and the honorary consulate of Italy in Split. The abovementioned bodies, which form the essential tissue of the local community, often have a need for cooperation with the staff of the

Department of Italian Language and Literature and with bachelors, who, after the completion of the undergraduate study programme of Italian language and literature, have a high level of linguistic knowledge and developed communication skills in Italian, and are able and competent to translate and interpret various types of literary texts and translate various kinds of texts from and into Italian.

Young professionals with similar profiles are capable of performing tasks of language mediation between economic entities, in educational, administrative and cultural institutions, working in old and new media, and in publishing. The presence of this study programme in the community is also measurable through scientific - educational activities, the participants of which are often students themselves. This is an activity that is part of the core of the Department which has been organizing international conferences for years in Croatia and abroad, thus contributing to the dissemination of new scientific knowledge in the field of Italian studies.

1.3. Compatibility with requirements of professional organizations

The model used for making decisions about the form of the study programme was the good practice of renowned and successful study programmes of a similar profile both in Europe and worldwide in order to provide students with the development of existing competencies and the acquisition of new ones in the field of Italian studies. The programme has been made in accordance with the latest theories dealing with Italian language and literature, based on recent scientific findings. Teaching methodology used for the implementation of the study programme is designed to develop critical thinking and encourage creativity.

Employees of the Department of Italian Language and Literature are active members of relevant professional associations in Croatia and abroad, such as ADI (Associazione degli Italianisti) Aipi (Associazione Internazionale dei Professori di Italiano), CALS (Croatian Association of Applied Linguistics) Aisle (Associazione Internazionale di Studi di Lingua e Letteratura Italiana), AATI (American Association of Teachers of Italian) and others.

1.4. Partners outside the higher education system

Partners outside the higher education system with particular interest in the Italian Language and Literature study programme are primarily educational institutions such as primary and secondary schools in Croatia, private language schools, the Institute of Italian Culture in Zagreb, media, tourist and various other cultural institutions and associations.

1.5. Financing

The Italian language and literature study programme is financed, like all the other double-major study programmes at the Faculty of Philosophy in Split, through earmarked funds provided by the Ministry of Science, Education and Sports. There is also a perennial, continuous inflow of donations by the MAE (Ministry of Foreign Affairs of Italy) through the mediation of the Institute of Italian Culture in Zagreb. These latter funds are vital for the Department and for the study

programme because they allow for the training of the employees of the Department and for cooperation with foreign lecturers (native speakers) and visiting professors which significantly affects the scientific research activity and the quality of the teaching process.

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

The Italian language and literature study programme at the undergraduate level is comparable with similar Italian studies at universities in the Republic of Croatia and the European Union, which enables smooth student mobility (both outgoing and incoming).

At the national level, the study of Italian language and literature is comparable with similar studies at the Department of Studies in Italian at the University of Pula (<http://www.unipu.hr/index.php?id=152&L=2%2FRS%3D^ADAbxmp6Ljs5MiYL4TJznhTEBZRUVU->). The study programme in Pula shares with our study programme an equivalent historical closeness to Italian culture which is reflected in the completeness of both study programmes. It is no accident that cooperation between the two Departments has been stable for many years.

At the European level the undergraduate programme of the Italian language and literature can be compared to the one at the French University Paris Ouest (Nanterre - La Defense) (<http://dep-italien.u-paris10.fr/>) because both programmes reflect electoral flexibility in the completeness of the program which, ultimately, gives a certain autonomy to students, enabling them to create their own professional profile within the study programme.

The Department of Italian Language and Literature successfully cooperates (through the exchange of students, teachers, co-organized meetings, etc.) with similar institutions in the country and the world (Italian is the fourth largest language in relation to the number of students in the world) which inevitably has a positive effect on improving the quality of the study programme.

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

The study programme is linked to similar studies in Croatia and Europe. The Department of Italian Language and Literature is one of the first departments to have signed an Erasmus+ contract.

Furthermore, Erasmus+ agreements for teacher and student mobility have been signed at the European level. Students are able, in accordance with the Bologna principles, to study outside their department or institution at the universities of Graz, Rennes, St Etienne, Catania, Pescara, Trieste, Konstanz, Warsaw and others.

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

The study programme is consistent with the Development Strategy of the Faculty of Humanities and Social Sciences at the University in Split.

1.1. Current experiences in equivalent or similar study programmes

The undergraduate study programme of Italian Language and Literature has been implemented from the academic year 2005/2006 in accordance with the Bologna Declaration. A similar double-major undergraduate university study programme of Italian language and literature was successfully implemented at the Department of Humanities, University of Split from the academic year 2001/2002 until 2007/2008. Some of the Department staff have international experience in implementing similar programs.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

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

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

Upon the completion of the *Italian Language and Literature* undergraduate study programme, the bachelor will be able to:

1. to learn basic terms from the field of Italian language and literature
2. to analyse the stages of the development of the Italian language using scientific and professional literature
3. to recognize the basic literary trends and place the authors in the appropriate literary-historical framework
4. to interpret selected literary texts

5. to analyse the social and cultural context in Italian society in different time periods
6. to apply critical methods in the formation of their own assumptions about literary concepts, styles, poetics, literary values and the influence of ideologies on the meaning and reading of texts
7. to choose a research strategy from the field of literary theory
8. to apply acquired knowledge to creative expression on topics within Italian literature and language
9. to compare lexical forms on the synchronic and diachronic level
10. to adopt the basic concepts of phonetics, phonology, syntax, lexicon, semantics and morphology of the Italian language
11. to express themselves in writing; to compose, to read and to analyse texts of all functional styles in the Italian language
12. to conduct scientific research in the field of Italian language and literature
13. to evaluate and compare research in the field of Italian language and literature
14. to identify the characteristics of certain new media and evaluate the results with an objective presentation of the Italian media space

2.3. Employment possibilities

Upon completion of the Italian Language and Literature undergraduate study programme the bachelor acquires linguistic and communicative competence and knowledge about Italian literature and culture and the appropriate skills needed for performing jobs in institutions in the public and private sectors, in cultural (publishing houses, libraries, museums), economic and administrative institutions, and in media and tourism in Croatia and other EU countries.

2.4. Possibilities of continuing studies at a higher level

Upon completion of the Italian Language and Literature undergraduate study programme the bachelor can enrol into the double-major Italian language and literature graduate study programme, teacher education studies or translator education studies at the Department of Italian Language and Literature at the Faculty of Humanities and Social Sciences in Split. Moreover, the bachelor can enrol into similar graduate studies at other universities in Croatia and abroad.

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

There is no lower-level study programme which makes it possible for students to enrol into the proposed program.

2.6. Structure of the study

The Italian language and literature undergraduate study programme is organized and implemented as a regular double-major university programme and is freely combined with other double-major undergraduate study programmes at the Faculty of Humanities and Social Sciences in Split. The programme lasts three years, and each year has two semesters (a total of 6 semesters). The workload of a year of study is 30 ECTS credits.

All students are allowed to choose one elective course at another study programme at the Faculty of Humanities and Social Sciences in Split.

Student obligations during their studies are determined by the curricula of each course (see descriptions of courses), and their commitment to participate in class. The study pace, examination, as well as group size for all forms of classes are determined by the regulations of the Faculty of Humanities and Social Sciences in Split.

2.7. Guiding and tutoring through the study system

Most courses are supposed to be conducted in small groups; students are supposed to consult with course teachers during their office hours regarding their seminar papers, presentations and examinations. During the winter semester in the third year, students choose a supervisor for their BA thesis who will guide them through research and writing during the summer semester.

Each study group has its student representative, and two student representatives are members of the Council of the Department. A Student Advice Centre has been in operation since 2013 at the Faculty of Humanities and Social Sciences. The departmental ECTS coordinator is in charge of providing advice and guidance for students who are preparing the application for Erasmus+. For any questions about their studies and the Italian study programme, students can contact the Head of the Department.

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

Students of the graduate programme in Italian Studies can enrol in only one elective course from other study programmes. The list of elective courses can be found on the Faculty web page.

2.9. List of courses offered in a foreign language as well

All coursework in Italian studies is conducted in Italian, including, if necessary, mentoring-consulting part. Courses, if necessary, can be carried out also in English language.

List of courses							
Year of study: 1							
Semester: 2							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZT101	Phonology and morphology of Italian language	30	15	0	/	4
	HZT102	A survey of Italian literature – module 1	15	30	0	/	4
	HZT103	Italian language I – module 2	0	0	60	/	4
	HZT104	Introduction to the analysis of the literary text	15	30	0	/	3
	Total		60	75	60	/	15
Elective	/	No elective courses	/	/	/	/	/
	Students do not choose elective courses.						

List of courses							
Year of study: 2							
Semester: 3							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZT201	Italian lexicology and lexicography	15	30	0	/	4
	HZT202	Italian poetic schools and classics of Italian literature	15	30	0	/	4
	HZT203	Italian language II – module 1	0	0	60	/	4
	HZT204	A survey of Italian literature – module 2	15	30	0	/	3
	Total		45	90	60		15
Elective	/	/	/	/	/	/	/
Students do not choose elective courses.							

List of courses							
Year of study: 2							
Semester: 4							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZT301	Italian syntax	15	30	0	/	4
	HZT302	Italian literature from Humanism and the Reinassance to Arcadia	15	30	0	/	4
	HZT303	Italian language II – module 2	0	0	60	/	4
	HZT906	History of Italian language	15	30	0	/	3
	Total		45	90	60	/	15
Elective	HZY003	Essentials of Latin language	0	0	30	/	2
	Students do not choose elective courses.						

List of courses							
Year of study: 3							
Semester: 5							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZT401	Literary movements and authors in Italy from Arcadia to Verismo	30	15	0	/	4
	HZT402	Italian language III – module 1	0	0	60	/	4
	HZT905	Historical grammar of Italian language	30	15	0	/	4
	Total		60	30	60	/	12
Elective	HZT403	Romance philology	30	15	0	/	3
	HZT406	Italian between norms and usage	30	15	0	/	3
	HZT405	History of Italian lexis	30	15	0	/	3
	HZX008	Professional practice at a teaching base*	0	30	40	80	5
	Students choose one elective course						

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

List of courses							
Year of study: 3							
Semester: 6							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZT508	20 th century Italian literature	15	30	0	/	3
	HZT509	Text and discourse	15	30	0	/	3
	HZT502	Italian language III – module 2	0	0	45	/	2
	HZT505	Final thesis ¹	/	/	/	/	5 ²
	Total		30	60	65	/	13
Elective	HZT609	Italian literature from Neorealism to the end of the 20 th century	15	15	0	/	2
	HZT504	Theories of communication processes	15	15	0	/	2
	HZT605	Italian culture and society	15	15	0	/	2
	HZX008	Professional practice at a teaching base*	0	30	40	80	5
	Students choose one elective course.						

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

¹ Final thesis in undergraduate double major program = 10 ECTS credits: 5 credits per study program.

2.13. Course description

NAME OF THE COURSE		INTRODUCTION TO ITALIAN LANGUAGE AND LINGUISTICS						
Code	HZT001		Year of study		1.			
Course teacher	Andrea Rogošić, PhD, Assistant Professor		Credits (ECTS)		4			
Associate teachers	/		Type of instruction (number of hours)		L	S	E	F
					30	15	0	/
Status of the course	Mandatory		Percentage of application of e-learning		/			
COURSE DESCRIPTION								
Course objectives	The students are introduced to main linguistic concepts and courses							
Course enrolment requirements and entry competences required for the course	/							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Fulfilled the obligations and passed the exam, the students will be acquainted with the basic linguistic knowledge and will be trained for: - classification and explanation of basic linguistic terms and argumentation by examples - interpretation of main modern linguistic theories - description and comparison of different linguistic courses with the emphasis on Italian contribution - application of theory and main linguistic concepts on the text							
Course content broken down in detail by weekly class schedule (syllabus)	1. Linguistics-the science of language 2. Introduction to the terminology 3. Main linguistic disciplines 4. Historical development of language 5. Linguistic families and classification of languages. 6. From Latin to Italian 7. Romania. Italian among romance languages 8. First Italian written monuments 9. Main features of the human language 10. Ferdinand de Saussure 11. Communication 12. Functional value of linguistic sign 13. De Saussure's dualities 14. Arbitrariness of linguistic sign 15. Language functions							
Format of instruction	x lectures x seminars and workshops x exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Students are requested to attend lectures (70 %) and seminars (80%), to write a seminar paper and to present it in class using PPT presentation. They are required to take two colloquia or a final written exam.							
Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	1,5	Research	/	Practical training		/	
	Experimental work	/	Report	/	(Other)		/	
	Essay	/	Seminar essay	0,5	(Other)		/	

NAME OF THE COURSE		THEORETICAL STUDY OF ITALIAN LITERATURE				
Code	HZT002	Year of study	1.			
Course teacher	Katarina Dalmatin, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	By being introduced to the principal methodological approaches to studying literature and acquiring the basic concepts of literary theory and its closely related disciplines, students are enabled to independently apply them when analysing literary works. The historical overview of literary theories and schools, with the					

	emphasis on the Italian literary theory and criticism, helps students to develop the critical, interdisciplinary approach to the work of literature. Furthermore, through reading and the analysis of the texts in Italian, students increase their linguistic competences and expand their vocabulary.
Course enrolment requirements and entry competences required for the course	No requirements.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Knowledge of the principal methodological approaches to the study of literature. 2. Knowledge of the basic concepts of theory of literature and its closely related disciplines. 3. The ability of critical and interdisciplinary approach to the work of literature. 4. The expanding of the vocabulary through reading texts in Italian.
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures: 1th week: Introduction to the course and the overview of the critical literature. The attempts of defining the literature, literary science, division, relative disciplines.</p> <p>Required literature: Solar, M. <i>Priroda književnosti i proučavanje književnosti</i>, from <i>Teorija književnosti</i>, Školska knjiga, Zagreb, different editions. Machiedo, M. <i>Kroz pokušaje definiranja i bježnu recepciju</i>, from <i>O modusima književnosti</i>, Transtalianistički kompendij. Zagreb: Hrvatsko filozofsko društvo, 2002, str. 9-41. Optional literature: Culler, M. <i>Književna teorija: vrlo kratak uvod</i>, translated by F. and M. Hameršek, AGM, Zagreb, 2001 Eagleton, T. <i>Uvod: Što je književnost</i>, from <i>Književna teorija</i>, translated by Mia Pervan-Plavec, Sveučilišna naklada Liber, Zagreb, 1987</p> <p>2nd week: The problem of classification of literature. The attempts of classification of literature through history. Required literature: Solar, M. <i>Klasifikacija književnosti</i>, from <i>Teorija književnosti</i>, Školska knjiga, Zagreb, different editions.</p> <p>3rd week: The origins of Italian literature (Egypt, Greece, Rome, Etruscan civilisation, judeo-christian civilisation, arab influences). Required literature: Machiedo, M., <i>Razmatranje o izvorima talijanske književnosti</i>, from <i>O modusima književnosti</i>, Zagreb, Hrvatsko filozofsko društvo, 2002, pp 207-257</p> <p>4th week: Literary theories in Ancient times: philosophical tradition, Aristotle's <i>Poetics</i> Required literature: Beker, M. <i>Književne teorije u antici</i>, from <i>Povijest književnih teorija</i>, Sveučilišna naklada Liber, Zagreb, 1979, pp 17-25 Optional literature: Platon, <i>Država</i>, translated by Martin Kuzmić, curated by Jure Zovko, Naklada Jurčić, Zagreb, 2009 (volume X) Aristotel, <i>O pjesničkom umijeću</i>, prev. i pril. Zdeslav Dukat, Školska knjiga, Zagreb, 2005.</p> <p>5th week: Rhetorical tradition, major representatives and key terms Required literature: Beker, M. <i>Književne teorije u antici</i>, from <i>Povijest književnih teorija</i>, Sveučilišna naklada Liber, Zagreb, 1979, pp 17-25.</p>

	<p>6th week: Italian literature and <i>Old and New Testament</i>, medieval esthetics, schools of poetry, Dante Alighieri Required literature: F.Čale, M.Zorić, <i>Povijest svjetske književnosti</i>, IV.</p> <p>7th week: Italian renaissance literary and literary theory; L. Castelveto and interpretations of Aristotle's <i>Poetics</i>, historical and ideological context of Italian mannerism and baroque and their poetics. Required literature: F.Čale, M.Zorić, <i>Povijest svjetske književnosti</i>, IV. Beker, M.; <i>Renesansa i klasicizam</i>, from <i>Povijest književnih teorija</i>, Sveučilišna naklada Liber, Zagreb, 1979, pp 111 - 181.</p> <p>8th week: Italian esthetics from G.Vico to B.Croce. Illuminism in Italian literature. Required literature: Machiedo, M., <i>U filozofskom ključu</i>, from <i>O modusima književnosti</i>, Zagreb, Hrvatsko filozofsko društvo, 2002 Optional literature: Croce, B., <i>Estetika kao znanost izraza i opća lingvistika: teorija i historija</i>, translated by Sanja Roić, Globus, Zagreb, 1991 (selection)</p> <p>9th week: Risorgimento and creation of Italian state. Romanticism in Italian literature. Required literature: Romanticism Čale, F., M.Zorić, <i>Povijest svjetske književnosti</i>, IV.</p> <p>10th week: Verism in Italian literature and positivism in literary theory. Required literature: Čale, F., M.Zorić, <i>Povijest svjetske književnosti</i>, IV. Beker, M.; <i>Romantizam i kasnije</i>, from <i>Povijest književnih teorija</i>, Sveučilišna naklada Liber, Zagreb, 1979, pp 211-238.</p> <p>11th week: Literary theories of the 20th Century: Russian formalism, structuralism, narratology. Required literature: Solar, M., <i>Metodologija proučavanja književnosti</i>, from <i>Teorija književnosti</i>, Školska knjiga, Zagreb, different editions. Optional literature: Beker, M., <i>Ruski formalizam i kasnije</i>, from <i>Suvremene književne teorije</i>, Sveučilišna naklada Liber, Zagreb, 1986. Beker, M., <i>Francuska nova kritika, Estetika recepcije</i>, from <i>Suvremene književne teorije</i>, Sveučilišna naklada Liber, Zagreb, 1999, pp 37-64, 89-98. Culler, J., <i>Dodatak: Teorijske škole i pokreti</i>, from <i>Književna teorija: Vrlo kratak uvod</i>, translated by F. and M. Hameršak, AGM, Zagreb, 2001.</p> <p>12th week: The relation of Italian literature and literary critic towards psychology and psychoanalytic theories of S.Freud. Required literature: Solar, M., <i>Metodologija proučavanja književnosti</i>, from <i>Teorija književnosti</i>, Zagreb, Školska knjiga, 2001, pp 271-274. Machiedo, M., <i>Kazivanje neizrecivog</i>, from <i>O modusima književnosti</i>, Zagreb, Hrvatsko filozofsko društvo, 2002.</p> <p>13th week: The relation of Italian literature and literary critic towards psychoanalytic theories of J. Lacan and C.G.Jung. Archetypal criticisms. Required literature: Solar, M., <i>Metodologija proučavanja književnosti</i>, from <i>Teorija književnosti</i>, Zagreb, Školska knjiga, 2001, pp 271-274.</p>
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	<p>Machiedo, M., <i>Kazivanje neizrecivog</i>, from <i>O modusima književnosti</i>, Zagreb, Hrvatsko filozofsko društvo, 2002.</p> <p>14th week: Literary theories of the 20th Century (2nd part): poststructuralism, semiotics. Solar, M., <i>Metodologija proučavanja književnosti</i>, from <i>Teorija književnosti</i>, Zagreb, Školska knjiga, 2001. Beker, M. <i>Suvremene književne teorije</i>, Sveučilišna naklada Liber, Zagreb, 1986.</p> <p>15th week: Theory of reception, U. Eco and his literary theory. Required literature: Beker, M. <i>Suvremene književne teorije</i>, Sveučilišna naklada Liber, Zagreb, 1986. SEMINARS: The topics of seminars are thematically related to the lectures, and are based on the analysis of the texts related to the topic discussed on the lecture.</p>					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)		
Student responsibilities	<ol style="list-style-type: none">1. Participate in the teaching process and regularly attend lectures and seminars (prerequisite for the exam is a minimum of 80% of lectures and 80% of seminars).2. Comply with ethical and scientific principles of the higher education institution.3. Participate in and perform other extracurricular activities (read theoretical texts and prepare for a seminar discussion, read extracts from literary texts in Italian, find new vocabulary items in the dictionary, prepare for the translation of texts into Croatian, etc.).4. Prepare a seminar paper according to the prescribed criteria.5. Present a seminar paper within a PowerPoint presentation according to the prescribed criteria.6. Keep up to date with the classes that the student missed during consultation hours with the teacher and with other students.7. Pass the written exam (equivalent to two midterm exams) and score at least 50% at the exam/mid-term exams.8. Pass the oral exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research	/	Practical training	/
	Experimental work	/	Report	/	Other activities (preparations for discussions on seminars)	0.5
	Essay	/	Seminar essay	0.5	(Other)	/
	Tests	/	Oral exam	0.5	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	<p>In accordance with the learning outcomes and the student's obligations, the final grade is composed of the following elements:</p> <ol style="list-style-type: none">1. Written exam or two successfully passed mid-term exams (positive grade on both mid-term exams equals the written exam) – 60%2. Oral exam – 30%3. Prepare and present a seminar paper in accordance with the teacher's instructions – 10%4. Active participation in class, participation in discussions during lectures and seminars – up to a maximum of 20% points from the total number of points can be attained. These points are added to the final score achieved at the written exam.					

	Assessment and grading criteria of specific elements are described in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Beker, M. (1999) <i>Suvremene književne teorije</i> . Zagreb: Matica hrvatska. (selected chapters)	2	/
	Beker, M. (1979) <i>Povijest književnih teorija (od antike do kraja 19.st.)</i> . Zagreb: SNL (selected chapters)	2	/
	Machiedo, M. (2002) <i>O modusima književnosti, Transtalijanistički kompendij</i> . Zagreb: Hrvatsko filozofsko društvo. (selected chapters)	3	/
	Solar, M., <i>Teorija književnosti</i> , Zagreb, Školska knjiga, 2001 Čale, F., Zorić, M. (1974) <i>Povijest svjetske književnosti, IV</i> . (selected chapters)	2 1	/ /
Optional literature (at the time of submission of study programme proposal)	Briosci, F., Di Girolamo, C., <i>Elementi di teoria letteraria</i> , Milano, Principato, 1996 (or any other edition) Aristotel, <i>O pjesničkom umijeću</i> , translated and priredio Zdeslav Dukat, Školska knjiga, Zagreb, 2005 Biti, V., <i>Pojmovnik suvremene književne i kulturne teorije</i> , Zagreb, 2000 Biti, V., (ur) <i>Suvremena teorija pripovijedanja</i> , Zagreb, 1992 Croce, B., <i>Estetika kao znanost izraza i opća lingvistika: teorija i historija</i> , translated by S. Roić, Globus, Zagreb, 1991 (selection) Culler, J., <i>Književna teorija: vrlo kratak uvod</i> , Zagreb, 2001 Eagleton, T., <i>Književna teorija</i> , Zagreb, 1987 Eco, U., <i>Sei passeggiate nei boschi narrativi</i> , Milano, 2000 (Croatian edition: Šest šetnji pripovjednim šumama, Zagreb, 2005) Lešić, Z., <i>Poststrukturalistička čitanka</i> , Sarajevo, 2002 (texts On post-colonial criticism, On Edward Said and others, Feminism, feminist theory and criticism) Platon, <i>Država</i> , Zagreb, 2009 (volume X)		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks, student questionnaire on the quality of teaching and teachers at the university level, - individual consultations, students' self-assessment of the learning outcomes they achieved.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ITALIAN LANGUAGE I - MODULE 1					
Code	HZT003	Year of study	1.				
Course teacher/s	Maja Bilić, Senior Language Instructor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			0	0	60	/	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	The students get to know Italian phonologic system as well as a part of Italian morphology (articles, nouns, adjectives, pronouns and prepositions) in order to consolidate basic orthographic rules and perform morphologic analysis of those parts of speech. Also the course aims to develop and practice skills of speaking, listening, reading, writing and translating.						

Course enrolment requirements and entry competences required for the course	None
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon the completion of the course the students will be able to:</p> <ol style="list-style-type: none"> 1. read correctly texts in Italian and to write on dictation (orthography) 2. define phonological features (elision, troncamento, rafforzamento sintattico) 3. recognize different types of accents and their position in word (stressed syllables) 4. classify words as part of speech (articles, nouns, adjectives and pronouns) 5. perform conversion of noun group from singular into plural and from masculine into feminine 6. use strong and weak form of personal pronouns, combined pronouns as well as pronominal particles <i>ci</i>, <i>ne</i> and <i>lo</i> 7. apply the new notions in written and oral communication and in translating simple texts from Croatian into Italian 8. recognize and define parts of speech in a text - grammatical analysis
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week Fonemi e grafemi dell'italiano. Consonanti, vocali, semiconsonanti, dittonghi, trittonghi, iato. Esercizi, dettato.</p> <p>2nd week Accento, sillaba, divisione delle parole in sillabe, principali fenomeni fonologici. Dettato, esercizi.</p> <p>3rd week Punteggiatura e le maiuscole. Morfologia: parti del discorso. Articolo determinativo. Esercizi. Universitalia: Unità 1.</p> <p>4th week Articolo indeterminativo. Articolo partitivo. Usi particolari dell'articolo. Omissione dell'articolo. Esercizi. Dettato. Ascolto (comprensione orale)</p> <p>5th week Nome: classificazione dei nomi: l'aspetto semantico, morfologico, formale. Esercizi</p> <p>6th week Formazione del femminile: nomi mobili, nomi indipendenti, nomi di genere comune, nomi di genere promiscuo. Universitalia: Unità 2. Formazione del plurale, nomi invariabili, nomi difettivi, nomi sovrabbondanti.</p> <p>7th week Aggettivo qualificativo (genere e numero, concordanza dell'aggettivo qualificativo, posizione, aggettivi primitivi e derivati, aggettivi alterati, aggettivi composti. Esercizi, traduzione. Ascolto (comprensione orale) Loredana Chiappini, Nuccia De Filippo: Un giorno in Italia 2</p> <p>8th week Gradi dell'aggettivo qualificativo. Comparativo e superlativo. Forme organiche del comparativo e superlativo. Universitalia: Unità 3 1^a verifica intermedia</p> <p>9th week Correzione verifica e analisi degli errori. Possessivi e dimostrativi (aggettivi e pronomi) Esercizi, dettato. Esercizi di lettura e comprensione scritta: Achile Campanile, <i>Le bugie bisogna saperle dire</i></p>

	<p>10th week Aggettivi e pronomi indefiniti. Aggettivi numerali, aggettivi e pronomi interrogativi ed esclamativi. Esercizi, traduzione. Ascolto (comprensione orale): UniversItalia: Unità 4</p> <p>11th week Pronomi personali. Pronomi personali soggetto. Pronomi personali complemento (forma tonica e atona). Pronomi combinati. Le particelle <i>ci/vi</i> e <i>ne</i>. Esercizi. Esercizi di lettura e comprensione scritta: Aldo Nove, <i>L'invenzione della televisione a colori</i></p> <p>12th week Pronomi relativi, forma variabile, forma invariabile. Pronomi misti: <i>chi, quanto, chiunque</i>. Esercizi</p> <p>13th week Preposizione: preposizioni proprie <i>di, a, da, in, con, su, per, tra/fra</i>. Esercizi. Ascolto (comprensione orale). UniversItalia: Unità 5</p> <p>14th week Preposizioni improprie, locuzioni prepositive. Esercizi. 2^a Verifica intermedia Esercizi di lettura e comprensione scritta.</p> <p>15th week Correzione verifica e analisi degli errori. Riepilogo dei contenuti del corso.</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirely x partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor x group work, presentations		
Student responsibilities	Take active part in learning process. Behave in accordance with university ethic and scientific principles. Attend classes and perform individual and group assignments in order to achieve learning outcomes. Pass written exam or two half term tests (achieving at least 60 % of correct answers). Pass oral exam.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	2	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam (or 2 tests)	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with learning outcomes and student responsibilities, final grade is based upon following elements: 1. passed written exam or two half term tests (positive grade of both tests equals to written exam) – 60% 2. oral exam in collaboration with Italian native language instructor – 20% 3. successful accomplishment of individual and group assignments and activity during classes – 20% Criteria for grading and evaluating are described in the repository of the course					
	Title			Number of copies in the library	Availability via other media	

Required literature (available in the library and via other media)	Piotti, D. –De Savorgnani G. UniversItalia, Alma Edizioni, Firenze	2	2
	Trifone, P. - Palermo, M. (2000). Grammatica italiana di base, Bologna: Zanichelli	2	1
	Patota, G. (2004). <i>Grammatica di riferimento della lingua italiana per stranieri</i> . Firenze: Le Monnier	2	/
	Sensini, M. (2008). <i>La grammatica della lingua italiana</i> . Milano:Mondadori	1	/
	Rodari, G (1971) <i>Favole al telefono</i> . Torino, Einaudi	1	1
	Materassi Napolitano Iacova (1991): <i>Esercizi di lingua italiana</i> . Firenze: Ci. Elle.I, volume primo	2	1
Optional literature (at the time of submission of study programme proposal)	Dardano, M. – Trifone, P. (1997). <i>La nuova grammatica della lingua italiana</i> . Bologna: Zanichelli Deanović, M.-Jernej, J. (1998). <i>Talijansko-hrvatski rječnik</i> . Zagreb: Školska knjiga Deanović, M.-Jernej, J. (1994). <i>Hrvatsko-talijanski rječnik</i> . Zagreb: Školska knjiga GRADIT: De Mauro, T. (2000). <i>Grande dizionario dell'uso</i> . Torino: UTET. LO ZINGARELLI: Zingarelli, N. (2004). <i>Vocabolario della lingua italiana</i> . Bologna: Zanichelli		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultation - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		LANGUAGE AND SOCIETY				
Code	HZT004	Year of study	1.			
Course teacher	Magdalena Nigoević, PhD, Full Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	Mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The student is expected to understand basic linguistic concepts, types of language stratification, language use and various functions of language within a social context. Particular attention will be given to the sociolinguistic competence in Italian language.					
Course enrolment requirements and entry competences required for the course	No preconditions.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course students will be able to: 1. define basic linguistics concepts 2. demonstrate the possibilities of language choice					

	<p>3. explain the use of a different language variety in relation to a different social context</p> <p>4. describe language varieties</p> <p>5. recognize the approaches of studying language and language standardization;</p> <p>6. interpret the varieties of Italian contemporary language.</p>
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week Lecture: Introducing students with the course content, format of instruction, responsibilities, grading and evaluation. Seminar course: Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.</p> <p>2nd week Lecture: Basic linguistic concepts and issues. Language as a social phenomenon. Language as linguistic activity. Metalanguage of linguistics. Seminar course: <i>L'enigma del linguaggio umano</i> (Giorgi 2010).</p> <p>3rd week Lecture: Language origin. Language functions. Seminar course: <i>Torre di Babele</i> (<i>Genesi</i> 11, 1-9).</p> <p>4th week Lecture: Linguistic diversity. Classification of languages. Seminar course: <i>Le lingue del mondo</i> (Graffi & Scalise 2002:52-73).</p> <p>5th week Lecture: Language stratification. Seminar course: <i>Lingua e stratificazione sociale</i> (Berruto 1995:117-146).</p> <p>6th week Lecture: Standard language. Language of literature. Dialect. Variety. Seminar course: <i>Alcuni concetti sociolinguistici (comunità linguistica, reportorio linguistico, varietà di lingua, competenza comunicativa)</i> (Berruto 1995:67-85).</p> <p>7th week Lecture: Linguistic varieties. Differentiation and interaction of linguistic varieties. Seminar course: <i>La diversità linguistica</i> (Duranti 2000:56-71), <i>Linguaggi, lingue e varietà linguistiche</i> (Duranti 2000:71 -82).</p> <p>8th week Lecture: Varieties of the contemporary Italian language. Seminar course: <i>La situazione linguistica italiana, con la classificazione dei dialetti</i> (Coveri 1998: 34-42; Dardano 1996: 170-188).</p> <p>9th week Lecture: Language contacts. Seminar course: <i>Contatto linguistico (accomodamento, commutazione di codice, interferenza, code switching, sostrato/superstrato/adstrato, lingue franche, pidgin, creoli)</i> (Santipolo 2002: 151-179).</p> <p>10th week Lecture: Language and other aspects of human activities. Speech communities. Seminar course: <i>Il parlare come azione sociale</i> (Duranti 194-219).</p> <p>11th week Lecture: Language planning. Standardization. Normativizations. Seminar course: <i>La pianificazione linguistica. Lingue, società e istituzioni</i> (Dell'Aquila & Iannaccaro 2004).</p> <p>12th week Lecture: Relations among languages. Bilingualism. Multilingualism.</p>

	<p>Seminar course: <i>Il bilinguismo (diasistema, le cause/l'acquisizione del bilinguismo, diglossia, dilalia, esempi italiani)</i> (Santipolo 2002: 35-52; Berruto 1995: 227-250).</p> <p>13th week Lecture: Language evolution. Language death. Seminar course: <i>Le minoranze linguistiche (storiche e recenti) in Italia</i> (Coveri 1998: 57-66; Dardano 1996: 170-188).</p> <p>14th week Lecture: Language and identity. The importance of preserving language identity. Seminar course: <i>L'italiano fuori d'Italia</i> (Coveri 1998: 66-74, 168-172; Sobrero 2000:411-456).</p> <p>15th week Lecture: Discussion about language practises. Seminar course: <i>Lingue nell'Unione Europea</i> (Santipolo 2002: 86-103).</p>					
Format of instruction	<p>x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety x partial e-learning <input type="checkbox"/> field work</p>			<p>x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>		
Student responsibilities	<p>Participate in classes: lectures 80%, seminars 90%. Conduct themselves in line with ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. Write and present a seminar paper in line with previously determined criteria. Pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests. Make inquiries about missed classes during the course teacher's office hours or by consulting other students. Meet deadlines for activities within the course.</p>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0.5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	<p>In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:</p> <ol style="list-style-type: none">1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60%2. written and presented seminar paper in line with the course teacher's instructions – 30%3. activity in class, participation in discussions during class and seminars – 10% <p>The assessment and marking criteria of individual elements can be found in the course repository.</p>					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Berruto, G. (1995). <i>Fondamenti di sociolinguistica</i> . Roma-Bari: Laterza.			/	available at the Department; care of course teacher	

	Dardano M. (1996). <i>Manualetto di linguistica italiana</i> . Bologna: Zanichelli.	1	yes
	Glovacki-Bernardi, Z. (ur.) (2007 ²). <i>Uvod u lingvistiku</i> . Zagreb: Školska knjiga. (Halwachs, Dieter W., <i>Sociolingvistika</i> 217-245).	1	/
	Graffi, G. & Scalise, S. (2002). <i>Le lingue e il linguaggio. Introduzione alla linguistica</i> . Bologna: il Mulino.	/	available at the Department; care of course teacher
	Santipolo, M. (2002). <i>Dalla sociolinguistica alla glottodidattica</i> . Torino: UTET Libreria.	/	available at the Department; care of course teacher
	Simone, Raffaele (2003 [1° ed. 1990]). <i>Fondamenti di linguistica</i> . Roma-Bari: Gius. Laterza & Figli.	/	available at the Department; care of course teacher
	Sobrero, A. A. (ed.) (2000). <i>Introduzione all'italiano contemporaneo. La variazione e gli usi</i> . Roma-Bari: Laterza.	1	/
Optional literature (at the time of submission of study programme proposal)	Bazzanella, Carla (2005). <i>Linguistica e pragmatica del linguaggio</i> . Roma-Bari: Gius. Laterza & Figli. Berruto, G. (2006). <i>Corso elementare di linguistica generale. Nuova edizione</i> . Torino: UTET. Berruto, G. (2004). <i>Prima lezione di sociolinguistica</i> . Roma-Bari: Laterza. Coulmas, F. (2005). <i>Sociolinguistics. The Study of Speaker's Choices</i> . Cambridge: Cambridge University Press. Coveri L., Benucci, A., Diadori, P. (1998 ⁴). <i>La varietà dell'italiano. Manuale di sociolinguistica italiana</i> . Roma: Bonacci. Dell'Aquila, V. & Iannaccaro, G. (2004). <i>La pianificazione linguistica. Lingue, società e istituzioni</i> . Roma: Carocci. Duranti, A. (2000). <i>Antropologia del linguaggio</i> . Roma: Meltemi. [ed. originale: 1997. <i>Linguistic Anthropology</i> . Cambridge: Cambridge University Press] Giglioli P.P. & Fele G. (a cura di) (2000). <i>Linguaggio e contesto sociale</i> . Roma: Mulino. Hudson, R. A. (2003). <i>Sociolinguistica</i> . Roma: Mulino. Kapović, M. (2011). <i>Čiji je jezik?</i> Zagreb: Algoritam. Lo Duca, M. G. (2003). <i>Lingua italiana ed educazione linguistica</i> . Roma: Carocci. Matasović, R. (2005). <i>Jezična raznolikost svijeta: podrijetlo, razvitak, izgledi</i> . Zagreb: Algoritam. Škiljan, D. (1998). <i>Jezična politika</i> . Zagreb: Naprijed.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks. Student questionnaire on the quality of teaching and teachers at the university level. Passed exam and the fulfilment of the other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of the learning outcomes they achieved. Collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		PHONOLOGY AND MORPHOLOGY OF ITALIAN LANGUAGE	
Code	HZT101	Year of study	1.
Course teacher	Antonia Luketin Alfirević, PhD, Assistant Professor	Credits (ECTS)	4

Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	15	0	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The students are introduced to main linguistic concepts and theories					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will acquire relevant knowledge in phonetics, phonology and morphology of Italian language and will be trained for: 1. define and use basic terminology in the field of phonetics, phonology and morphology of Italian language 2. right articulation of Italian phonemes 3. transcription of Italian phonemes 4. description and classification of parts of speech in Italian 5. explanation of the theoretical foundations of morphology 6. independent application of acquired theoretical knowledge					
Course content broken down in detail by weekly class schedule (syllabus)	1. Definition of phonetics and phonology 2. Articulation of sounds, speech organs 3. Phoneme/grapheme 4. Classification of sounds 5. The contrastive analysis of Italian and Croatian phonology 6. Allophones 7. Distinctive features 8. Prosodies 9. Introduction to morphology 10. Classification of morphemes 11. Classification of unchangeable words 12. Classification of changeable words 13. Introduction to formational morphology 14. Word formation 15. Compounds					
Format of instruction	x lectures x seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Students are required to attend lectures (70%) and seminars (80%), to write one seminar essay which they are required to present orally with a PPT presentation. They are required to pass either two colloquia or take the final written exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	2	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The final evaluation is based on class attendance and activity (20%), the quality of a seminar essay (20%), and success on a written exam or colloquia (semester preliminary exams are provided) - (60%). Evaluation criteria and grading of individual elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Canepari L. (1999). <i>Manuale di Pronuncia Italiana</i> . Bologna: Zanichelli.	2	/
	2. Canepari, L. (1985.) <i>Introduzione alla fonetica</i> . Torino: Einaudi.	1	/
	3. Marasović-Alujević, M.; Jurišić, S. (2010). <i>Introduzione alla fonologia e alla morfologia della lingua italiana</i> . Split: Filozofski fakultet.	3	Web bookshop
	4. Muljač, Ž. (1972). <i>Fonologia della lingua italiana</i> . Bologna. Il Mulino.	2	/
	5. Scalise, S. (1994). <i>Morfologia</i> . Bologna: Il Mulino.	1	/
Optional literature (at the time of submission of study programme proposal)	1. Canepari, L. (2003). <i>Manuale di fonetica</i> . München: Lincom Europa. 2. Costamagna, L. (1996). <i>Pronunciare l'italiano. Manuale di pronuncia italiana per stranieri</i> . Perugia: Guerra. 3. Costamagna, L. (2000). <i>Insegnare e imparare la fonetica</i> . Torino: Paravia scriptorium. 4. Dardano, M. (2008). <i>Nuovo manualetto di linguistica italiana</i> . Bologna: Zanichelli. 5. Muljačić, Ž. (1972.) <i>Opća fonologija i fonologija suvremenog talijanskog jezika</i> . Zagreb: Školska knjiga.		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - student's self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		A SURVEY OF ITALIAN LITERATURE – MODULE 1					
Code	HZT102	Year of study	1.				
Course teacher	Antonela Marić, PhD, Associate professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The students will learn about the most important representatives of Italian literature, through a historical survey, following the social and historical context and literary achievements. The survey will range from early poetic schools to Goldoni's theatre. The students will put the writers into historical and literary context, and demonstrate their knowledge by autonomously interpreting the literary texts.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- be able to put authors in historical, social and literary context- autonomously interpret literary texts- learn more about authors- learn more about literary movements and achievements						

	- correlate most important features with previous and past periods and contexts
Course content broken down in detail by weekly class schedule (syllabus)	<p>1. week Geography and history: the beginnings of the Italian literature. Sicilian and Tuscan poetic schools, Dolce Stil Novo, Guido Guinizzelli, Guido Cavalcanti, Lapo Gianni, etc. Dante, Boccaccio, Petrarca. Bio- bibliographical data. Authors in Historical Context.</p>
	<p>2. week Humanism and renaissance. European and Mediterranean context. System of Italian States. Philosophy of renaissance. New and old literary genres. Humanism in Florence. Cosimo de' Medici. Leon Battista Alberti and Certame Coronario. Intellectuals, writers, historians.</p>
	<p>3. week Lorenzo de' Medici. Life, political and cultural context. Literary opus: poetry and Prose works. Giovanni Pico della Mirandola. Comic-realistic poetry. Humanism in other Italian cities (Venezia, Rim, Milano, Perugia).</p>
	<p>4. week Matteo Maria Boiardo - bio-bibliographical data and cultural context. Amorum libri tres. Pastoral. Orlando innamorato – structure, tradition and customs. Influences.</p>
	<p>5. week Luigi Pulci - bio-bibliographical data and cultural context. Frottole. Strambotti. Beca da Dicomano. Giostra. Morgante: structure, tradition and customs. Influences.</p>
	<p>6. week Angelo Poliziano - bio-bibliographical data and cultural context. Sylva in scabiem. Rime. Stanza per la Giostra di Giuliano de' Medici. Fabula d'Orfeo. Humanism of the Italian south. Naples and The initiative of Alfonso il Magnanimo. Iuniano Maio, Francesco Galeota, Ceccarella Minutolo, Giovanni Brancati. Accademia Pontaniana.</p>
	<p>7. week Jacopo Sannazaro - bio-bibliographical data and cultural context. Arcadia: Classical tradition and modern tendencies. Comical, satirical and burlesque poetry, Andrea da Barberino. Giovanni Gherardi da Prato. Masuccio Salernitano. Sabadino degli Arienti. Forms of religious poetry and dramaturgy. Gerolamo Savonarola.</p>
	<p>8. week Science and philosophy and art: context, Niccolo' Machiavelli – bio-bibliographical data and cultural context. Political thought and literary opus. Principatibus- Il Principe. Discorsi sopra la prima deca di Tito Livio. Dell'arte della guerra. Francesco Guicciardini. Genesis and structure of Storia d'Italia.</p>
	<p>9. week Court culture: Ferrara and family Estense – context. Ludovico Ariosto – bio-bibliographical data and cultural context. Beginnings of the theatrical genre. Rime. Satire. Orlando furioso. Structure. Sources.</p>
	<p>10. week Definition of literary genres. Theory of models and principle of imitation. Linguistic discussions.</p>

	<p>Context: Pietro Bembo. Prose della volgar lingua. Baldassar Castiglione. Il Libro del Cortegiano. Giovanni della Casa. Galateo. Historical context: reform and counter reformation.</p> <p>Concilio di Trento. Crisis of humanism. Tragedy and comedy. Giovan Battista Giraldi Cinzio, tale: Sebastiano Erizzo.</p> <p>11. week</p> <p>Torquato Tasso - bio-bibliographical data and cultural context.</p> <p>Discorsi dell'arte poetica. Aminta. Gerusalemme liberata – structure.</p> <p>Giordano Bruno – context and ideology. Il candelaio. Mannerism and baroque.</p> <p>Vocabolario della Crusca. Linguistic disputes. Giovan Battista Marino. Genres.</p> <p>Epic, satire, burlesque. Alessandro Tassoni. La secchia rapita.</p> <p>Tommaso Campanella: contemplation on beauty and poetry.</p> <p>Utopia as a dialogue: Citta' del sole. Gallileo Galilei.</p> <p>12. week</p> <p>Theatre: new forms and theatrical techniques.</p> <p>Theatre and the audience. Sacral drama. Commedia dell'Arte: theatrical companies.,</p> <p>Comedians, masques, dramaturgy, Typical roles, Tragedy: classical models and debates.</p> <p>13. week</p> <p>Theatre: from liturgical festivities to constitution of theatres. Discussion on Traditional forms. Tragedy and monodrama. Pietro Metastasio.</p> <p>14. week</p> <p>Illuminism – culture of iluminism. Giuseppe Parini - bio- bibliographical data and cultural context. Classical tradition and reformation.</p> <p>Social satire.</p> <p>15. week</p> <p>Carlo Goldoni – bio-bibliographical data and cultural context. Reformation of theatre.</p> <p>Comedy, tragicomedy, melodrama. (La locandiera. La donna di garbo. La bottega del caffè'.)</p>					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	<ul style="list-style-type: none">- Act in accordance with ethical and scientific principles in high education institution- Participate and perform tasks (curricular and extracurricular) and activities which enable the acquisition of learning outcomes (75%)- Draft a seminar paper pursuant to the criteria and instructions by the teacher- Pass the exam (passing grades in two tests will cumulatively be regarded as the equivalent of a written exam) and achieve at least a minimum of 50% of correct answers- Inform oneself about the unattended classes either during consultation hours, or with other students- Pass oral exam- Respect the timeframe of the course activities- Timely and correctly perform individual and group tasks and actively participate in class debates.					
Screening student work(<i>name the</i>	Class attendance	1,5	Research	/	Practical training	/

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	1	Oral exam	1	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	Pursuant to the learning outcomes and responsibilities of students, the final evaluation will result in an adequate grade. The grading system consists of the following elements: <ul style="list-style-type: none">- Successfully passed two written tests (passing grades in two tests is the equivalent of a written exam) – 50%- Drafted and successfully presented seminar paper, based on teacher's instructions – 30%- Independent tasks and group work – 10%- Classroom activities, participation in debates during classes and seminars – 10% Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Malato, E. (a cura di) (1995) <i>Storia della letteratura italiana. Dalle origini a Dante</i> . Dante. Vol 2. Roma: Salerno			1	yes	
	2. Segre, C.& Martignoni, C. (1991-1992). <i>Testi nella storia, La letteratura italiana dalle origini al Novecento</i> . Milano: Mondadori			1	yes	
	3. Čale, F.& Zorić, M. (1991). <i>Classici e moderni della letteratura italiana</i> . Zagreb: Liber			1	yes	
	4. Petronio, G. (1999). <i>L'attività letteraria in Italia</i> . Palermo: Palumbo			5	yes	
Optional literature (at the time of submission of study programme proposal)	1. Anselmi, G.M.& Ferratini, P. (2001). <i>Letteratura italiana: secoli ed epoche</i> . Roma: Carocci. 2. Chines, L.&Vasotti, C.(2001). <i>Che cos'è un testo letterario</i> . Roma: Carocci. 3. Dotti, U. (1991). <i>Storia della letteratura italiana</i> . Bari: Laterza. 4. Segre, C. (1999). <i>Avviamento all'analisi del testo letterario</i> . Torino: Einaudi.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- student questionnaire on the quality of teaching and teachers at the university level- passed exam and the fulfillment of the other obligations prescribed by the syllabus- individual consultations- students' self-assessment of the learning outcomes they achieved- collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		ITALIAN LANGUAGE I - MODULE 2					
Code	HZT103	Year of study		1.			
Course teacher/s	Maja Bilić, Senior Language Instructor	Credits (ECTS)		4			
Associate teachers	/	Type of instruction (number of hours)		L	S	E	F
				0	0	60	/

Status of the course	Mandatory	Percentage of application of e-learning	/
COURSE DESCRIPTION			
Course objectives	The student will improve linguistic competence in four skills according to level B1 of CEF. Morphology of modern Italian language: student will become familiar with following parts of speech: verbs, (tenses and moods, sequence of tenses, indirect speech, passive voice) conjunctions, adverbs. The students are trained to recognize and use correctly all parts of speech and their forms including passive voice and sequence of tenses as well as fluently translate simple texts from Croatian to Italian language with emphasis on morphologic component.		
Course enrolment requirements and entry competences required for the course	None		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - develop linguistic competences as described for level B1 of CEF, - improve all 4 language skills, - form and use tenses and moods (indicative, subjunctive, conditional, imperative), use conjunctions and adverbs, morphological analysis, - use tenses and moods in indirect speech, passive voice and impersonal form, make oral and written translation of a simple text from and into Italian. 		
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week Verbo – teoria generale del verbo, classificazione, categorie verbali. Ripasso dei contenuti del Modulo I. Esercizi. Dettato.</p> <p>2nd week Genere, persona, tempo, numero, modo, forma, funzione. Uso transitivo e intransitivo. Lettura: scrivere il riassunto (I. Calvino: <i>Il bosco sull'autostrada</i>)</p> <p>3rd week Forme: attiva, passiva, ausiliari della forma passiva, «si» passivante. Forma riflessiva (propria, apparente, reciproca). Esercizi. Traduzione. UniversItalia: Unità 6. Ascolto (comprensione orale).</p> <p>4th week Forma intransitiva pronominale, impersonale (si impersonale). Accordo del participio passato: con «avere», con «essere», con la forma passiva, con la forma passiva, impersonale, riflessiva e intransitiva pronominale. Esercizi di traduzione.</p> <p>5th week Verbi ausiliari ('essere', 'avere', servili, fraseologici/aspettuali). Coniugazione: regolare, irregolare, difettiva, sovrabbondante – Modi verbali: modi finiti, modi indefiniti. Esercizi di traduzione.</p> <p>6th week Tempi verbali. Tempi dell'indicativo: presente (atemporale, pro-futuro, storico ecc), imperfetto (storico, ludico, onirico, potenziale, ipotetico ecc.) passato prossimo, passato remoto, trapassato prossimo, trapassato remoto. UniversItalia: Unità 7. Esercizi. Traduzione.</p> <p>7th week Uso dei tempi passati. Futuro semplice e futuro anteriore. Azione anteriore al passato e al futuro. Esercizi di lettura e comprensione scritta: Domenico Starnone, <i>Travestimenti</i></p> <p>8th week 1^a prova intermedia Valutazione della prova (correzione, analisi)</p>		

	<p>Ascolto (comprensione orale)</p> <p>9th week Tempi del congiuntivo: presente, imperfetto, passato, trapassato. Esercizi. Traduzione con analisi.</p> <p>10th week Tempi del condizionale: presente e passato. Esercizi. Esercizi di lettura e comprensione scritta: Alberto Moravia: <i>Tra il dire e il fare</i></p> <p>11th week Concordanza dei tempi e dei modi. Dettato. Esercizi sulla concordanza dei tempi e modi. Lettura (Biagiareti: <i>Il ladruncolo</i>)</p> <p>12th week Discorso diretto e indiretto. Esercizi. AVVERBIO-Avverbi qualificativi (di modo), avverbi di tempo, avverbi di luogo, avverbi di quantità, avverbi di giudizio, avverbi interrogativi. Gradi dell'avverbio. Posizione dell'avverbio. Esercizi.</p> <p>13th week Congiunzioni - Congiunzioni coordinative: copulative, disgiuntive, avversative, conclusive, correlative. Congiunzioni subordinative: dichiarative, condizionali, causali, finali, concessive, consecutive, temporali, comparative, modali, interrogative indirette, eccettuative, esclusive, limitative. Esercizi. UniversItalia: Unità 8</p> <p>14th week Esercizi di traduzione con analisi. Interiezione – Tipi di interiezione: interiezioni proprie, improprie, locuzioni interietive. /</p> <p>15th week 2^a prova intermedia Valutazione della prova (correzione, analisi)</p> <p>Lettura individuale obbligatoria: 2 novelle consigliate (I. Calvino, <i>Marcovaldo</i>) 1 romanzo a scelta (autori: Baricco, Buzzati, De Carlo, Fallaci, Tamaro)</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> entirely x partial e-learning <input type="checkbox"/> field work		x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In accordance with learning outcomes and student responsibilities, final grade is based upon following elements: 1. passed written exam or two half term tests (positive grade of both tests equals to written exam)– 60% 2. oral exam in collaboration with native language instructor -20% 3. successful accomplishment of individual and group assignments and activity during classes – 20% Criteria for grading and evaluating are described in the repository of the course.					
Screening student work (name the proportion of ECTS credits for each activity so that the	Class attendance	2	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/

NAME OF THE COURSE		INTRODUCTION TO THE ANALYSIS OF THE LITERARY TEXT					
Code	HZT104	Year of study	1.				
Course teacher	Katarina Dalmatin, PhD, Associate Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							

Course objectives	Acquiring the basic concepts of narratology, versification and stylistics and introduction to the historical development of single prose genres (novel, short story, essay, travel essay, journal...) as well as the lyrical and epic poem, and principal dramatic forms in Italian literature. Students develop skills of independent reading and interpretation of the texts in Italian, furthermore they cultivate the feeling of layerdness of interpretation.
Course enrolment requirements and entry competences required for the course	No requirements
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1.Acquiring the basic concepts of narratology, metrics/versification, stylistics 2.The ability to identify the semantic and formal elements of fictional and non-fictional prose texts (novel, short story, essay, travel essay, journal etc.) 3.The ability of independent analysis of lyrical and narrative texts in their original form 4.The expanding of vocabulary through reading and interpreting texts in Italian 5.Developing the feeling of layerdness of interpretation 6.Developing communication skills through discussion 7.Developing presentational skills through presenting in seminars using PowerPoint
Course content broken down in detail by weekly class schedule (syllabus)	<p>LECTURES:</p> <p>1th week: Basic concepts of lyrical analysis 2nd week: Italian metrics and distinctive qualities of Italian versification: verse (types), types of rhyme and stanzas. 3rd week: The structure of main lyrical forms in Italian poetry (sonnet, madrigal, ode, canzone...) 4th week: Stylistic analysis (an overview of rethorical figures divided into categories) 5th week: Italian lyric poetry through the centuries (major exponents, works)</p> <p>Literature: Internal Script Briosci, F.& Di Girolamo, C., <i>Versificazione</i>, from <i>Elementi della teoria letteraria</i>, 1996, 105-162. Dardano, M. & Trifone, P., <i>La lingua italiana</i> (1999 or any other edition), 411-436. Petronio, G. (1999). <i>L'attività letteraria in Italia</i>. Palermo: Palumbo. (selected chapters).</p> <p>6th week: The elements of narratological analysis of narrative texts: fabula/syuzhet, author/narrator, focal aspects. 7th week: The elements of narratological analysis of narrative texts: character analysis, functions of the characters 8th week: Representation of time and space in narrative texts and their functions. 9th week: Narrative techniques of rapresenting words and thoughts of the characters: direct and indirect discourse. 10th week: Narrative techniques of representing words and thoughts of the characters: free indirect discourse, internal monologue.</p> <p>Required literature: Panebianco, B., Pullega, P. <i>Il lettore consapevole, Manuale di analisi del testo narrativo</i>, Bologna, Clio, 1997. (selected chapters)</p> <p>11th week: Italian epic, major exponents, works. 12th week: The genesis and development of the short story in Italian literature. Major exponents, works. 13th week: The genesis and development of the novel in Italian literature. Major exponents, works. 14th week: Tragedy, comedy and drama in Italian literature. Major exponents and works. 15th week: Non-fiction literary genres in Italian literature: essay, travel essay, journal, autobiography, memoirs. Major exponents and works.</p>

	<p>Required literature: Petronio, G. (1999). <i>L'attività letteraria in Italia</i>. Palermo: Palumbo (selected chapters). Guglielmino, S. & Grosser, H., <i>Il sistema letterario</i>. Milano, Principato, 1992. (selected chapters)</p> <p>SEMINARS: Seminars are thematically related to lectures and are based on the analysis of the selected lyrical and narrative texts from Italian literature. From 1th to 5th week the corpus of approximately 15 poems is analyzed (authors: F. Petrarca, U. Foscolo, G. Pascoli, G. D'Annunzio, G. Ungaretti). Weeks 6 to 11 involve the analysis of short stories and excerpts or selected chapters from novels students were required to read during the first semester and pass a comprehension test on them during individual consultations. The number of texts is four (one short story by L. Pirandello <i>Una voce</i>, short excerpts from novels: <i>Il giorno della civetta</i> by L. Sciascia, <i>Il nome della rosa</i> by U. Eco, <i>Il Gattopardo</i> by G. Tomasi di Lampedusa. Weeks 11 to 15 include the analysis of one chapter from the novel <i>La coscienza di Zeno</i> by I. Svevo and excerpts from two dramas written by L. Pirandello.</p>					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Participate in the teaching process and regularly attend lectures and seminars (prerequisite for the exam is a minimum of 80% of lectures and 80% of seminars). 2. Comply with ethical and scientific principles of the higher education institution. 3. Participate in teaching activities and perform other extracurricular activities (read theoretical texts and prepare for a seminar discussion, read extracts from literary texts in Italian, find new vocabulary items in the dictionary, prepare for the translation of texts into Croatian and for the analyses on seminars, etc.). 4. Keep up to date with the classes that the student missed during consultation hours with the teacher and with other students. 5. Pass the written exam (equivalent to two midterm exams) and score at least 50% at the exam/mid-term exams. 6. Pass the oral exam. (equivalent to the oral exam is successfully passed translation of the Pirandello's short story and active participation during seminars including getting points for the analysis of selected literary texts,					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	0.5	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes and the student's obligations, the final grade is composed of the following elements: 1. Written exam or two successfully passed mid-term exams (positive grade on both mid-term exams equals the written exam) – 66% 2. The oral exam. (equivalent to the oral exam is successfully passed the translation of the Pirandello's short story and active participation during seminars (analysis of selected literary texts) with previous preparation at home – 34%. Assessment and grading criteria of specific elements are described in the course repository.					

NAME OF THE COURSE		ITALIAN LEXICOLOGY AND LEXICOGRAPHY				
Code	HZT201	Year of study	2.			
Course teacher	Snježana Bralić, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			15	30	0	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Introducing the basic characteristics of Italian lexicography and lexicology, defining basic terminology and field of research. By illustration of recent scientific achievements in elaboration and use of a dictionary, the students will become aware of the correct use of monolingual, bilingual, electronic and on line dictionaries. Thanks to many examples and practice provided by Italian monolingual dictionaries the students learn how to use a dictionary. The students become familiar with basic word-formation processes through classification of the word-formation processes within lexicology, a detailed outlook into Italian lexis and particularly recent words and phrasal expressions.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course the student will be able to: 1) define and explain the basic notions from the field of lexicology and lexicography; 2) define words according to the word-formation and meaning; 3) Recognize, explain and give examples for derivation, composition and borrowing in Italian language;					

	<p>4) classify and compare language facts on lexical level; 5) distinguish and analyse language facts on lexicographic level; 6) analyse lexical categories in the contemporary Italian texts.</p>
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week Lezione introduttiva (riferimenti bibliografici, stesura del corso, precisazioni terminologiche). Nuovi orientamenti della prassi lessicografica e l'affermazione della lessicologia come disciplina autonoma.</p> <p>2nd week Avviamento all'uso dei dizionari italiani (dizionario monolingue, dizionario bilingue, dizionario plurilingue, dizionario dell'uso, dizionario etimologico, dizionario dei sinonimi).</p> <p>3rd week Repertori di un dizionario monolingue/bilingue/plurilingue (avvertenze e guida grafica alla consultazione).</p> <p>4th week Struttura delle voci (varianti di forma, qualifica grammaticale, sezione morfologica, sezione semantica, sinonimi, contrari e analoghi, alterati e avverbi in -mente, marchi registrati, proverbi, etimologia, datazione, pronuncia, trascrizione fonematica).</p> <p>5th week Come nascono le parole italiane. Dal latino all'italiano. Dal nome di persona al nome comune. Dal nome di luogo al nome comune. Cambiamenti di categoria. Gli eufemismi. Ai margini della lingua.</p> <p>6th week La formazione delle parole nell'italiano contemporaneo. La definizione degli affissi: prefissi, suffissi, infissi o interfissi. Il modello di lingua a cui ci riferiamo è l'italiano standard. L'approccio è sincronico.</p> <p>7th week La derivazione delle parole mediante suffissi/suffissazione. Derivati/suffissati: nove tipi secondo il criterio funzionale dei campi. Partendo dalla categoria di base si arriva a quella del derivato. Alterati: diminutivi, vezzeggiativi, accrescitivi, spregiati, attenuativi.</p> <p>8th week La formazione delle parole mediante prefissi/prefissazione. Prefissati o derivati con prefissi. Prefissati nominali, aggettivali, verbali. In base al significato la divisione dei prefissi in tre gruppi: prefissi con significato temporale, prefissi con significato spaziale, prefissi con significato concettuale. Le formazioni parasintetiche.</p> <p>9th week La composizione delle parole. Composti o parole composte. Raggruppamento dei composti in base alla categoria sintattica: nomi composti, aggettivi composti, verbi composti. Tipi di composti moderni: i conglomerati, le parole macedonia, le unità lessicali superiori.</p> <p>10th week La formazione delle parole mediante prefissoidi e suffissoidi (elementi di origine latina e greca usati prevalentemente per la formazione di parole scientifiche e tecniche). La formazione sintattica senza affisso o conversione. Le abbreviazioni e le sigle. Le formazioni deacronimiche.</p> <p>11th week Il prestito linguistico (prestito non integrato, prestito integrato). Tipi e caratteri del prestito linguistico (calco semantico, calco traduzione). Prestito di necessità, prestito di lusso. Prestito interno.</p> <p>12th week Parole straniere/parole nuove. Le tendenze dell'innovazione lessicale dell'italiano contemporaneo. Forestierismi. Neologismi. Composti ibridi.</p> <p>13th week Campo lessicale/campo linguistico/campo semantico. Semantica lessicale. Le parole raggruppate in base al rapporto di significato. Denotazione/connotazione.</p> <p>14th week Fraseologia italiana (modi di dire, frasi fatte, espressioni idiomatiche, locuzioni, proverbi). L'uso figurato delle parole.</p> <p>15th week</p>

	Capire le parole dell'Italia che cambia. Mode e manie del nuovo millennio. Il lessico usato nei giornali italiani. Il lessico di frequenza dell'italiano parlato (LIP).					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Class attendance and participation in class activities: 80% lectures, 80% seminars. Writing seminar paper, written exam. The students have a possibility of taking the final exam through midterm exams.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	2	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The overall grade consists of three parts: exam (70%), seminar paper (20%) and class activity (10%). Class activity includes regular completion of assigned tasks and participation in discussions. The seminar paper is submitted in written form. The final exam consists of two parts that can be taken through midterm exams. Detailed evaluation and grading criteria can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Adamo, G. & Della Valle, V. (2003). <i>Neologismi quotidiani. Un dizionario a cavallo del millennio (1998-2003)</i> . Firenze: Leo S. Olschki.				1	/
	Dardano, M. (1978). <i>La formazione delle parole</i> . Roma: Bulzoni.				/	available at the Department; care of course teacher
	Della Valle, V. (2005). <i>Dizionari italiani: storia, tipi, struttura</i> . Roma: Carocci.				/	available at the Department; care of course teacher
	Devoto, G. & Oli, G. C. (2020). <i>Il dizionario della lingua italiana</i> . Firenze: Le Monnier.				2	/
	Zingarelli, N. (2020). <i>Vocabolario della lingua italiana</i> . Bologna: Zanichelli.				2	/
	Zolli, P. (1989). <i>Come nascono le parole italiane</i> . Milano: Rizzoli.				/	available at the Department; care of course teacher

Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> - De Mauro, T. & Mancini, F. & Vedovelli, M. & Voghera, M. (1993). <i>Lessico di frequenza dell'italiano parlato (LIP)</i>. Milano: Etas Libri. - De Mauro, T. & Mancini, M. (2001). <i>Dizionario moderno. Parole straniere nella lingua italiana</i>. Milano: Garzanti. - Giovanardi, C. (2005). <i>Lessico e formazione delle parole. Studi offerti a Maurizio Dardano per il suo 70° compleanno</i>. Firenze: Franco Cesati Ed. - Marengo, C. (1996). <i>Le parole dell'italiano. Lessico e dizionari</i>. Bologna: Zanichelli. - Menac, A. & Vučetić, Z. (1995). <i>Hrvatsko-talijanski frazeološki rječnik</i>. Zagreb: Zavod za lingvistiku Filozofskoga fakulteta Sveučilišta u Zagrebu. - Migliorini, B. (1961). <i>Che cos'è un vocabolario?</i> Firenze: Le Monnier. 2012 - Peša Matracki, I. (2012). <i>Formazione delle parole e formazione delle parole in italiano</i>. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, FF-press. - Sabatini, F. (1994). <i>La comunicazione e gli usi della lingua</i>. Torino: Loescher. - Serianni, L. & Della Valle, V. & Patota, G. (1993). <i>L'italiano</i>. Milano: Archimede. - Zolli, P. (1991). <i>Le parole straniere</i>. Bologna: Zanichelli.
Quality assurance methods that ensure the acquisition of exit competences	<p>Class attendance, class activity, successfully completing tasks.</p> <p>Student questionnaire on the quality of teaching and teachers at the university level.</p> <p>Passed exam and the fulfillment of the other obligations prescribed by the syllabus.</p> <p>Individual consultations.</p> <p>Students' self-assessment of the learning outcomes they achieved.</p> <p>Collaborative assessment of the implementation and quality of the teaching process.</p>
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		ITALIAN POETIC SCHOOLS AND CLASSICS OF ITALIAN LITERATURE					
Code	HZT202	Year of study	2				
Course teacher	Antonela Marić, PhD, Associate Professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The students are expected to acquire knowledge of early periods of Italian literature and specific features of the work of major Italian authors (from the aspects of literary forms, topics, style, etc.) in 13 th and 14 th ct. During seminars, discussions and proactive approach will be encouraged, favouring critical prospective and evaluation of the selected literary texts, as well student's interpretation and independent activities. The students will develop insight into the poetic principles and work of Dante, Petrarca and Boccaccio.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will acquire knowledge on the development of poetic schools, and in particular: <ul style="list-style-type: none">- Define poetic forms- Provide theoretical output related to the development of poetic schools- Provide critical evaluation and interpretation of the selected literary texts- Be able to put authors in historical, social and literary context- Autonomously interpret literary texts						

Course content
broken down in detail
by weekly class
schedule (syllabus)

1. week

Geography and history: beginnings of Italian literature, administrative division of Italy, Italian regions, religious poetry, Sicilian school: representatives, topics, culture.

Tuscan school: new centres of poetry, poetic activity, didactical poetry.

2. week

Language: vulgar Latin, philological problems and Tuscany. *Dolce stil novo*: old vs. new style; Guido Guinizelli, Cavalcanti, Cino, Lapo, Guittone.

3. week

Reading and interpretation:

Guido Guinizelli – *Al cor gentil repara sempre amore*

Guido Cavalcanti – *Rime: Li mie' foll'occhi, che prima guardaro;*

Avete 'n vo' li fior' e la verdura

4. week

Comical-realistic poetry and Cecco Angiolieri

Reading and interpretation of sonnets:

– *Tre cose solamente mi so' in grado, Seio fosse il foco arderei il mondo*

5. week

Dante and historical context. Florence in 13th century. Dante Alighieri and the *Dolce Stil Novo*. Opus. *Rime*, *Convivio*, *De vulgari eloquentia*, *Monarchia*.

Vita Nova: Reading and interpretation:

6. week

Dante Alighieri and the project of the *Comedy*:

Alegorical structure of the work, symbols and their interpretation,

Dates and historical context, correlation with European literature. *Divine Comedy* as the new poetic expression: culture and ideology

7. week

Dante Alighieri: *Divine Comedy*. *Inferno* – Proemio generale: introduction to the *Comedy*: interpretation

8. week

Dante Alighieri: *Divine Comedy*. *Inferno* – II. circle, canto V.

Francesca da Rimini i Paolo Malatesta. interpretation.

9. week

Dante Alighieri: *Divine Comedy*. *Inferno* – IX circle, canto XXXIII, interpretation: Conte Ugolino

10. week

Francesco Petrarca. Cultural and historical context. Life and Work. *Canzoniere*

11. week

Francesco Petrarca: interpretation of sonnets:

*Chiare fresche e dolci acque, O cameretta che già fosti un porto,
Passa la nave mia colma d'oblio.*

12. week

G. Boccaccio. Cultural and historical context. Bio - bibliography: structure of Narratives, and characteristics of short stories.

Comparison with: *Il Novellino*, *Trecento novelle* and *Decameron*.

	Thematic and formal aspects, motives. The influence of Boccaccio's narrative in the forthcoming centuries. 13. week Giovanni Boccaccio: reading and interpretation: Ser Ciappelletto 14. week Giovanni Boccaccio: reading and interpretation: Federigo degli Alberighi e suo buon falcone 15. week Giovanni Boccaccio: reading and interpretation: Andreuccio da Perugia					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	<ul style="list-style-type: none">- Act in accordance with ethical and scientific principles in high education institution- Participate and perform tasks (curricular and extracurricular) and activities which enable the acquisition of learning outcomes (75%)- Draft a seminar paper pursuant to the criteria and instructions by the teacher- Pass the exam (passing grades in two tests will cumulatively be regarded as the equivalent of a written exam) and achieve at least a minimum of 50% of correct answers- Inform oneself about the unattended classes either during consultation hours, or with other students- Pass oral exam- Respect the timeframe of the course activities- Timely and correctly perform individual and group tasks and actively participate in class debates.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	1	Oral exam	1	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	Pursuant to the learning outcomes and responsibilities of students, the final evaluation will result in an adequate grade. The grading system consists of the following elements: <ul style="list-style-type: none">- Successfully passed two written tests (passing grades in two tests is the equivalent of a written exam) – 50%- Drafted and successfully presented seminar paper, based on teacher's instructions – 30%- Independent tasks and group work – 10%- Classroom activities, participation in debates during classes and seminars – 10% <i>Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.</i>					
Required literature (available in the	Title			Number of copies in the library		Availability via other media

library and via other media)	1. Malato, E. (a cura di) (1995) <i>Storia della letteratura italiana. Dalle origini a Dante</i> . Dante. Vol 2. Roma: Salerno	1	Yes
	2. Segre, C. & Martignoni, C. (1991-1992). <i>Testi nella storia, La letteratura italiana dalle origini al Novecento</i> . Milano: Mondadori	1	Yes
	3. Čale, F. & Zorić, M. (1991). <i>Classici e moderni della letteratura italiana</i> . Zagreb: Liber	1	Yes
	4. Petronio, G. (1999). <i>L'attività letteraria in Italia</i> . Palermo: Palumbo	5	Yes
Optional literature (at the time of submission of study programme proposal)	1. Anselmi, G.M. & Ferratini, P. (2001). <i>Letteratura italiana: secoli ed epoche</i> . Roma: Carocci. 2. Chines, L. & Vasotti, C. (2001). <i>Che cos'è un testo letterario</i> . Roma: Carocci. 3. Dotti, U. (1991). <i>Storia della letteratura italiana</i> . Bari: Laterza. 4. Segre, C. (1999). <i>Avviamento all'analisi del testo letterario</i> . Torino: Einaudi.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ITALIAN LANGUAGE II – MODULE 1					
Code	HZT203	Year of study	2				
Course teacher	Danijel Tonkić, Senior Language Instructor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			0	0	60	/	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	<p>Students will extend their knowledge of the basic structure of Italian noun phrases described in terms of a feature such as:</p> <ul style="list-style-type: none">- Noun phrases <p>Head noun.</p> <ul style="list-style-type: none">- Noun pre-modifiers <p>Articles: referential property, Determiners: deictic property, Quantifiers: indication of quantity, Possessives: possessive relationship.</p> <ul style="list-style-type: none">- Definiteness <p>Definiteness, specificity, referentiality features (animate/inanimate), definite NPs, indefinite NPs, specific indefinite NPs, non-specific indefinite NPs, zero article.</p> <ul style="list-style-type: none">- Noun post-modifiers <p>a. Adjective Phrase: Adjective agreement, the Semantics of Adjectives, Relational Adjectives, Adjective modifiers.</p> <p>b. Prepositional Phrase: Transitive and intransitive preposition, The Prepositional Complement, Adjective +Preposition combinations.</p> <ul style="list-style-type: none">- Pronominalization of Noun-heading NPs						

Course enrolment requirements and entry competences required for the course	Having passed the exam: Italian Language I – Module 1	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After this course students will be able to:</p> <ol style="list-style-type: none"> 1. understand the structure of noun phrase 2. use noun phrases in a more accurate way 3. use noun phrase in communication 4. use semantic categories definiteness/specificity, attributive and predicative functions 	
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week: Noun Phrase (NP) Definition and Examples, Noun Pre-Modifiers (Articles), Noun Post-Modifiers (Adjective, Preposition). Exercises.</p> <p>2nd week: Types of Pronouns. Pronominalization. Exercises. Reading Skills: LUIGI PIRANDELLO, <i>La prima notte</i>.</p> <p>3rd week: Translation Exercises: The Linguistic Analysis in Translation. Analysis of the common grammatical errors. Clitics. Exercises. Reading Skills: LUIGI PIRANDELLO, <i>La prima notte</i>.</p> <p>4th week: Linear order of clitic pronouns. Grammar Exercises. Translation Exercises.</p> <p>5th week: Noun Pre-Modifiers: Articles, Quantifiers. Exercises. Writing Skills Lesson.</p> <p>6th week: Grammar test. 1st Grammar Midterm exam</p> <p>7th week: Identification, description and explanation of errors. Distribution of Determiners. Exercises. Noun Post-Modifiers. Prepositional phrase.</p> <p>8th week: Definite NPs, Indefinite NPs, Zero articles. Exercises. Articles used instead of nouns (used as a pronoun). Quantifiers used instead of nouns (used as a pronoun).</p> <p>9th week: Writing Skills Lesson: ANTONIO TABUCCHI, <i>Sostiene Pereira</i>. Prepositional Phrase. Exercises.</p> <p>10th week: Articles and Quantifiers. Exercises. Translation Exercises: The Linguistic Analysis in Translation.</p> <p>11th week: Noun post-modifiers. Prepositional phrase. Prepositions explanation and exercises.</p> <p>12th week: Noun post-modifiers: Qualitative adjectives, Relational adjective. Adjective Exercises.</p> <p>13th week: Grammar test. Exercises.</p> <p>14th week: 2nd Grammar Midterm exam Identification, description and explanation of errors</p> <p>15th week: Course Summary.</p>	
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety	x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)			
Student responsibilities	Participate in classes. Conduct themselves in line with ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. Pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests. Pass an oral exam. Make inquiries about missed classes during the course teacher's office hours or by consulting other students. u Meet deadlines for activities within the course.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 80% 2. successful fulfilment of individual and group tasks – 10% 3. activity in class, participation in discussions during lectures – 10% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Salvi, G.; Vanelli, L. (2004). <i>Nuova grammatica italiana</i> . Bologna: il Mulino.				1	/
	Tabucchi, A. (1996). <i>Sostiene Pereira</i> . Feltrinelli, Universale economica, pp.216.				1	yes
Optional literature (at the time of submission of study programme proposal)	Schwarze, Ch. (2009). <i>Grammatica della lingua italiana</i> . Roma: Carocci, Manuali universitari.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks. Student questionnaire on the quality of teaching and teachers at the university level. Passed exam and the fulfilment of the other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of the learning outcomes they achieved. Collaborative assessment of the implementation and quality of the teaching process.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE	A SURVEY OF THE ITALIAN LITERATURE – MODULE 2		
Code	HZT204	Year of study	2

Course teacher	Srećko Jurišić, PhD, Full Professor	Credits (ECTS)		3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	Gaining knowledge about the main characteristics of separate periods of Italian literature (from the 18th to 21st century), gaining knowledge on formal, thematic and stylistic features of the works of famous Italian authors (including an overview of different periods, artistic streams, literary spaces, modernity, geographical and historical context, postcolonial literature, crime fiction etc.) Seminars aim to encourage discussion, form the research and critical approach to literary texts and set the basis for the analysis of literary texts of the epoch that is being studied, and provide an insight into poetic devices employed by the authors. Throughout the course, students are being trained for their future work in the study of Italian literature.						
Course enrolment requirements and entry competences required for the course	Obtaining a pass in A survey of the Italian Literature – Module 1						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and having passed the exam, students will be able to: 1) Identify, analyze and compare the main characteristics of certain literary periods of Italian literature (from the 18th to 21st century) 2) Provided with the context, take on a critical approach towards individual authors and their work, in Italian 3) Critically employ the gained knowledge in the form of critical discussions held in Italian 4) Write a critical essay in Italian (seminar papers etc.)						
Course content broken down in detail by weekly class schedule (syllabus)	Giuseppe Parini – 1+1 hours Vittorio Alfieri – 1+1 hours Cesare Beccaria – 1+1 hours Giacomo Leopardi – 1+1 hours Ugo Foscolo – 1+1 hours Alessandro Manzoni – 1+1 hours Ippolito Nievo – 1+1 hours Giosuè Carducci – 1+1 hours Giovanni Verga – 1+1 hours Giovanni Pascoli – 1+1 hours Gabriele d'Annunzio – 1+1 hours Luigi Pirandello – 1+1 hours Italo Svevo – 1+1 hours Futurismo – 1+1 hours Carlo Emilio Gadda – 1+1 hours						
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance, handing out the seminar essays on time, final essay.						
Screening student work (name the proportion of ECTS credits for	Class attendance	1,5	Research	/	Practical training	/	
	Experimental work	/	Report	/	(Other)	/	

NAME OF THE COURSE		ITALIAN SYNTAX					
Code	HZT301	Year of study	2.				
Course teacher	Snježana Bralić, PhD, Associate Professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	Introducing basic notions and fields of interest of the syntax as a branch of grammar and linguistics. Practice for understanding, analysing and formation of basic sentence structure and parts of simple and compound sentence as well as understanding and analysing the relations among the words in the sentence.						

Course enrolment requirements and entry competences required for the course	Completed courses: Italian language I – module 1 Italian language I – module 2
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course the student will be able to: - notice and explain syntactic levels; - recognize and explain notions and processes of syntactic analysis; - apply the principles of theory and science on sentence formation; - distinguish and explain the relation of common (general) and individual in text; - classify and compare language facts on the syntactic level; - analyse syntactic categories on the texts of contemporary Italian language.
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week L'ambito e gli obiettivi della sintassi. La sintassi strutturale - lo strutturalismo linguistico. Le relazioni sintattiche tra le parole nella frase.</p> <p>2nd week Le parti del discorso. Determinanti. Quantificatori. Il concetto di valenza; "argomenti" e "circostanziali". La classificazione dei verbi in base alle valenze. Gruppi di parole o sintagmi. Tipi di sintagmi.</p> <p>3rd week La definizione della frase. La frase semplice. Tipi diversi di frasi e la classificazione delle frasi: in base alla modalita', alla dipendenza, alla polarita', alla diatesi. La frase complessa; rapporto di subordinazione, rapporto di coordinazione.</p> <p>4th week Il fenomeno della ricorsivita'. Frasi reggenti, frasi rette, frasi incassate. Le frasi come costituenti: frasi argomentali, frasi circostanziali, frasi relative. Frasi dipendenti "implicite". La frase all'infinito. La frase al gerundio. La frase con il participio.</p> <p>5th week La sintassi della frase semplice. Analisi logica. Analisi grammaticale. La proposizione/la frase. La classificazione delle frasi. La struttura della frase semplice - il soggetto e il predicato.</p> <p>6th week Il sintagma. Complementi diretti - complemento oggetto diretto. Il complemento predicativo. L'attributo. L'apposizione.</p> <p>7th week Complementi indiretti: complemento di specificazione, di termine, di luogo, di tempo, di mezzo, di modo, di causa, di compagnia, di agente, di abbondanza o privazione, di allontanamento o separazione, di origine o provenienza, di argomento, di colpa o pena, concessivo, di denominazione, di distanza, distributivo, di esclusione, di eta', di fine o scopo, di limitazione, di materia, di paragone, partitivo, di qualita', di quantita' o misura, di rapporto o relazione, di sostituzione o scambio, di stima o prezzo, di vantaggio o svantaggio, di vocazione.</p> <p>8th week La preposizione. Le preposizioni: "di", "a", "da", "in", "con", "su", "per", "tra" e "fra".</p> <p>9th week La congiunzione. Le congiunzioni coordinate. Le congiunzioni subordinate. Tipi di congiunzioni rispetto alla loro forma: semplici, composte, locuzioni congiuntive.</p> <p>10th week La classificazione dei vari tipi di frasi semplici o proposizioni indipendenti: le enunciative, le volitive, le interrogative, le esclamative. Dalla frase semplice alla frase complessa.</p> <p>11th week La sintassi della frase complessa o del periodo. Coordinazione. Subordinazione. La classificazione delle subordinate. I criteri proposti per classificare le subordinate. Tipi di proposizioni subordinate.</p> <p>12th week Tipi di proposizioni subordinate: le oggettive, le soggettive, le dichiarative, le interrogative indirette.</p> <p>13th week</p>

	Tipi di proposizioni subordinate: le causali, le finali, le consecutive, le concessive, le condizionali. 14th week Tipi di proposizioni subordinate: le comparative, le temporali (in base alla collocazione cronologica dell'azione espressa dalla reggente e' possibile distinguere tre categorie di rapporti temporali: la contemporaneita', la posteriorita', l'anteriorita'), le modali, le avversative le esclusive, le eccettuative, le limitative, le relative. 15th week Le tendenze strutturali nella morfosintassi dell'italiano contemporaneo: frasi topicalizzate e segmentate. La dislocazione a sinistra. La dislocazione a destra. Il che polivalente. Tempo, modo e aspetto del verbo. Altri fenomeni. During the seminars the students translate and analyse different texts in order to practice Italian sentence structure. The analysis is carried out as follows: 1) Translation; 2) Morphologic analysis; 3) Analysis of the syntactic categories and functions; 4) Syntactic analysis in simple and compound sentence.					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Class attendance and participation in class activities: 80% lectures, 80% seminars. Writing seminar paper, written exam. The students have a possibility of taking the final exam through midterm exams.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	2	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The overall grade consists of three parts: exam (70%), seminar paper (20%) and class activity (10%). Class activity includes regular completion of assigned tasks and participation in discussions. The final exam consists of two parts that can be taken through midterm exams. Detailed evaluation and grading criteria can be found in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Dardano, M. & Trifone, P. (1997). <i>La nuova grammatica della lingua italiana</i> . Bologna: Zanichelli.			1	/	
	Graffi, G. (1994). <i>Sintassi</i> . Bologna: Il Mulino.			/	available at the Department; care of course teacher	
	Renzi, L. & Salvi, G. & Cardinaletti, A. (a cura di) (1989). <i>Grande grammatica italiana di consultazione</i> Vol. I. II. III. Bologna: Il Mulino.			1	/	
	Serrianni, L. (con la collaborazione di A. Castelveccchi) (1989). <i>Grammatica italiana. Italiano comune e lingua letteraria</i> . Torino: UTET.			1	/	
	Sensini, M. (1997). <i>La grammatica della lingua italiana</i> . Milano: Mondadori.			1	/	
Optional literature (at the time of	Berruto, G. (1998). <i>Sociolinguistica dell'italiano contemporaneo</i> . Carocci: Roma. D'Achille, P. (2019). <i>L'italiano contemporaneo</i> . Bologna: Il Mulino.					

submission of study programme proposal)	Grimaldi, F. (1970). <i>Analisi logica della proposizione e del periodo</i> . Genova: Nuova edizione del Giglio. Peša Matracki, I. (2017). <i>Sintassi dell'italiano contemporaneo</i> , Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, FF-press. Sensini, M. (1999). <i>Il sistema della lingua</i> . Milano: Arnoldo Mondadori Scuola. Serrianni, L. & Della Valle, V. & Patota, G. (1993). <i>L'italiano</i> . Milano: Archimede.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks. Student questionnaire on the quality of teaching and teachers at the university level. Passed exam and the fulfillment of the other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of the learning outcomes they achieved. Collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		ITALIAN LITERATURE FROM HUMANISM AND THE RENAISSANCE TO ARCADIA					
Code	HZT302	Year of study	2.				
Course teacher	Srećko Jurišić, PhD, Full Professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	The course covers theoretical background and discussed the main characteristics that distinguish Humanism and Renaissance from other literary periods. Students will gain knowledge that will enable them to approach the literary text from a critical standpoint. They will be able to analyze the literary texts dating from the period in question. The course provides insights into poetical devices employed by the prominent authors of the period.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and having passed the exam, students will be able to: - Identify, compare and analyze the most important characteristics of literary text belonging to the period in question and discuss them in Italian - Adopt a critical approach towards the texts produced in the epoch, understanding its political, philosophical, artistic and ideological complexity - Interpret and translate literary text belonging to the period - Write a critical essay using the knowledge gained throughout the course						
Course content broken down in detail by weekly class schedule (syllabus)	1. Italy at the Beginning of the 15th Century: Historical and Social Context 2. Main Characteristics of Humanism and its Authors. The Emergence of the Heroic Poem and its Evolution in the Works of Luigi Pulci. Anticlassicism 3. Matteo Maria Boiardo and his Literary Output 4. Ludovico Ariosto and the Heroic Poem 5. Torquato Tasso's Uniqueness 6. Social and Literary Context in the 16th Century Italy 7. The Main Characteristics of the Italian Renaissance 8. Appearance of the First Grammar Books. The Importance of the Debate on Language (Pietro Bembo) 9. Italian Classicism and the New Literary Genres (Baldassar Castiglione). 10. Niccolò Machiavelli and his Literary Output.						

	11. The Crisis and the Cultural Influence of the Church 12. The Role of Science, Philosophy and Politics in Literature (Galileo Galilei). 13. Baroque and its Main Characteristics (Italian Baroque Novel). 14. Giambattista Marino and his Literary Output. 15. Commedia dell'arte. Seminars rely closely on the material discussed in class and are structured around translation and analysis of the works studied in class.					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Active participation during classes, completion of independent work assignments. Seminar attendance and involvement in discussions.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	1,5	Seminar essay	1	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	40%-Class Attendance 20%- Seminar Essay 40% - Essay Evaluation criteria and grading of single elements are available in the course repository					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Anselmi, G. M., (2001). <i>Profilo storico della letteratura italiana</i> . Firenze: Sansoni.			/	yes	
	Asor Rosa, A. (a cura di), <i>Letteratura italiana</i> . Torino: Einaudi (bilo koje izdanje)			/	yes	
	Malato, M. (1995). <i>Storia della letteratura italiana</i> . voll. III, IV, V, Roma: Salerno.			/	yes	
	Segre, C. - Martignoni, C. (1991-1992). <i>Testi nella storia. La letteratura italiana dalle origini al Novecento</i> . Milano: Mondadori.			/	yes	
Optional literature (at the time of submission of study programme proposal)	/					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process					

Other (as the proposer wishes to add)	/
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NAME OF THE COURSE		ITALIAN LANGUAGE II – MODULE 2					
Code	HZT303	Year of study	2.				
Course teacher	Danijel Tonkić, Senior Language Instructor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			0	0	60	/	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	After this course students will be able to understand the basic structure of the verb phrase in Italian: 1. Verb Forms: root, base, stem (morphology) a. Thematic vowel, b. Verbal inflection c. Regular inflection, Irregular inflection d. Allomorphy e. Allotropy 2. Lexical-Semantic Classification of Italian Verbs a. Durative and non-durative verb class, b. Non-durative verbs: punctual and transformative verbs c. Durative verbs: stative verbs d. Durative verbs; dynamic verbs e. Durative verbs: progressive verbs f. Telic verbs g. How are verbs classified with respect to the internal temporal structure 3. Transitive and Intransitive Verbs a. Intransitive and Unaccusative verbs b. Intransitive and Ergative verbs 4. Person, number, tense, aspect, mood a. Temporal Deixis in the Italian verbal system b. Deictic tenses c. Anaphoric tenses d. Use of tenses e. Verbal aspect and time complements f. Verbal aspect and internal temporal structure g. Aspect Periphrases h. Verbal mood						
Course enrolment requirements and entry competences required for the course	Having passed the exam: Italian language I – Module 2						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: 1. understand the structure of Italian verbs and verb phrases 2. use deictic and non-deictic time: “Speech Time”, “Utterance Time”, “Event Time” “Reference Time” 3. Use correctly verb tenses and moods in different situation.						
Course content broken down in detail by weekly class schedule (syllabus)	1 st week : Lexical Classification of Italian Verbs. Transitive and Intransitive Verbs. Unaccusative verbs. Morphological structure of the verb . Person, number, tense, aspect, mood. Exercises.						

	<p>2nd week: Translation Exercises: The Linguistic Analysis in Translation. Analysis of the common grammatical errors.</p> <p>3rd week: Italian verb morphology. Regular and Irregular inflection. Allomorphy Allotropy. Exercises.</p> <p>4th week: Verbal tens. Reading skills: ALBERTO MORAVIA, <i>La solitudine</i>, Grammar exercises.</p> <p>5th week: Deictic Tenses in the Indicative. Exercises.</p> <p>6th week: Grammar test.</p> <p style="text-align: center;">1st Grammar Midterm exam</p> <p>7th week: Identification, description and explanation of errors. Verb moods. Subjunctive. The difference (syntactic and semantic) between the indicative and subjunctive moods. Exercises.</p> <p>8th week: Deictic and non-deictic use of tenses. Modal use of Imperfect Tense (<i>imperfetto ludico, onirico, epistemico</i> ect.).</p> <p>9th week: Writing Skills Lesson: ABRAHAM YEHOSHUA, <i>L'amante</i>, The voice of a verb: active, passive, reflexive. Exercises.</p> <p>10th week: Translation. How to use mood. Subjunctive.</p> <p>11th week: Aspect Periphrases. Exercises. Sequence of tenses with main verb in a past tense.</p> <p>12th week: Sequence of tenses with main verb in a future tense. Exercises.</p> <p>13th week: 2nd Grammar Midterm exam</p> <p>14th week: Identification, description and explanation of errors</p> <p>15th week: Course Summary</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	<p>Participate in classes.</p> <p>Conduct themselves in line with ethical and scientific principles of higher education.</p> <p>Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes.</p> <p>Pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests.</p> <p>Pass an oral exam.</p> <p>Make inquiries about missed classes during the course teacher's office hours or by consulting other students.</p> <p>Meet deadlines for activities within the course.</p>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	<p>In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:</p> <p>1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 80%</p> <p>2. successful fulfilment of individual and group tasks – 10%</p> <p>3. activity in class, participation in discussions during lectures – 10%</p> <p>The assessment and marking criteria of individual elements can be found in the course repository.</p>					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Salvi, G.; Vanelli, L. (2004). <i>Nuova grammatica italiana</i> . Bologna: il Mulino.	1	/
	Sciascia, L. (2000). <i>A ciascuno il suo</i> . Milano: Adelphi (22 ^a ediz., pp. 132).	/	yes
Optional literature (at the time of submission of study programme proposal)	Dardano, M.; Trifone, P. (1985). <i>La lingua italiana</i> . Zanichelli: Bologna, pp. 192-246. Garigliano, P. (2011). <i>Trattato di grammatica italiana e analisi logica</i> . Editore CUECM.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks. Student questionnaire on the quality of teaching and teachers at the university level. Passed exam and the fulfilment of the other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of the learning outcomes they achieved. Collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		HISTORY OF ITALIAN LANGUAGE					
Code	HZT906	Year of study	2.				
Course teacher	Maja Bezić, PhD, Associate Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Students become acquainted with the periods of the history of the Italian language and its development from the period of the Vulgar Latin and of the first Italian documents to the present day. An overview of the periods of the history of Italian and the analysis of the texts from different periods will help improve students' understanding of the relationship between language and extralinguistic factors, such as historical, social and cultural circumstances in which language is formed.						
Course enrolment requirements and entry competences required for the course	No enrolment requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, the students will be able to: 1) define and explain the terminology related to the genesis, development and history of the Italian language; 2) identify and compare the stages of the development of the Italian language; 3) identify the most important works that contributed to the genesis and formation of the Italian literary language; 4) identify and explain the language structures typical of each period of the development of the Italian language and explain their importance; 5) explain the influence of the extralinguistic factors on the genesis and development of the Italian language.						

Course content broken down in detail by weekly class schedule (syllabus)	1st week: Introduction to the history of the Italian language 2nd week: Classical Latin and Vulgar Latin in the imperial period 3rd week: From barbarian conquests to <i>Indovinello veronese</i> 4th week: First Italian documents and first literary texts 5th week: <i>Duecento</i> and the Sicilian school of poetry 6th week: <i>Trecento</i> and the birth of literary Italian 7th week: <i>Le Tre Corone</i> : Dante, Boccaccio e Petrarca 8th week: <i>Quattrocento</i> and vulgar humanism 9th week: <i>Cinquecento</i> and <i>questione della lingua</i> 10th week: <i>Seicento</i> and l'Accademia della Crusca 11th week: <i>Settecento</i> and Cesarotti language philosopher 12th week: <i>Il primo Ottocento</i> and the linguistic revolution of Manzoni 13th week: <i>Il secondo Ottocento</i> and the discussions on language 14th week: <i>Novecento</i> and the unification of language 15th week: Outline of the contemporary Italian language					
Format of instruction	x lectures x seminars <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety x partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Class attendance and participation in class activities: 80% lectures, 80% seminars. Writing seminar paper, written exam. The students have a possibility of taking the final exam through midterm exams.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The overall grade consists of three parts: exam (70%), seminar paper (20%) and class activity (10%). Class activity includes regular completion of assigned tasks and participation in discussions. The seminar paper is presented and submitted in written form, while the instructions for its preparation will be explained and available in Classroom. The final written exam consists of two parts that can be taken through midterm exams. Regular completion of assigned tasks is a condition for taking the first midterm exam (in the middle of the summer semester). Regular completion of assigned tasks, written, presented and submitted seminar paper, and passed first midterm exam are a condition for taking the second midterm exam (the last week of classes in the summer semester). Completed assignments, written, presented and submitted seminar paper are a condition for taking the final exam. Detailed evaluation and grading criteria can be found in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Marazzini, C. (2010). <i>La lingua italiana. Storia, testi, strumenti</i> . Bologna: Il Mulino.			1	/	
	Marazzini, C. (2006). <i>La storia della lingua italiana attraverso i testi</i> . Bologna: Il Mulino.			1	/	
	Marazzini, C. (2002). <i>La lingua italiana. Profilo storico</i> . Bologna: Il Mulino.			1	/	

	Migliorini, B. (2002). <i>Storia della lingua italiana</i> . Bologna: Bompiani.	1	/
Optional literature (at the time of submission of study programme proposal)	<p>Bruni, F. (1999). <i>L'italiano. Elementi di storia della lingua e della cultura</i>. Torino: UTET.</p> <p>Bruni, F. (2002). <i>L'italiano letterario nella storia</i>. Bologna: Il Mulino.</p> <p>Dardano, M. (2005). <i>Nuovo manualetto di linguistica italiana</i>. Bologna: Zanichelli.</p> <p>De Mauro, T. (2001). <i>Storia linguistica dell'Italia unita</i>. Roma–Bari: Laterza.</p> <p>De Mauro, T. (2014). <i>Storia linguistica dell'Italia repubblicana</i>. Roma–Bari: Editori Laterza.</p> <p>Lotti, G. (2000). <i>L'avventurosa storia della lingua italiana. Dal latino al telefonino</i>. Bologna: Bompiani.</p> <p>Manni, P. (2016). <i>Il Trecento toscano. La lingua di Dante, Petrarca e Boccaccio</i>. Bologna: il Mulino.</p> <p>Marcato, C. (2002). <i>Dialetto, dialetti e italiano</i>. Bologna: il Mulino.</p> <p>Patota, G. (2017). <i>La quarta corona</i>. Bologna: il Mulino.</p> <p>Salvi, G. – Renzi, L. (a cura di) (2010). <i>Grammatica dell'italiano antico</i>, I–II. Bologna: Il Mulino.</p> <p>Serianni, L. (1999). <i>Il secondo Ottocento: dall'Unità alla prima guerra mondiale</i>. Bologna: il Mulino.</p> <p>Serianni, L. (a cura di) (2001). <i>La lingua nella storia d'Italia</i>. Roma: Società Dante Alighieri.</p> <p>Serianni, L. (2013). <i>Storia dell'italiano nell'Ottocento</i>. Bologna: il Mulino.</p> <p>Serianni, L. – Trifone, P. (a cura di) (1994). <i>Storia della lingua italiana</i>, I–III. Torino: Giulio Einaudi editore.</p> <p>Tesi, R. (2005). <i>Storia dell'italiano. La lingua moderna e contemporanea</i>. Bologna: Zanichelli.</p>		
Quality assurance methods that ensure the acquisition of exit competences	<p>Class attendance, class activity, successfully completing tasks.</p> <p>Student questionnaire on the quality of teaching and teachers at the university level.</p> <p>Passed exam and the fulfilment of the other obligations prescribed by the syllabus</p> <p>Individual consultations.</p> <p>Students' self-assessment of the learning outcomes they achieved.</p> <p>Collaborative assessment of the implementation and quality of the teaching process.</p>		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ESSENTIALS OF LATIN LANGUAGE					
Code	HZY003	Year of study	1				
Course teacher	Marko Dragić, PhD, Full Professor	Credits (ECTS)	2				
Associate teachers	Jure Hrgović, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F	
			0	0	30	0	
Status of the course	Mandatory (students that did not take Latin in high school)	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	Latin script, voices and accent. Traditional and classic pronunciation of Latin. Foundations of Latin Grammar; variable word types (nouns, verbs, adjectives, numbers, pronouns). Declination, conjugation, comparison. Invariable word types. Types of sentences. Voice changes. Translating simpler texts. Importance of Latin Paremiology. Enhance speaker skills and practice correct pronunciation of Latin words and sentences by Latin paremiologists. Basic knowledge of Latin has a general cultural significance.						

Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course students will be able to: - Read Latin correctly - List and define word types - Declare and conjugate Latin words - Compare adjectives - To recognize the importance of Latin paremiologisms in statesman speeches - To understand the educational and didactic nature of Latin paremiology - Notice Croatian words of Latin origin - Notice the internationalisms of Latin origin - Better understanding of the Croatian language - Develop speaking skills					
Course content broken down in detail by weekly class schedule (syllabus)	1. Latin language system; reading shorter Latin texts 2. Variable word types 3. Reading and translating shorter Latin texts, 4. declensions 5. conjugations 6. Verb forms 7. Verb adjectives, adverbs, modes 8. Adjectives. Adjective comparison 9. Number 10. Pronouns 11. Invariable word types 12. Free and Common Sentences 13. Independent sentences 14. Dependent sentences 15. Paremiology					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Attendance at classes and seminars Remark: - Attendance at the course is not included in the grade, but is a prerequisite for taking the exam. - attendance at lectures - minimum 80%, seminars - minimum 80%. 2. To be informed about the classes that the student missed from during the teacher's consultations with other students. 3. Preparation and presentation of papers. 4. Respect the ethical and scientific principles of the higher education institution. Adhere to the time frames required to perform the activities in the course.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam		(Other)	/
	Written exam	/	Project	/	(Other)	/

Grading and evaluating student work in class and at the final exam	1. Class activity, participation in discussions during classes and seminars - 10% 2. Prepared and presented paper - 10% 3. Written exam, ie successfully passed two colloquia (positive grade from both colloquia is equivalent to the written exam) - 40% 4. Oral exam - 40% (Criteria for evaluating and grading individual elements are described in the course repository.)		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Gortan, V., Gorski, O., Pauš, P. (1995. ili bilo koje drugo izdanje). <i>Elementa Latina</i> . Zagreb: Školska knjiga.	5	/
	Knezović, P. i Demo, Š. (2005). <i>Latinski jezik – Scylla</i> . Zagreb: Hrvatski studiji Sveučilišta u Zagrebu.	3	/
Optional literature (at the time of submission of study programme proposal)	Salopek, D.; Šešelj, Z.; Škiljan, D. (1986). <i>Orbis Romanus I</i> . Zagreb: Profil Internacional. Gortan, V.; Gorski, O.; Pauš, P. (2005): <i>Latinska gramatika</i> , XII. izdanje, Zagreb: Školska knjiga. (poglavlja sukladna sadržaju predmeta) Žepić, M. (1979. ili bilo koje drugo izdanje). <i>Latinsko-hrvatski ili srpski rječnik</i> . Zagreb: Školska knjiga. Pejčinović, P. (1955. i 1957.) <i>Initia Latina</i> . Sarajevo: Veselin Masleša. Pejčinović, P. (1955. i 1957.) <i>Vox Latina</i> . Sarajevo: Veselin Masleša.		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		LITERARY MOVEMENTS AND AUTHORS IN ITALY FROM ARCADIA TO VERISMO					
Code	HZT401	Year of study	3.				
Course teacher	Nikica Mihaljević, PhD, Full Professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	30%				
COURSE DESCRIPTION							
Course objectives	During this course students learn to differ characteristics of the literary period taking place in Italy in the 17 th and 18 th century from the other literary periods. Students are also learning how to approach critically a literary text and how to acquire the competences of the analysis of literary period, as well as how to recognize the specificities of a particular author.						
Course enrolment requirements and entry competences required for the course	Having passed the following exams: Theoretical Study of Italian Literature Survey of Italian literature – module I Survey of Italian literature – module II						

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After this course students will be able to:</p> <ol style="list-style-type: none"> 1) analyse the socio-historical and cultural circumstances in the Italian society of 18th and 19th century; 2) recognize literary movements and styles of different authors of the Italian 18th and 19th century; 3) differentiate literary styles of different authors of the Italian 18th and 19th century; 4) compare different styles of the authors of the Italian 18th and 19th century; 5) analyze autonomously and interpret literary texts in the field of Italian literature of 18th and 19th century.
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week: Lessons: Socio-historical situation in Italy in the period of Arcadia. Theatre in Italy in the 17th century. "Commedia dell'Arte". Seminars: Economic and social development in Italy (and in Europe in general) in the 18th century.</p> <p>2nd week: Lessons: The age of Enlightenment in Italy: main characteristics and authors. Seminars: Development of melodrama in the 18th and 19th century in Italy (authors, examples, main characteristics).</p> <p>3rd week: Lessons: Main characteristics of Arcadia and its main authors. Its beginnings and main features. Seminars: Examples of melodrama in Italy in the 18th century. Pietro Metastasio's <i>Didone abbandonata</i>.</p> <p>4th week: Lessons: Pietro Metastasio and the reform of melodramma in Italy. Seminars: Pietro Metastasio's <i>La libertà</i>.</p> <p>5th week: Lessons: Giuseppe Parini and his literary work. Satirical aspects of his work. Literary criticism in Italy at the beginning of the 18th century. Seminars: Giuseppe Parini's <i>Il giorno</i>. Parini's criticism of the nobles.</p> <p>6th week: Lessons: Carlo Goldoni and the reform of the theatre. Importance of the results of his reform. Consequences and reactions of the public. The main characteristics of Neoclassicism in Italy. Seminars: Carlo Goldoni's <i>La locandiera</i>.</p> <p>7th week: Lessons: Tragedy in Italy at the beginning of the 18th century. The main features of literary work written by Alfieri. Seminars: Vittorio Alfieri's <i>Saul</i>.</p> <p>8th week: Lessons: Romanticism in Italy: its main features and authors. Italian literature at the beginnings of the 19th century. Historical novel. Seminars: Changes that the Romanticism has introduced: examples on the literary texts. Ugo Foscolo's <i>I sepolcri</i>.</p> <p>9th week: Lessons: Ugo Foscolo and his literary work. Characteristics of Romanticism in the author's work. Seminars: "I sepolcri" by Ugo Foscolo.</p> <p>10th week: Lessons: Ugo Foscolo and his literary work. Seminars: "A Zacinto" by Ugo Foscolo.</p> <p>11th week: The importance of the historical and of the social novel in Italy. Main characteristics, authors. Seminars: examples of the historical novel in Italy.</p> <p>12th week: Lessons: Giacomo Leopardi, one of the greatest minds and authors in Italy. Leopardi and his literary work. The author's style and his contribution to the literary tradition in Italy. Seminars: Leopardi's <i>A Silvia</i>. Leopardi's <i>Infinito</i>.</p>

	13th week: Lessons: Alessandro Manzoni and his prose and poetry. The importance of his historical novel. Seminars: Alessandro Manzoni's <i>Il cinque maggio</i> . 14th week: Lessons: Main characteristics of Italian <i>Risorgimento</i> . <i>Verismo</i> . Seminars: Examples of <i>Verismo</i> in the texts. 15th week: Lessons: Giovanni Verga and his literary work and main characteristics of his style. Seminars: Giovanni Verga's <i>I Malavoglia</i> .					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	<ul style="list-style-type: none">- students are expected to participate actively in the class activities;- it is obligatory to attend lectures (70%) and seminars (70%);- to act accordingly to ethical and scientific principles during lectures at the university level;- to participate in and to perform class and extra-class activities in order to achieve learning outcomes of the course;- to write and to present seminar essay according to the previously established criteria;- to pass the written test (minimum achieved result at the exam has to be 50%);- to be informed, during individual consultations, regarding class activities and other students' obligations in the cases of students' absence;- to respect deadlines necessary for performing course activities;- to perform in time and successfully individual and group activities.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	2	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	50 % - written exam 30 % - seminar essay 20 % - class attendance and activities during class lessons.					
	Evaluation criteria and grading of single elements are available in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Asor Rosa, A. (2008). <i>Storia europea della letteratura italiana</i> . Vol. II i Vol. III. Firenze: Le Monnier.			/		/
	Ferroni, G. (2003). <i>Storia e testi della letteratura italiana</i> . Vol. VII. <i>Restaurazione e risorgimento</i> (1815-1861). Milano: Mondadori.			/		/
	Ferroni, G. (2004). <i>Storia e testi della letteratura italiana: la nuova Italia (1861-1910)</i> . Milano: Mondadori.			1		/
	Malato, E. (1995). <i>Storia della letteratura italiana</i> . Vol. VI & VII. Roma: Salerno editrice.			/		/

	Salinari, C. & Ricci, C. (1995). <i>Storia della letteratura italiana con antologia degli scrittori e dei critici</i> . Roma-Bari: Laterza.	1	/
	Salinari, C. & Ricci, C. (1995). <i>Storia della letteratura italiana (l'Ottocento)</i> . Roma-Bari: Laterza.	/	/
	Segre, C. & Martignoni, C. (1991-1992). <i>Testi nella storia</i> . Vol. II & III. Milano: Mondadori.	/	/
Optional literature (at the time of submission of study programme proposal)	Ceserani, R. (2002). <i>Guida allo studio della letteratura</i> . Roma-Bari: Laterza. Clark, M. (2001). <i>Il Risorgimento italiano. Una storia ancora controversa</i> . Milano: Rizzoli. Mack Smith, D. (2000). <i>Il Risorgimento italiano. Storia e testi</i> . Roma-Bari: Laterza. Mihaljević, N. - Tomelić Ćurlin, M. (2008). <i>Glagolska vremena u noveli Artura Grafa</i> . U: Zbornik radova Filozofskog fakulteta u Splitu, 1, str. 195-207. Mihaljević, N. (2012). <i>La luna nell'acqua. La metamorfosi nel racconto fantastico tra Italia e Croazia</i> . Macerata: EUM. Pazzaglia, M. (2000). <i>Lungo l'Ottocento. Foscolo, Leopardi, Manzoni e altri</i> . Modena: Mucchi. Petronio, G. (2004). <i>L'attività letteraria in Italia</i> . Palermo: Palumbo.		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ITALIAN LANGUAGE III – MODULE 1				
Code	HZT402	Year of study	3.			
Course teacher	Maja Bilić, Senior language instructor Danijel Tonkić, Senior Language Instructor	Credits (ECTS)	4			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	60	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The main objective is acquiring language competences defined as level C1 of the Common European Framework of Reference for Languages by the Council of Europe from 1999, with special emphasis on pragmatic competence such as developing primary and integrated skills in written and oral form within various text typologies.					
Course enrolment requirements and entry competences required for the course	The students are required to pass the exam Italian Language 2 –Module 1					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam student will be able to: 1) listen, read, speak and write using the most complex syntactic structures and lexis in Italian language; 2) distinguish between styles and registers in Italian language; 3) apply semantic, syntactic, cognitive and pragmatic writing;					

Course content broken down in detail by weekly class schedule (syllabus)	<p>4) paraphrase, summarise and translate all types of texts.</p> <p>1st week - Exercises: Introduction: 1) Approaches and methodologies in glotodyactics: grammar and grammars; competence and skills; 2) From primary and secondary skills to the integrated skills: reception and reproduction of written texts. Paraphrase, summary, translation. Sentence and sentence elements: Definition of a sentence; classification of sentences, simple sentences and subordinate compound clauses, independent compound clauses or multiple compound clauses (series of clauses or joined clauses), minimum sentence, the subject, autonomy of the subject, truncated (null) subject, omitting the subject, subjectless sentences, the predicate: nominal predicate, verbal predicate, bond or copula, unspoken predicate. Exercises: sentence analysis.</p> <p>2nd week - Exercises: Extension of subject and predicate: Nominal (or subject) group and verbal (or predicate) group, clause analysis: nominal group, verbal group and prepositional phrases. Exercises in syntactic analysis. Reception and understanding of information text: <i>Is the study of humanities still necessary?</i> (newspaper article).</p> <p>3rd week - Exercises: Attribute, apposition and predicate. Attribute: simple and complex apposition; predicate complement to the subject. Exercises in syntactic analysis. Reception and production: paraphrasing, cognitive and syntactic rephrasing: <i>The Raven and the Fox (La Fontaine)</i>, <i>The Spider</i>, <i>The Crab</i>, <i>The Weasel (Leonardo da Vinci)</i>.</p> <p>4th week - Exercises: Multiple compound clauses: Definition of multiple compound clauses; types of clauses, main clause, subordinate and independent compound clauses; main or independent clauses (statements, questions, exclamatory, operative sentences and requests); independent compound clauses (constituent, opposite, disconnecting, conclusive sentences and conjunctions). Exercises in syntactic analysis. Reception and production: paraphrasing, semantic and pragmatic rephrasing.</p> <p>5th week - Exercises: Subordinate compound clauses: Explicit and implicit form: classification of dependant compound clauses; predicate, object, subject, statements, indirect questions. Exercises in syntactic analysis. Reception and production: summary: objective and subjective.</p> <p>6th week - Exercises: Object and subject clauses. Exercises in syntactic analysis. Reception and production: translation: intralinguistic and interlinguistic.</p> <p>7th week - Exercises: Statements and indirect questions. Exercises in syntactic analysis. First test 45 minutes (correction, comments, assessment).</p> <p>8th week - Exercises: Subordinate clauses (continued): Relative clauses: attribute and appositional clauses. Inserted clauses. Exercises in syntactic analysis. Reception and comprehension of a narrative text: <i>La misura del tempo (Gianfranco Carofiglio)</i> – selected extracts.</p> <p>9th week - Exercises: Adverbial clauses: causative, intentional, subsequent and concessive clauses. Exercises in syntactic analysis. Reception and production: coherence and separability of text: text sequences (paragraphs); key words – content, functional and expressive topics; headings.</p> <p>10th week - Exercises: Time and conditional clauses. Exercises in syntactic analysis. Reception and production: coherence and text transmutation: from interlinguistic to inter-semiotic translation: narrative and film sequences.</p> <p>11th week - Exercises: Subordinate clauses (continued): Opposite and manner clauses. Exercises in syntactic analysis. Reception and production: coherence and the sense of the text: thematic and figurative isotopy in literary texts.</p>
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	<p>12th week - Exercises: Types of exclusion clauses. Exercises in syntactic analysis. Reception and comprehension of a narrative text: <i>La misura del tempo</i> (Gianfranco Carofiglio) – selected extracts, paraphrase, summary.</p> <p>13th week - Exercises: 1) Conditional clauses. Exercises in syntactic analysis. Reception and production: <i>La misura del tempo</i> (Gianfranco Carofiglio).</p> <p>14th week - Exercises: 2) Conditional clauses. Exercises in syntactic analysis. Reception and production: <i>American lessons</i> (Italo Calvino).</p> <p>15th week - Exercises: Revision of syntax. Reception and production: revision: written rephrasing, paraphrasing, summary, translation.</p> <p>Second test 45 minutes. Correction, comments, assessment.</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> <i>online</i> entirety x partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Take active part in learning process. Behave in accordance with university ethic and scientific principles. Attend classes and perform individual and group assignments in order to achieve learning outcomes. Pass writteng exam or two half term tests (achieving at least 60 % of correct answers). Pass oral exam.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	2	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In accordance with learning outcomes and student responsibilities, final grade is based upon following elements: 1. passed written exam or two half term tests (positive grade of both tests equals to written exam) – 60% 2. oral exam – 20% 3. successful accomplishment of individualand group assignments and activity during classes – 20% Criteria for grading and evaluating are described in the repository of the course.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Dardano, M. - Trifone, P. (1995). <i>Grammatica italiana con nozioni di linguistica</i> , Bologna: Zanichelli, Cap. 3 La frase semplice, pp. 93-128; Cap. 12 La sintassi della frase complessa, pp. 442-480. È a disposizione degli studenti la sintesi dell'insegnante.			1	/	
	Carofiglio, G. <i>La misura del tempo</i> , Giulio Einaudi editore			/	yes	
	Treccani Vocabolario on line http://www.treccani.it/vocabolario/			/	yes	

	Treccani Enciclopedia dell'italiano Sintassi http://www.treccani.it/enciclopedia/sintassi_(Enciclopedia-dell'Italiano)/	/	yes
Optional literature (at the time of submission of study programme proposal)	Balboni, P.E. (1995). <i>Curricolo d'italiano per stranieri</i> . Roma: Bonacci. Salvi, G. - Vanelli, L. (2004). <i>Nuova grammatica italiana</i> . Bologna: Il Mulino. Serianni, L. - Della Valle, V. - Patota, G. (2003). <i>L'italiano parlato e scritto. Grammatica di riferimento e manuale delle abilità testuali</i> . Trento: Archimede edizioni, pp. 197-203; 212-214; 220-234; 258-271. Serianni, L. (1989). <i>Grammatica italiana. Italiano comune e lingua letteraria</i> . Torino: UTET. Serianni, L. (2003). <i>Italiani scritti</i> . Bologna: Il Mulino. Trifone P. - Palermo M. (2000). <i>Grammatica italiana di base</i> , Bologna: Zanichelli. Trifone P. - Palermo M. (2000). <i>Grammatica italiana di base</i> , Bologna: Zanichelli.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultation - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		HISTORICAL GRAMMAR OF ITALIAN LANGUAGE					
Code	HZT905	Year of study	3.				
Course teacher	Maja Bezić, PhD, Associate Professor	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	/	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Students become acquainted with the basic terminology of historical grammar and with the genesis of the Italian phonetics, morphology, syntax and lexis following their development from the Vulgar Latin through the Old Italian to the modern Italian language. An overview of the genesis of the Italian grammar will help improve students' understanding of the modern Italian language.						
Course enrolment requirements and entry competences required for the course	The basic knowledge of Latin is required. The completion of the compulsory course <i>History of Italian language</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, the students will be able to: 1) define and explain the basic terminology of the historical grammar; 2) explain the relationship and differences between Latin and Italian; 3) explain and analyse the most important phonetic transformations that occurred during the development from Latin to Italian; 4) explain and analyse the most important morphological transformations that occurred during the development from Latin to Italian; 5) explain and analyse the most important syntactic transformations that occurred during the development from Latin to Italian;						

	6) explain and analyse the most important lexical transformations that occurred during the development from Latin to Italian;					
Course content broken down in detail by weekly class schedule (syllabus)	1st week: Introduction to the historical grammar of Italian 2nd week: Latin origins of Italian 3rd week: Fonetics: vocals 4th week: Fonetics: consonants I 5th week: Fonetics: consonants II 6th week: Morphology: Latin and Italian morphosyntax; nouns I 7th week: Morphology: nouns II 8th week: Morphology: determiners of noun 9th week: Morphology: adjectives and pronouns 10th week: Morphology: verbs I 11th week: Morphology: verbs II 12th week: Morphology: determiners of verb 13th week: Syntax: syntactic changes 14th week: Lexis: word formation 15th week: Lexsis: loanwords and semantic changes					
Format of instruction	x lectures x seminars <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety x partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Class attendance and participation in class activities: 80% lectures, 80% seminars. Writing seminar paper, written exam. The students have a possibility of taking the exam through midterm exams.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	2	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	<p>The overall grade consists of three parts: exam (70%), seminar paper (20%) and class activity (10%).</p> <p>Class activity includes regular completion of assigned tasks and participation in discussions.</p> <p>The seminar paper is submitted in written form (in January, upon return from the holidays), while the instructions for its preparation will be explained and available in Classroom.</p> <p>The final written exam consists of two parts that can be taken through midterm exams.</p> <p>Regular completion of assigned tasks is a condition for taking the first midterm exam (in the middle of the winter semester).</p> <p>Regular completion of assigned tasks, written and submitted seminar paper, and passed first midterm exam are a condition for taking the second midterm exam (the last week of classes in the winter semester).</p> <p>Completed assignments, written and submitted seminar paper are a condition for taking the final exam.</p> <p>Detailed evaluation and grading criteria can be found in the course repository.</p>					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Patota, Giuseppe (2007). <i>Nuovi lineamenti di grammatica storica dell'italiano</i> . Bologna: Il Mulino.			1	/	
	Serianni, Luca (2009). <i>Lezioni di grammatica storica italiana</i> . Roma: Bulzoni.			1	/	

	Tekavčić, Pavao (1980). <i>Grammatica storica dell'italiano</i> , I–III. Bologna: Il Mulino.	1	/
Optional literature (at the time of submission of study programme proposal)	Bruni, F. (1999). <i>L'italiano. Elementi di storia della lingua e della cultura</i> . Torino: UTET. D'Achille, Paolo (2011). <i>Breve grammatica storica dell'italiano</i> . Roma: Carocci. Rohlfs, G. (1996). <i>Grammatica storica della lingua italiana e dei suoi dialetti</i> , I–III. Torino: Einaudi. Dardano, M. (2005). <i>Nuovo manualetto di linguistica italiana</i> . Bologna: Zanichelli. Salvi, Giampaolo – Renzi, Lorenzo (a cura di) (2010). <i>Grammatica dell'italiano antico</i> , I–II. Bologna: Il Mulino. Serianni, L. (a cura di) (2001). <i>La lingua nella storia d'Italia</i> . Roma: Società Dante Alighieri. Serianni, L. – Trifone, P. (a cura di) (1994). <i>Storia della lingua italiana</i> , I–III. Torino: Giulio Einaudi editore.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks. Student questionnaire on the quality of teaching and teachers at the university level. Passed exam and the fulfilment of the other obligations prescribed by the syllabus Individual consultations. Students' self-assessment of the learning outcomes they achieved. Collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ROMANCE PHILOLOGY				
Code	HZT403	Year of study	3.			
Course teacher	Maja Bezić, PhD, Associate Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	15	0	/
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Students become acquainted with the basic terminology, methods and paradigms of the Romance philology as well as with the classification, genesis, development and structure of the Romance languages and with their first texts. The Romance languages are classified and analysed in regard to the nature of certain phonological, morphological, syntactic and lexical phenomena and their development from the Vulgar Latin period to the present day.					
Course enrolment requirements and entry competences required for the course	No enrolment requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, the students will be able to: 1) define and explain the basic terms, methods and paradigms of the Romance philology; 2) classify and identify the Romance languages; 3) describe the genesis, development and structure of the Romance languages as related to the Latin language; 4) classify and compare the Romance languages in relation to the nature of certain language phenomena and their development; 5) identify the first texts written in the Romance languages and explain their importance.					

Course content broken down in detail by weekly class schedule (syllabus)	1st week: Introduction to the Romance philology and linguistics 2nd week: Romance dominion and the main Romance languages 3rd week: Other Romance languages and varieties 4th week: Classical paradigm of the Romance studies 5th week: Historical paradigm of the Romance studies 6th week: Modern paradigm of the Romance studies 7th week: Substrates and superstrates of the Romance languages 8th week: Classical Latin and Vulgar Latin 9th week: Evolutionary morphological and syntactic phenomena 10th week: Phpnological developmente 11th week: Classification of the Romance languages 12th week: Grammatical phenomena in the Romance languages I 13th week: Grammatical phenomena in the Romance languages II 14th week: First Romance texts I 15th week: First Romance texts II					
Format of instruction	x lectures x seminars <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety x partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Class attendance and participation in class activities: 80% lectures, 80% seminars. Writing seminar paper, written exam. The students have a possibility of taking the final exam through midterm exams.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The overall grade consists of three parts: exam (70%), seminar paper (20%) and class activity (10%). Class activity includes regular completion of assigned tasks and participation in discussions. The seminar paper is presented and submitted in written form, while the instructions for its preparation will be explained and available in Classroom. The final written exam consists of two parts that can be taken through midterm exams. Regular completion of assigned tasks is a condition for taking the first midterm exam (in the middle of the winter semester). Regular completion of assigned tasks, written, presented and submitted seminar paper, and passed first midterm exam are a condition for taking the second midterm exam (the last week of classes in the winter semester). Completed assignments, written, presented and submitted seminar paper are a condition for taking the final exam. Detailed evaluation and grading criteria can be found in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Renzi, L. - Andreose, A. (2015). <i>Manuale di linguistica e filologia romanza</i> . Bologna: Il Mulino.			1	/	
	Renzi, L. (1994). <i>Nuova introduzione alla filologia romanza</i> . Bologna: Il Mulino.			1	/	
	Tagliavini, C. (1972). <i>Le origini delle lingue neolatine</i> . Bologna: Patron.			1	/	

	Varvaro, A. (2001). <i>Linguistica romanza. Corso introduttivo</i> . Napoli: Liguori.	1	/
Optional literature (at the time of submission of study programme proposal)	Auerbach, E. (1963). <i>Introduzione alla filologia romanza</i> . Torino: Einaudi. Bartoli, M. G. (2000). <i>Il dalmatico. Resti di un'antica lingua romanza parlata da Veglia a Ragusa e sua collocazione nella Romania appenninico-balcanica</i> . (a cura di A. Duro). Roma: Istituto della Enciclopedia Italiana. Varvaro, A. (1980). <i>Storia, problemi e metodi della linguistica romanza</i> , Napoli: Liguori. Vidos, B. E. (1959). <i>Manuale di linguistica romanza</i> . Firenze: Leo S. Olschki.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks. Student questionnaire on the quality of teaching and teachers at the university level. Passed exam and the fulfilment of the other obligations prescribed by the syllabus Individual consultations. Students' self-assessment of the learning outcomes they achieved. Collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ITALIAN BETWEEN NORMS AND USAGE					
Code	HZT406	Year of study	3.				
Course teacher	Snježana Bralić, PhD, Associate Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	/	
Status of the course	Elective	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	The students will get to know complex language architecture of the modern Italian language, recognize, define and classify the changes the Italian language has been going through in present day and their effects on set of norms for language use. Using recent scientific achievements the students will become aware of Italian as a language whose diffusion in space and time causes the changes in the language that is getting more distant from Tuscan in favour of the speech of Rome as the capital as well as of the speeches of industrial cities of the Northern Italy. These centres proved to be dominant in imposing language innovation in grammar and even more so in word formation. Using current grammatical and lexical corpora the students learn about basic guidelines, doubts and problems of the modern language and face the grammatical/lexical choice that depends on the means of communication, geographical and social background, communication settings and time.						
Course enrolment requirements and entry competences required for the course	No requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course the student will be able to: 1) define and explain the basic guidelines, problems and doubts of the modern Italian language; 2) recognize and explain the examples of language innovations in Italian language; 3) classify and compare language facts on lexical level; 4) distinguish and analyse language facts on grammatical level; 5) analyse lexical and grammatical doubts and problems in modern Italian texts.						
Course content broken down in detail by weekly	1st week Lezione introduttiva (indicazioni bibliografiche). La situazione linguistica in Italia; tra teoria e pratica. Conoscere, capire e usare le strutture di un'altra lingua.						

class schedule (syllabus)	<p>2nd week L'italianizzazione nel secondo dopoguerra: l'italiano standard; l'italiano dell'uso medio; alcuni tratti dell'italiano dell'uso medio; il repertorio linguistico degli italiani; l'italiano popolare.</p> <p>3rd week Dove va l'italiano? Egli o lui? Elisione e troncamento? L'accento. La realizzazione grafica del suono palatale ci / ce. I plurali in -cia e -gia. Proficuo o profiquo? Ciliegie o ciliege? Altri dubbi linguistici come ad esempio l'uso della particella ne in funzione di avverbio e di pronomi e i problemi posti da ne (uso pleonastico e il grado di accettabilità delle frasi risultanti). Uso pleonastico del ci attualizzante con il verbo avere e altri verbi („che ci hai?“, che spesso si trova anche nella discutibile grafia „che c'hai?“). Diffusione delle forme 'sto, 'sta (invece di questo, questa). Costrutti ridondanti del tipo a me mi; gli generalizzato al dativo.</p> <p>4th week Il che polivalente. Il che, oltre a riassumere in sé tutte le varianti del pronome relativo vede estendere la sua funzione a generico introduttore di frase subordinata (che 'complementatore' o connettivo generico) senza che sia possibile distinguere tra valore causale, consecutivo, temporale ecc: Non tardare che (= perché) la cena è pronta. Mangia che ti fa bene. Aspetta che salgo in macchina. Aspetta che te lo spiego. Divenne tifoso che aveva appena sei anni.</p> <p>5th week Semplificazione del sistema verbale. Si assiste a un rimodellamento che porta a un sistema semplificato di base ridotto al presente, al passato perfettivo (che può essere, a seconda dei condizionamenti diatopici, il passato prossimo o il passato remoto), all'imperfetto e al trapassato prossimo utilizzato come 'tempo anaforico'. Il presente, accompagnato da avverbi come poi ecc., va ad occupare sempre più lo spazio proprio del futuro: L'estate prossima vado in vacanza al mare. Il futuro viene impiegato "per indicare azioni su cui si fanno delle ipotesi e sulle quali si hanno dei dubbi": Luisa non risponde, sarà uscita.</p> <p>6th week L'imperfetto, al di là della funzione propriamente temporale; esteso ad usi controfattuali (come espressione di cortesia, nel periodo ipotetico ecc.).</p> <p>7th week Per quanto riguarda i modi, la tendenza più significativa è quella che conduce alla sostituzione del congiuntivo con l'indicativo. La ritroviamo ad esempio nel cosiddetto 'imperfetto ipotetico' (proposizioni ipotetiche dell'irrealtà): Se lo sapevo, non ci venivo ("Se l'avessi saputo non ci sarei venuto"), Se arrivavamo prima, non perdevamo il treno ("Se fossimo arrivati prima, non avremmo perso il treno"). Analoga preferenza verso l'indicativo a scapito del congiuntivo si coglie nelle frasi "dipendenti da verbi di opinione, o da verbi di sapere e dire al negativo": Penso che ormai non viene più; nelle interrogative indirette: Mi chiedo come può essere accaduto ("come possa essere accaduto").</p> <p>8th week Il passivo (da una parte la tendenza alla sostituzione del passivo con le corrispondenti forme attive e dall'altra vengono segnalati degli abusi di passivo, soprattutto nella scrittura giornalistica). La posizione dell'aggettivo. A differenza di molte altre lingue, l'italiano non ha una posizione fissa per l'aggettivo e può sia precedere che seguire il sostantivo cui si riferisce.</p> <p>9th week L'ordine normale dei componenti della frase in italiano (SVO), contrapposto all'ordine marcato (sintassi segmentata).</p> <p>10th week Dislocazione a destra. Dislocazione a sinistra. Frase scissa in cui la prima parte mette in forte rilievo l'informazione nuova e la seconda contiene l'informazione già nota (È questa musica che mi fa piangere. È con rammarico che ve ne parlo). Prevalenza della paratassi sull'ipotassi.</p> <p>11th week Strutture presentative: c'è presentativo; risalita dei pronomi personali clitici con i verbi servili o di accompagnamento (ti vuoi muovere invece di vuoi muoverti; mi comincio a stancare invece di comincio a stancarmi.); il ma ad inizio di frase.</p>
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	<p>12th week Novità sul femminile. La definizione della forma femminile corretta per professioni, cariche, titoli e mestieri che fino a poco tempo fa erano di pertinenza esclusivamente maschile, come deputato, senatore, ministro, direttore d'orchestra, giudice, amministratore delegato, notaio, prefetto, pretore e così via. Le possibilità sono molte: si possono estendere a questi sostantivi i suffissi femminili già attivi nella lingua italiana e coniare termini come senatrice, direttrice d'orchestra, (sulla falsariga di pittore→pittrice), deputatessa, pretorissa (sulla falsariga di professore→professoressa), nonché arbitra, ministra, notaia (senza suffisso, sulla scorta di lattaio→lattaia).</p> <p>13th week L'adozione di forme lessicali fino a qualche tempo fa ritenute inaccettabili: preferenza per troppo al posto di molto - si va facendo strada nella lingua dei giovani - troppo bello, troppo carino, troppo forte; intensificazione dell'uso di super- ed iper- come prefissi aventi valore di superlativo superricco, iperzelante; uso fuori misura di superlativi: carinissimo. Uso dei diminutivi affettati e leziosi - attimino, firmetta, scontrinetto; dai come "interiezione di meraviglia", diversamente dall'uso comune che la ammette solo come espressione di incoraggiamento Ma dai!</p> <p>14th week Piuttosto che con valore disgiuntivo - ammissibile nella norma solo per introdurre una comparazione fra due concetti fortemente contrapposti e alternativi (in frasi come "piuttosto che il caffè, preferisco una camomilla"; "piuttosto che uscire con te, me ne sto a casa"), nel neostandard entra invece a far parte di sequenze in cui i diversi elementi appaiono presentati sullo stesso piano, vengono cioè giustapposti anziché opposti: Mi colma di regali: fiori, dolciumi, piuttosto che gioielli.</p> <p>15th week Uso dell'avverbio assolutamente. Lo standard ammetteva l'impiego dell'avverbio assolutamente solo con valore negativo in contesti quali: "sono assolutamente contrario" o in risposte negative del tipo "ne vuoi?", "no, assolutamente". Negli ultimi tempi si va imponendo lo stravolgimento semantico di questa forma avverbiale che nell'uso corrente viene utilizzato anche come formula affermativa: "Ti piace?"; "assolutamente sì". Con la stessa valenza positiva troviamo assolutamente anteposto ad aggettivi: È assolutamente meraviglioso! Sei assolutamente elegante! Si registra anche l'espansione degli usi „assoluti“ dell'avverbio („Non ha nulla da rimproverare ai magistrati? – Assolutamente“, invece di „Assolutamente no“.)</p>					
Format of instruction	<p>x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety x partial e-learning <input type="checkbox"/> field work</p>			<p>x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>		
Student responsibilities	Class attendance and participation in class activities: 80% lectures, 80% seminars. Writing seminar paper, written exam. The students have a possibility of taking the final exam through midterm exams.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The overall grade consists of three parts: exam (70%), seminar paper (20%) and class activity (10%). Class activity includes regular completion of assigned tasks and participation in discussions. The seminar paper is presented and submitted in written form.					

	The final exam consists of two parts that can be taken through midterm exams. Detailed evaluation and grading criteria can be found in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	V. Coletti, <i>Grammatica dell'italiano adulto</i> , Il Mulino, Bologna, 2015.	1	/
	P. D'Achille, <i>L'italiano contemporaneo</i> , Il Mulino, Bologna, 2019.	1	/
	G. De Rienzo, <i>S.O.S. Lingua, Manuale di pronto soccorso per l'uso corretto dell'italiano</i> , Kowalski, Milano, 2011.	/	available at the Department; care of course teacher
	L. Renzi, <i>Come cambia la lingua. L'italiano in movimento</i> , coll. Universale paperbacks Il Mulino, Bologna, 2012.	1	/
	L. Renzi, <i>Il cambiamento linguistico nell'italiano contemporaneo</i> , in N. Maraschio e T. Poggi Salani, <i>Italia linguistica anno Mille, Italia linguistica anno Duemila</i> , Bulzoni, Roma, 2003, pp. 37-52.	/	available at the Department; care of course teacher
	G. Adamo - V. Della Valle, <i>Il Vocabolario Treccani. Neologismi. Parole nuove dai giornali</i> , Roma, Enciclopedia Italiana, Roma 2009.	1	/
Optional literature (at the time of submission of study programme proposal)	L. Serianni, <i>L'italiano parlare, scrivere, digitare</i> , Treccani, Enciclopedia italiana, Roma, 2019. V. Della Valle - G. Patota, <i>Viva il congiuntivo</i> , Sperling&Kupfer, Milano, 2014. V. Della Valle - G. Patota, <i>Piuttosto che. Le cose da non dire, gli errori da non fare</i> , Sperling&Kupfer, Milano, 2013. V. Della Valle - G. Patota, <i>Ciliegie o ciliege? E altri 2406 dubbi della lingua italiana</i> , Sperling&Kupfer, Milano, 2012. P. D'Achille, <i>Parole nuove e datate</i> , Franco Cesati Editore, Firenze, 2012. M. Tavano, <i>L'italiano del web</i> , Carocci editore, Roma, 2011. G. Salvi - L. Vanelli, <i>Nuova grammatica italiana</i> , Il Mulino, Bologna, 2004. L. Serianni - V. Della Valle - G. Patota, <i>L'italiano parlato e scritto. Grammatica di riferimento e manuale delle abilità testuali</i> , Archimede, 2003. L. Serianni - V. Della Valle - G. Patota, <i>L'italiano parlato e scritto. Agenda salvalingua</i> , Archimede, 2003. M. Berretta, <i>Il parlato contemporaneo</i> , in Luca Serianni, Pietro Trifone, <i>Storia della lingua italiana</i> , Vol II: Scritto e parlato, pp.239-270, Einaudi, Torino, 1994.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks. Student questionnaire on the quality of teaching and teachers at the university level. Passed exam and the fulfillment of the other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of the learning outcomes they achieved. Collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		HISTORY OF ITALIAN LEXIS			
Code	HZT405	Year of study	3.		
Course teacher	Andrea Rogošić, PhD, Assistant Professor	Credits (ECTS)	3		
Associate teachers	/		L	S	E F

		Type of instruction (number of hours)	15	15	0	/
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The students will follow the development of the Italian lexical system from the first written monuments till nowadays. The etymology, origin and distribution will be studied as well.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: - define and explain the main concepts from lexicology - describe historical frames that enabled the foreign influence on Italian language - to describe and explain the stratification of Italian lexic from Latin to modern language - recognize and explain semantic changes through history.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Lexical system of Italian language 2. Main sources of Italian lexical fund 3. Pre-roman elements 4. Loanwords 5. Etymologic strata of Italian language 6. Neologisms 7. Greek influence on Italian lexis 8. First written documents in Italian language 9. Lexis of Italian writers in the 13th and 14th century. 10. The development of Italian lexis in the 15 century 11. Loanwords in the 16th century 12. <i>Vocabolario degli Accademici della Crusca</i> 13. Italian words in European languages 14. Influence of French language 15. Influence of Spanish language					
Format of instruction	x lectures x seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Students are required to attend lectures (70%) and seminars (80%), to write one seminar essay which they are required to present orally with a PPT presentation. They are required to pass either two colloquia or take the final written exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The final evaluation is based on class attendance and activity (15%), the quality of a seminar essay (15%), and success on a written exam or colloquia (semester preliminary exams are provided) - (70%). Evaluation criteria and grading of individual elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Dardano, M. (2008). Nuovo manualetto di linguistica italiana. Bologna: Zanichelli. (pg. 118. - 144.)	2	/
	2. Marasović-Alujević M. (2008). Introduzione allo studio della lingua italiana. Split, Sveučilište u Splitu, Filozofski fakultet.	5	/
	3. Migliorini, B. (1978). Storia della lingua italiana. Firenze: Sansoni.	1	/
Optional literature (at the time of submission of study programme proposal)	1. Aprile, M. (2013). Dalle parole ai dizionari. Bologna: Il Mulino. 2. Lotti, G. (2000). L' avventurosa storia della lingua italiana. Dal latino al telefonino. Bologna: Bompiani. 3. Marazzini, C. (2004). Breve storia della lingua italiana. Bologna: Il Mulino. 4. Marazzini, C. (2006). La storia della lingua italiana attraverso i testi. Bologna: Il Mulino. 5. Marengo, C. (1996). Le parole dell'italiano. Lessico e dizionari. Bologna: Il Mulino. 6. Tekavčić, P. (1972). Grammatica storica dell'italiano. Bologna: Il Mulino		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - student's self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching 		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		PROFESSIONAL PRACTICE AT A TEACHING BASE				
Code	HZX008	Year of study	3.			
Course teacher	all teachers appointed to scientific-teaching grades who are involved in teaching	Credits (ECTS)	5			
Associate teachers	/	Type of instruction (number of hours)	P	S	V	T
			0	30	40	80
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Introduce students to specific practical conditions in the teaching base and train them to independently identify and solve simpler practical problems in a real work environment.					
Course enrolment requirements and entry competences required for the course	Students have the right to apply for the Internship Competition before the beginning of the third year of undergraduate study. Considering the available places for internships in teaching bases, in the case of a larger number of registered students than the number of available places for internships in host organizations, a selection procedure is carried out according to the Ordinance on professional internships at the Faculty of Humanities and Social Sciences.					
Learning outcomes expected at the level of the course (4 to	Learning outcomes: 1. applying the knowledge and skills acquired during undergraduate study programme which are required to independently identify and solve simpler concrete problems in a real work environment:					

10 learning outcomes)	2. preparing a professional practice report to explain the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of professional practice, students will be able to: 1. describe the structure of the selected teaching base; 2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges; 3. analyze concrete practical situations based on recent scientific sources; 4. monitor, document, and evaluate processes at the teaching base; 5. describe problems arising from specific work assignments at the teaching base and explain the procedures for solving them; 6. document personal practice and evaluate it reflexively.					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by the mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 working hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).					
Format of instruction	<input type="checkbox"/> lectures x seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning x field work		x independent assignments x multimedia <input type="checkbox"/> laboratory x work with mentors <input type="checkbox"/> other			
Student responsibilities	- Behave in accordance with ethical and scientific principles in higher education and the principles of organization / teaching base in accordance with the instructions of the mentor. - Participate in the work of the teaching base and perform the obligations of professional practice defined in accordance with the schedule by the professional mentor, which enables the acquisition of learning outcomes provided by the course. - Adhere to the time frames required to perform professional practice. - Actively and constructively act in the teaching base and report to the mentor on Faculty during the performance of this course. - Develop and defend a Report on Professional Practice.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Literature research	0,5	Practical training	3
	Experimental work	/	Preparation and defense of professional practice Report	0,5	Consultations with mentors	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	Professional practice is descriptively evaluated by mentors of the teaching base and of the Faculty. The mentor from the teaching base continuously monitors the regularity of coming to practice, diligence and success in solving the set work tasks. At the end of the internship, the mentor assigns one of the following two descriptive grades to the student: • The student has successfully completed a professional internship • The student did not successfully complete the internship. In case the student has not successfully completed the internship, the internship mentor should explain the grade in writing, and the mentor from the Faculty enters the grade of the internship "Not passed".					

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

NAME OF THE COURSE		20TH CENTURY ITALIAN LITERATURE			
Code	HZT501	Year of study	3.		
Course teacher	Nikica Mihaljević, PhD, Full Professor	Credits (ECTS)	3		
Associate teachers	/	Type of instruction (number of hours)	L	S	E
			15	30	0
				F	/

Status of the course	Mandatory	Percentage of application of e-learning	30%
COURSE DESCRIPTION			
Course objectives	During this course students learn to differ characteristics of the literary period taking place in Italy in the 20th century from the other literary periods. Students are also learning how to approach critically a literary text and how to acquire the competences of the analysis of the above mentioned literary period, as well as how to recognize the specificities of a particular author of the 20th century.		
Course enrolment requirements and entry competences required for the course	None.		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course students will be able to: 1) analyse the socio-historical and cultural circumstances in the Italian society of 20th century; 2) recognize literary movements and styles of different authors of the Italian 20th century; 3) differentiate literary styles of different authors of the Italian 20th century; 4) compare different styles of the authors of the Italian 20th century; 5) analyze autonomously and interpret literary texts in the field of Italian literature of 20th century.		
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week: Lessons: The historical and the social situation in Italy at the end of 19th century and at the beginning of 20th century. Main characteristics of Italian literature at the end of 19th century and at the beginning of 20th century. Seminars: Assignment of essays to students.</p> <p>2nd week: Lessons: The main features of decadentism. Authors at the end of the 19th century in Italy. Gabriele D'Annunzio's work. Seminars: Examples of decadentism on the texts.</p> <p>3rd week: Lessons: Gabriele D'Annunzio's <i>Il piacere</i>. Seminars: Gabriele D'Annunzio's <i>Il piacere</i>.</p> <p>4th week: Lessons: The main features of futurism. Filippo Tommaso Marinetti and his "Manifesto del Futurismo". Seminars: Filippo Tommaso Marinetti's <i>Manifesto del futurismo</i>.</p> <p>5th week: Lessons: The "crepuscolari" and their poetry. Guido Gozzano. Aldo Palazzeschi. Seminars: Gozzano's <i>La signorina Felicita</i>. Aldo Palazzeschi's <i>E lasciatemi divertire</i>.</p> <p>6th week: Lessons: The appearance of psychological novel in the Italian literature. Italo Svevo and his work. Seminars: Italo Svevo's literary work. Svevo's <i>Senilità</i>.</p> <p>7th week: Lessons: Luigi Pirandello and his literary work. Seminars: Pirandello's <i>Il fu Mattia Pascal</i> and <i>Uno, nessuno e centomila</i>.</p> <p>8th week: Lessons: Federico Tozzi and his work. Seminars: Tozzi's <i>Con gli occhi chiusi</i>. <i>Il potere</i>.</p> <p>9th week:</p>		

	<p>Lessons: Alberto Moravia and his literary opus. Seminars: Moravia's <i>Gli indifferenti</i>.</p> <p>10th week: Lessons: The importance of Italian Ermetismo. Main features and authors. Giuseppe Ungaretti and Eugenio Montale's literary work. Seminars: Ungaretti and Montale's lyrics.</p> <p>11th week: Lessons: The main features of Neorealism in Italian literature. The importance of neo-avantgarde in literature. Seminars: Examples of Italian Neorealism.</p> <p>12th week: Lessons: Cesare Pavese and his literary work. Seminars: Pavese's <i>La luna e i falò</i>.</p> <p>13th week: Lessons: Elio Vittorini and his literary work. Seminars: Vittorini's <i>Conversazione in Sicilia</i>.</p> <p>14th week: Lessons: Vasco Pratolini and his literary work. Seminars: Pratolini's <i>Il quartiere</i>.</p> <p>15th week: The greatness of Italo Calvino and his work. The author's style and importance of his literary work. Seminars: Cavino's <i>Lezioni americane</i>.</p>					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	<ul style="list-style-type: none">- students are expected to participate actively in the class activities;- it is obligatory to attend lectures (70%) and seminars (70%);- to act accordingly to ethical and scientific principles during lectures at the university level;- to participate in and to perform class and extra-class activities in order to achieve learning outcomes of the course;- to write and to present seminar essay according to the previously established criteria;- to pass the written test (minimum achieved result at the exam has to be 50%);- to be informed, during individual consultations, regarding class activities and other students' obligations in the cases of students' absence;- to respect deadlines necessary for performing course activities;- to perform in time and successfully individual and group activities.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	1	Project	/	(Other)	/
Grading and evaluating student	50 % - written exam 30 % - seminar essay					

work in class and at the final exam	20 % - class attendance and activities during class lessons. Evaluation criteria and grading of single elements are available in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Čale, F. & Zorić, M. (1991). <i>Classici e moderni della letteratura italiana</i> . Zagreb: Liber.	/	/
	Ferroni, G. (2003). <i>Storia e testi della letteratura italiana</i> . Vol. VII. <i>Restaurazione e risorgimento (1815-1861)</i> . Milano: Mondadori.	1	/
	Ferroni, G. (2003). <i>Storia della letteratura italiana. Il Novecento</i> . Milano: Einaudi scuola.	/	/
	Guglielmino, S. (2000). <i>Il sistema letterario: guida alla storia letteraria e all'analisi testuale</i> . Milano: Principato.	1	/
	Guglielmino, S. (1995). <i>Guida al Novecento</i> . Milano: Principato.	/	/
	Marchese, A. (2007). <i>Storia intertestuale della letteratura italiana</i> . Messina-Firenze: D'Anna.	1	/
	Marchese, A. (1986). <i>L'officina del racconto. Semiotica della narrazione</i> . Milano: Mondadori.	1	/
	Mihaljević, N. (2010). "(Ne)sklad čovjeka i prirode: otuđenje likova u dva Tozzijeva romana". U: <i>Adriatico. Rivista di cultura tra le due sponde</i> (ur. Giammarco, M. – Šimunković, Lj.), Pescara – Francavilla al Mare – Split, Fondazione Ernesto Giammarco, str. 226-238.	/	/
	Mihaljević, N. (2015). "La disperata ricerca della maturità come il "mestiere di vivere" e la condanna alla solitudine e all'estraniamento in "Tra donne sole" di Cesare Pavese". U: Catalfamo, A. (ur.), <i>Cesare Pavese, testimonianze, testi e contesti</i> , Santo Stefano Belbo: I quaderni del CE.PA.M., str. 143-154.	/	/
Optional literature (at the time of submission of study programme proposal)	Mihaljević, N. – Todorović, D. (2016). <i>Evoluzione pericolosa. Studi sul rapporto madre-figlia nella letteratura italiana</i> . Split: Filozofski fakultet u Splitu.	5	/
	Salinari, C. & Ricci, C. (1995). <i>Storia della letteratura italiana (il Novecento)</i> . Roma-Bari: Laterza.	/	/
	Guglielmi, G. (1974). <i>La prosa italiana del Novecento. Umore, metafisica, grottesco</i> . Torino: Einaudi.		
	Guglielmino, S. & Grosser, H. (1994). <i>Il sistema letterario</i> . Vol. V. Milano: Principato.		
	Mengaldo, V. (1978). <i>Poeti italiani del '900</i> . Milano: Mondadori.		
	Mihaljević, N. (2002). "Le influenze della tradizione poetica dell' '800 sulla poesia di Luigi Pirandello". U: <i>La Battana</i> , 143, XXXIX, str. 73-92.		
	Mihaljević, N. (2006). "Portret kao medij u komunikaciji Luigija Pirandella i Artura Grafa". U: <i>Jezik i mediji - Jedan jezik: više svjetova</i> (ur. Granić, J.), Zagreb-Split: Hrvatsko društvo za primijenjenu lingvistiku, str. 453-461.		
Quality assurance methods that ensure the acquisition of exit competences	Mihaljević, N. (2012). <i>La luna nell'acqua. La metamorfosi nel racconto fantastico tra Italia e Croazia</i> . Macerata: EUM.		
	Petronio, G. (2004). <i>L'attività letteraria in Italia</i> . Palermo: Palumbo.		
	Sanguineti, E. (1970). <i>Poesia italiana del Novecento</i> . Torino: Einaudi.		
	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved		

	- collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		Text and discourse					
Code	HZT509	Year of study	3./VI th semester				
Course teacher	Magdalena Nigoević, PhD, Full Professor	Credits (ECTS)	3 ECTS				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30			
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	By getting acquainted with the basic concepts and different approaches to textual linguistics and discourse analysis, students are expected to understand principles of the text structure and the rules of the discourse processes. Through the insight into theoretical and analytical models of these disciplines, students are learning how to pursue their own text and/or discourse analysis.						
Course enrolment requirements and entry competences required for the course	No preconditions. Competences and skills acquired upon the completion of the second-year undergraduate study programme, particularly the linguistic courses.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course students will be able to: 1. differentiate the concepts of <i>text</i> and <i>discourse</i> 2. compare the theoretical approaches to the study of text and discourse 3. classify different types of discourse 4. analyse different types of texts.						
Course content broken down in detail by weekly class schedule (syllabus)	1st week Lecture: Introducing students with the course content, format of instruction, responsibilities, grading and evaluation. Seminar course: Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.						
	2nd week Lecture: Theoretical approaches to text and discourse. Linguistic disciplines and concepts. Seminar course: Analysis of selected texts and conversations.						
	3rd week Lecture: Text and discourse. Theory of text and discourse studies. Textual linguistics and discourse analysis. Seminar course: Analysis of selected texts and conversations.						
	4th week Lecture: Text structure. Text organisation. Written and oral text. Seminar course: <i>Intensificazione; Connettivi temporali (posteriorità, anteriorità, coincidenza).</i>						
	5th week Lecture: Standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality).						

	<p>Seminar course: <i>Modificazione; Connettivi causali (causa materiale, motivazione, fine, ecc.)</i>.</p> <p>6th week Lecture: Regulative principles of textual communication (efficiency, effectiveness and appropriateness). Seminar course: <i>Avverbi focalizzanti; Connettivi di consecuzione (conseguenza materiale, conclusione, ecc.), Connettivi di aggiunta, Connettivi di dispositio (la collocazione delle frasi all'interno del testo)</i>.</p> <p>7th week Lecture: Text types. Seminar course: <i>Costrutti con due aggettivi; Connettivi di concessione (o limitazione), Connettivi di condizione</i>.</p> <p>8th week Lecture: Word order. Grammatical/Actualized word order. Seminar course: <i>Prefissi con valore accrescitivo; Connettivi di rielaborazione linguistica o semantica (riformulazione, specificazione, illustrazione, esemplificazione, particolareggiamento, generalizzazione, ecc.)</i>.</p> <p>9th week Lecture: Text connectors. Types of connectors. Review of connectors' functions. Seminar course: <i>Suffissi con valore accrescitivo; Connettivi di opposizione (avversativa, di contrasto, di sostituzione, ecc.)</i></p> <p>10th week Lecture: Discourse markers (definition and functions). Seminar course: <i>I segnali discorsivi</i> (Bazzanella 1995: 225-257); <i>Suffissi con valore attenuativo e vezzeggiativo</i>.</p> <p>11th week Lecture: Discourse analysis and pragmalinguistics Seminar course: <i>La distribuzione dell'informazione</i> (Palermo 2013: 143-188); <i>Suffissi con valore peggiorativo</i>.</p> <p>12th week Lecture: Layers of discourse (functional, social, gender, ecc.). Discourse types. Seminar course: <i>La deissi</i> (Palermo 2013: 119-142).</p> <p>13th week Lecture: Private and public discourse. Seminar course: <i>I tempi del parlare</i> (Bazzanella 1994: 95-121), <i>Meccanismi di focalizzazione</i> (Bazzanella 1994: 123-143).</p> <p>14th week Lecture: Layers of public discourse. Seminar course: <i>Le interruzioni e le ripetizioni</i> (Bazzanella 1994: 175-222).</p> <p>15th week Lecture: Text and discourse: Review. Seminar course: <i>Intensificazione nella lingua italiana</i> (Nigoević 2020).</p>		
Format of instruction	<table border="1"> <tr> <td data-bbox="438 1792 893 1984"> <p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety X partial e-learning <input type="checkbox"/> field work</p> </td><td data-bbox="893 1792 1452 1984"> <p>X independent assignments X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p> </td></tr> </table>	<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety X partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>
<p>X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety X partial e-learning <input type="checkbox"/> field work</p>	<p>X independent assignments X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)</p>		

Student responsibilities	Participate in classes: lectures 80%, seminars 90%. Conduct themselves in line with ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. Write and present a seminar paper in line with previously determined criteria. Pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests. Prior to the final examination a seminar paper should be prepared and presented. Make inquiries about missed classes during the course teacher's office hours or by consulting other students. Meet deadlines for activities within the course.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 4. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% 5. written and presented seminar paper in line with the course teacher's instructions – 40% 6. activity in class, participation in discussions during class and seminars – 10% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Andorno, C. (2003). <i>Linguistica testuale. Un'introduzione</i> , Roma: Carocci				1	/
	Bazzanella, C. (1994). <i>Le facce del parlare. Un approccio pragmatico all'italiano parlato</i> . Firenze: La Nuova Italia.				/	available at the Department; care of course teacher
	Brown, G.; Yule, G. (1986). <i>Analisi del discorso</i> . Bologna: Il Mulino. [(1983). <i>Discourse analysis</i> . Cambridge: Cambridge University Press.]				1	yes
	de Beugrande, R.; Dressler, W. (1994). <i>Introduzione alla linguistica testuale</i> , il Mulino, Bologna (original: <i>Einführung in die Textlinguistik</i> , Tübingen, 1981/ Croatian translation: <i>Uvod u lingvistiku teksta</i> , translated by N. Palašić), Disput, 2010.)				1	yes
	Nigoević, M. (2020). <i>Intenzifikacija u jeziku: S primjerima iz hrvatskog i talijanskog jezika</i> . Split: Filozofski fakultet Sveučilišta u Splitu.				5	/
Optional literature (at the time of submission of study programme proposal)	Badurina, L. (2008). <i>Između redaka: studije o tekstu i diskursu</i> . Zagreb: Hrvatska sveučilišna naklada. Bazzanella, C. (1995). I segnali discorsivi. In: Renzi, L.; Salvi, G.; Cardinaletti, A. (eds.). <i>Grande grammatica italiana di consultazione, III, Tipi di frase, deissi, formazione delle parole</i> . Bologna: il Mulino, 225-257. Berretta, M. (1984). Connettivi testuali in italiano e pianificazione del discorso. In: Coveri, L. (eds.), <i>Linguistica testuale, Atti del XV Congresso Internazionale di Studi della SLI</i> , Genova – Santa Margherita Ligure, 8-10 maggio 1981, Bulzoni, Roma, pp. 237-254.					

	<p>Grossmann, M.; Rainer, F. (eds.) (2004). <i>La formazione delle parole in italiano</i>. Tübingen: Niemeyer.</p> <p>Napoli, M.; Ravetto, M. (eds.) (2017). <i>Exploring intensification: synchronic, diachronic and cross-linguistic perspectives</i>. Studies in Language, Companion Series. Amsterdam, Philadelphia: John Benjamins.</p> <p>Nigoević, M.; Malenica, H. (2018). Alcune strategie di intensificazione nel linguaggio giornalistico. <i>Strani jezici</i>, 47, 3, 121-140.</p> <p>Nigoević, M. (2011). Neka načela određivanja diskursnih oznaka. <i>Rasprave instituta za hrvatski jezik i jezikoslovlje</i>, 37/1: 121-145.</p> <p>Nigoević, M. (2009). Indicatori di riformulazione nei testi giuridici. In: Sočanac, L.; Goddard, Ch.; Kremer, L. (eds.), <i>Curriculum, Multilingualism and the Law</i>. Zagreb: Nakladni zavod Globus, 307-327.</p> <p>Palermo, M. (2013). <i>Linguistica testuale dell'italiano</i>. Bologna: il Mulino.</p> <p>Renzi, L. (2012). <i>Come cambia la lingua. L'italiano in movimento</i>. Bologna: Il Mulino.</p> <p>Schiffrin, D. (2001). Discourse Markers: Language, Meaning and Context. In: Schiffrin, D.; Tannen, D.; Hamilton, E. H. (eds.), <i>The Handbook of Discourse Analysis</i>. Oxford: Blackwell, 54-75.</p> <p><i>Tekst i diskurs</i> (1997). Zbornik radova Hrvatskoga društva za primijenjenu lingvistiku, M. Andrijašević and L. Zergollern-Miletić (eds.), Zagreb.</p> <p>van Dijk, T. A. (1980). <i>Testo e contesto. Semantica e pragmatica del discorso</i>. Bologna: Il Mulino. [original: (1977). <i>Text and Context. Explorations in the Semantics and Pragmatics of Discourse</i>. London: Longman Group Ltd.]</p> <p>van Dijk, T. A. (2006). Discourse, context and cognition. <i>Discourse Studies</i>, 8/1, 159-177.</p> <p>Velčić, M. (1987). <i>Uvod u lingvistiku teksta</i>. Zagreb: Školska knjiga.</p>
Quality assurance methods that ensure the acquisition of exit competences	<p>Class attendance, class activity, successfully completing tasks.</p> <p>Student questionnaire on the quality of teaching and teachers at the university level.</p> <p>Passed exam and the fulfilment of the other obligations prescribed by the syllabus.</p> <p>Individual consultations.</p> <p>Students' self-assessment of the learning outcomes they achieved.</p> <p>Collaborative assessment of the implementation and quality of the teaching process.</p>
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		ITALIAN LANGUAGE III – MODULE 2				
Code	HZT502	Year of study	3.			
Course teacher	Andrea Rogošić, PhD, Assistant Professor Maja Bilić, Senior Language Instructor	Credits (ECTS)	2			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	0	45	/
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The main objective is acquiring language competences defined as level C1 of the Common European Framework of Reference for Languages by the Council of Europe from 1999, with special emphasis on pragmatic competence such as acquiring integrated skills in written and oral form within various text typologies. Further developing textual and literary competence as well as semiotic competence.					
Course enrolment requirements and entry competences	Having passed the exam Italian Language II - module 2.					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After passing the exam student will be able to:</p> <ul style="list-style-type: none"> - recognize all types of texts – narrative, descriptive, informative, argumentative and normative, as well as distinguish between their main linguistic, structural and formal characteristics; - recognize elements of textual cohesion and different textual coherence, constitutive and regulatory principles of textuality; - apply the principles of textual linguistics in the interpretation of all types of texts; - analyse literary texts using the methodology of interlinguistic and inter-semiotic translation.
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week - Exercises: Introduction: content, bibliography and module syllabus. Samples of the first and second test. Multiple compound clauses: revision. Written rephrasing: revision of semantic, cognitive, syntactic and pragmatic forms of rephrasing. TEXT: Text linguistics: text typologies: narrative, descriptive, argumentative, informative, administrative and business texts.</p> <p>2nd week - Exercises: Nominalization of subordinate clauses (review of nominal style). Direct and indirect speech, and sequence of tenses. Syntactic rephrasing of classical fables – Aesop, Fedro.</p> <p>3rd week - Exercises: Syntactic analysis, paraphrase and translation of narrative texts. TEXT: Introduction: text linguistics, pragmalinguistics and text semiotics. Definition: characteristics and the sense of the text, context and the purpose of the text, spoken and written texts, criteria of textuality: constitutive and regulative principles.</p> <p>4th week - Exercises: Syntactic analysis, paraphrase and translation of narrative texts. TEXT: Text linguistics and literary text in terms of text semiotics and translation.</p> <p>5th week - Exercises: Syntactic analysis, paraphrase and translation of administrative and formal texts. TEXT: Cohesion: layout, connections (repeating, substitution, omitting); connectors: main connectors; adverbs, verbs and phrases as connectors; connectors in speech and writing. Semantic rephrasing of classical fables.</p> <p>6th week - Exercises: Syntactic analysis, paraphrase and translation of administrative and business texts. TEXT: Coherence: thematic coherence: anaphoric, cataphoric progression, direct or chain, through subtopics, logical or conceptual coherence.</p> <p>7th week - Exercises: Syntactic analysis, paraphrase and translation of argumentative texts. TEXT: Coherence: semantic coherence, stylistic coherence: interior and exterior / co-text and context; main linguistic registers: formal, semi-formal, informal. Coherence and consistency in classical fables.</p> <p>8th week - Exercises: Syntactic analysis, paraphrase and translation of argumentative texts. Recognizing the elements of cohesion and textual consistency. Cognitive rephrasing of classical fables.</p> <p>9th week - Exercises: Syntactic analysis, paraphrase and translation of descriptive texts. Pragmatic rephrasing of classical fables.</p> <p>10th week - Exercises: Cognitive, syntactic, semantic and pragmatic rephrasing.</p> <p>11th week - Exercises: Cognitive, syntactic, semantic and pragmatic rephrasing. First test 45 minutes (correction, comments, assessment).</p>

	12th week - Exercises: Syntactic analysis, paraphrase and translation of informative text. Cohesive links and coherence / the sense of the text in the function of translation. Paraphrasing and summary as translation forms. Short translation exercises on extracts from newspaper articles, encyclopaedia entries and narrative texts. 13th week - Exercises: Syntactic analysis, paraphrase and translation of informative text. Paraphrasing and summary as translation forms. Short translation exercises on extracts from newspaper articles, encyclopaedia entries and narrative texts. 14th week - Exercises: Paraphrasing and summary as translation forms. Short translation exercises on extracts from newspaper articles, encyclopaedia entries and narrative texts. 15th week - Exercises: Systematic revision of the course contents. Second test on some aspects of textuality in paraphrasing, summary and translation. 45 minutes (correction, comments, assessment).					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> <i>online</i> entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend exercises (90%) and active participation in classes, independent assignments. They are required to pass a final written exam or two colloquia.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,5	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	0,5	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	80% - written exam (or both colloquia) 20% - active participation in classes Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Dardano, M. - Trifone, P. (1995). <i>Grammatica italiana con nozioni di linguistica</i> . Bologna: Zanichelli, Cap. 5 <i>Il testo</i> , pp. 552-569.			1		/
	Corno, D. (1992). <i>Educare a scrivere. Tradizione e innovazione nella didattica della scrittura. Due studi e un esperimento</i> . http://www.scuoladecs.ti.ch/scuolamedia/materie/italiano/pubblicazioni/D_Corno_Educare_a_scrivere.pdf			/		yes
	Dardano, M. (1994). <i>Profilo dell'italiano contemporaneo</i> , in Serianni, L. - Trifone P. <i>Storia della lingua italiana</i> . Vol.II: Scritto e parlato. Torino: Einaudi, pp. 343-429.			1		/
Optional literature (at the time of submission of study	Marinetti, A, (2002). <i>La linguistica del testo</i> , in Bruni F. - Raso T., <i>Manuale dell'italiano professionale. Teoria e didattica</i> . Bologna: Zanichelli, pp. 37-47.					

programme proposal)	Covino, S. (2002), <i>La coerenza del testo</i> , in Bruni F. - Raso T., <i>Manuale dell'italiano professionale. Teoria e didattica</i> . Bologna: Zanichelli, pp. 48-62. Pozzato M.P. (2004). <i>Semiotica del testo</i> . Roma: Carocci. Osimo, B., (2001), <i>Propedeutica della traduzione</i> . Milano: Hoepli.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		ITALIAN LITERATURE FROM NEOREALISM TO THE END OF THE 20TH CENTURY					
Code	HZT609	Year of study	3.				
Course teacher	Katarina Dalmatin, PhD, Associate professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	/	
Status of the course	Elective	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	Introducing students to literary movements in the Italian literature from Neorealism to the end of the 20th Century together with the works of the most representative authors of that period. Enabling students to identify and analyse specific elements of poetry, they also acquire the skill of critical reading of selected texts.						
Course enrolment requirements and entry competences required for the course	Being enrolled in a third year of an undergraduate program.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. The ability to distinguish between different poetics of literary movements and authors from Neorealism to the end of the 20th Century. 2. The development of skills enabling students to analyse literary texts on their own. 3. Expanding the vocabulary by reading literary texts in Italian and appropriate texts on literary theory and criticism. 4. The development of communication skills through analysis and discussions in seminars. 5. The development of writing skills through writing seminar papers. 6. The development of presentation skills (presenting in seminars, PowerPoint presentations)						
Course content broken down in detail by weekly class schedule (syllabus)	1st week: Neorealism in Italian literature and film, historical, political and cultural context, distinctive features of neorealist poetics, key authors. (seminar: The analyses of selected excerpt from different italian literary critics) 2nd week: Distinctive features of Neorealist poetics, key authors. (seminar: The analyses of selected excerpt from different italian literary critics) 3st week: E. Vittorini: biography, works, poetics (seminar: presentation of a seminar paper, the analysis of selected excerpts from: <i>La conversazione in Sicilia</i> (1941), <i>Uomini o no</i> (1945) 4th week: C. Pavese, biography, works, poetics.						

	<p>(seminar:presentation of a seminar paper, the analysis of selected excerpts from the novel <i>La luna e il falò</i> (1950) and a journal <i>Il mestiere di vivere</i> (<i>Diario</i> 1935 - 1950)</p> <p>5th week: C. Levi, P. Levi, biography, works, poetics. (seminars: presentation of a seminar paper, the analysis of selected excerpts from the works of the chosen authors).</p> <p>6th week: V. Pratolini, I. Calvino – the first phase). (seminars: presentation of a seminar paper, the analysis of selected excerpts from the works of these two authors).</p> <p>7th week: P.P. Pasolini, biography and works from his first neorealist phase, poetics (seminar: presentation of a seminar paper, the analysis of selected excerpts from the novel)</p> <p>8th week: G. Tomasi di Lampedusa; <i>Il gattopardo</i> (1958) – “literary case“ (seminar: presentation of a seminar paper, the analysis of selected excerpts from the novel)</p> <p>9th week: The continuance of the psychological novel: G. Bassani, <i>Il giardino di Finzi Contini</i> (1962), (seminar: presentation of a seminar paper, the analysis of selected excerpts from this novel).</p> <p>10th week: L. Sciascia, historical and ideological context, works, poetics. (seminars: presentation of a seminar paper, the analysis of selected excerpts from the novel <i>Il giorno della civetta</i>).</p> <p>11th week: The New Experimentalism, (“the crisis of consciousness”), 1950 - 1960.), P. P. Pasolini, F. Fortini (seminars: presentation of a seminar paper, the analysis of selected excerpts from the works of these authors, showing of film excerpts)</p> <p>12th week: Gruppo 63, Neo-avantgarde, poetry: A. Zanzotto, A. M. Ripellino, E. Sanguinetti, A. Porta, prose: A. Arbasino. (seminars: the analysis of selected poems and prose excerpts of these authors).</p> <p>13th week: Postmodernist prose and “weak thought“, historic context, distinctive features of Italian postmodern. (seminar: presentation of a seminar paper, the analysis of selected excerpts from the theoretical texts of U. Eco)</p> <p>14th week: Postmodern novel: U. Eco, <i>Il nome della rosa</i> (seminar: presentation of a seminar paper, the analysis of selected excerpts from the novel)</p> <p>15th week: Postmodern italian anti-novel: I. Calvino, <i>Se una notte d'inverno un viaggiatore</i> (seminar: presentation of a seminar paper, the analysis of selected excerpts from the novel)</p>					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments x multimedia <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)			
Student responsibilities	1. Participate in the teaching process and regularly attend lectures and seminars (prerequisite for the exam is a minimum of 80% of lectures and 80% of seminars). 2. Comply with ethical and scientific principles of the higher education institution. 3. Participate in teaching activities and perform other extracurricular activities (read theoretical texts and extracts from literary texts in Italian, prepare for a seminar discussion, ecc.) 4. Keep up to date with the classes that the student missed during consultation hours with the teacher and with other students. 5. Pass the written exam (equivalent to two midterm exams) and score at least 50% at the exam/mid-term exams.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	/	(Other)	/

NAME OF THE COURSE		THEORIES OF COMMUNICATION PROCESSES					
Code	HZT504	Year of study	3.				
Course teacher	Magdalena Nigoević, PhD, Full Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	/	
Status of the course	Elective	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	The student is expected to identify and understand the nature and models of communication processes. S/he is expected to develop tools necessary for various communication types and strategies in Italian language. The student should be able to develop awareness of intercultural communication differences.						

Course enrolment requirements and entry competences required for the course	No preconditions. Competences and skills acquired upon the completion of the second-year undergraduate study programme, particularly the linguistic courses.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course students will be able to: 1. define basic communication concepts 2. illustrate different communicational models and strategies 3. compare language practises in different communicational situations 4. acquire various communication types and strategies in Italian language 5. develop awareness of intercultural communication differences.
Course content broken down in detail by weekly class schedule (syllabus)	<p>1st week Lecture: Introducing students with the course content, format of instruction, responsibilities, grading and evaluation. Seminar course: Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.</p> <p>2nd week Lecture: Linguistic activity. Linguistic sign. Seminar course: <i>Preliminari sul segno e la comunicazione</i> (Gensini 1999: 21-50)</p> <p>3rd week Lecture: Basic communication concepts and methods. Understanding the nature of communication. Seminar course: <i>Dai segni alle lingue</i> (Gensini 1999: 91-117).</p> <p>4th week Lecture: Theories of communication processes. Seminar course: <i>Poteri e sviluppo degli apparati emittenti. L'evoluzione tecnologica e i canali della comunicazione</i> (Sartori 2001: 17- 34).</p> <p>5th week Lecture: Media industry and mass media theories. Seminar course: <i>Forme e contenuti dei messaggi dei media. Il pubblico dei media e la sua evoluzione storica</i> (Sartori 2001: 35- 49).</p> <p>6th week Lecture: Media and society. The role of media in the society. Seminar course: <i>Le macchine della comunicazione</i> (Ortoleva 2001: 28-51).</p> <p>7th week Lecture: Different communication patterns. Seminar course: <i>Comunicare per comunicare</i> (Antonelli 2007: 141-161), <i>Comunicare per informare e per intrattenere</i> (Antonelli 2007:93-140).</p> <p>8th week Lecture: Verbal and non-verbal communication. Seminar course: <i>Comunicare per immagini. Immagini per comunicare</i> (Gensini 1999: 259-283).</p> <p>9th week Lecture: Interpersonal communication Seminar course: <i>Gli effetti dei media nelle diverse fasi della comunicazione</i> (Sartori 2001: 51-74).</p> <p>10th week Lecture: Group communication. Institutionalized communication. Seminar course: <i>Meccanica dell'emozione: lo spettacolo dal vivo</i> (Ortoleva 2001: 83-103).</p> <p>11th week Lecture: Public communication and rhetoric. Political speech. Seminar course: <i>La persuasione nella politica e nelle relazioni interpersonali</i> (Cavazza, 1997: 67-77, 97-113; Gensini 1999: 391-415).</p> <p>12th week Lecture: Media communication. Seminar course: <i>Cinema: la macchina dei sogni</i> (Ortoleva 2001: 105-129), <i>L'industria del libro e del giornale</i> (Ortoleva 2001: 53-81), <i>Musica in casa: dalla pianola al CD</i> (Ortoleva 2001: 131-149).</p> <p>13th week</p>

	Lecture: Intercultural communication. Seminar course: <i>Diffusione circolare: radio e televisione</i> (Ortoleva 2001: 151-169), <i>La televisione e il suo pubblico</i> (Cavazza 1997: 79-96). 14th week Lecture: Discourse of advertisement. Seminar course: <i>La pubblicità</i> (Cavazza 1997: 33-53; Gensini 1999: 363-388). 15th week Lecture: Principles of successful communication. Communicative competence. Seminar course: <i>La comunicazione "elementare"</i> (Morcellini 1997: 143-157).					
Format of instruction	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety x partial e-learning <input type="checkbox"/> field work			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in classes: lectures 80%, seminars 90%. Conduct themselves in line with ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. Write and present a seminar paper in line with previously determined criteria. Pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests. Make inquiries about missed classes during the course teacher's office hours or by consulting other students. Meet deadlines for activities within the course.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	0,5	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. one test – 60% 2. written and presented seminar paper in line with the course teacher's instructions – 30% 3. activity in class, participation in discussions during class and seminars – 10% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Gensini, S. (a cura di) (1999). <i>Manuale della comunicazione. Modelli semiotici, linguaggi, pratiche testuali</i> . Roma: Carocci.			/	available at the Department; care of course teacher	
	Sobrero, A. A. (a cura di) (2000). <i>Introduzione all'italiano contemporaneo. La variazione e gli usi</i> . Roma-Bari: Laterza. (selected chapters)			1	/	
	Nigoević M. (2019). Il linguaggio della pubblicità. Split: Filozofski fakultet (web predavanja).			/	yes	
Optional literature (at the time of submission of study	Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i> . Bologna: Mulino. Bazzanella, Carla (2005). <i>Linguistica e pragmatica del linguaggio</i> . Roma-Bari: Gius. Laterza & Figli. Cavazza, N. (1997). <i>Comunicazione e persuasione</i> . Bologna: Mulino.					

programme proposal)	<p>Coveri, L.; Benucci, A.; Diadori, P. (19984). <i>La varietà dell'italiano. Manuale di sociolinguistica italiana</i>. Roma: Bonacci.</p> <p>Mastronardi, V. (1998). <i>Le strategie della comunicazione umana</i>. Milano: Franco Angeli. (capitolo II)</p> <p>Morcellini, M.; Fatelli, G. (1997). <i>La scienza della comunicazione. Modelli e percorsi disciplinari</i>. Roma: La Nuova Italia Scientifica.</p> <p>Nigoević, M. (2019). <i>Analisi dei messaggi pubblicitari</i>. Split: Filozofski fakultet (web predavanje).</p> <p>Orletti, F. (ed.) (1983). <i>Comunicare nella vita quotidiana</i>. Bologna: Mulino.</p> <p>Ortoleva, P. (2001). <i>Mass media. Dalla radio alla rete</i>. Firenze: Giunti.</p> <p>Sartori, Carlo (2001). <i>Storie della comunicazione. Materiali per una riflessione globale</i>. Roma: Kappa.</p> <p>Sbisà, M. (2007). <i>Detto non detto. Le forme della comunicazione implicita</i>. Roma-Bari: Laterza.</p>
Quality assurance methods that ensure the acquisition of exit competences	<p>Class attendance, class activity, successfully completing tasks.</p> <p>Student questionnaire on the quality of teaching and teachers at the university level.</p> <p>Passed exam and the fulfilment of the other obligations prescribed by the syllabus.</p> <p>Individual consultations.</p> <p>Students' self-assessment of the learning outcomes they achieved.</p> <p>Collaborative assessment of the implementation and quality of the teaching process.</p>
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		ITALIAN CULTURE AND SOCIETY					
Code	HZT605	Year of study	3.				
Course teacher	Andrea Rogošić, PhD, Assistant Professor	Credits (ECTS)	2				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	/	
Status of the course	Elective	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	The course focuses on the cultural and political facts that are a key to understanding the present day developments in Italy as well as the circumstances relating to the forming of Italian language.						
Course enrolment requirements and entry competences required for the course	No requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To discuss about various aspects of the life in contemporary Italy. To develop a critical opinion about learned facts. To apply facts related to culture and society in the interpreting of the lexical and phraseological inventory of the Italian language. To describe historical, socio-political and economical aspects of the Italian culture and civilisation. To explain differences and similarities between the Italian culture and civilisation and one's own.						
Course content broken down in detail by weekly class schedule (syllabus)	1.Symbols of Italy: national anthem, flag and coat of arms. Geographical particularities of the Appenine Peninsula 2. First inhabitants of the Appenine Peninsula. Foundation of Rome. Roman Republic. 3. Roman Empire. Barbarian invasions. 4. Charles the Great and feudalism. Maritime Republics. Frederick Barbarossa and communes.						

	<p>5. Fredrick II and the Sicilian School. Signoria and Principality. Humanism and Renaissance.</p> <p>6. Modern history and foreign reigns in Italy. Napoleon and the first revolutionary movements in Italy.</p> <p>7. <i>Risorgimento</i> and independence wars. Unification of Italy.</p> <p>8. Imperialism and World War I. Fascism and the World War II. Political system in Italy.</p> <p>9. Valle d'Aosta, Piemonte, Liguria, Lombardia (history, geography, economy, gastronomy, traditions and traditional products etc.)</p> <p>10. Emilia-Romagna, Veneto, Trentino Alto-Adige, Friuli Venezia-Giulia (history, geography, economy, gastronomy, traditions and traditional products etc.)</p> <p>11. Toscana, Umbria, Marche, Lazio (history, geography, economy, gastronomy, traditions and traditional products etc.)</p> <p>12. Abruzzo, Molise, Campania, Puglia (history, geography, economy, gastronomy, traditions and traditional products etc.)</p> <p>13. Basilicata, Calabria, Sicilia, Sardegna (history, geography, economy, gastronomy, traditions and traditional products etc.)</p> <p>14. Gastronomy, traditions, holidays</p> <p>15. Education system. Fashion.</p>					
Format of instruction	<p>x lectures</p> <p>x seminars and workshops</p> <p><input type="checkbox"/> exercises</p> <p><input type="checkbox"/> <i>on line</i> in entirety</p> <p><input type="checkbox"/> partial e-learning</p> <p><input type="checkbox"/> field work</p>			<p>x independent assignments</p> <p>x multimedia</p> <p><input type="checkbox"/> laboratory</p> <p><input type="checkbox"/> work with mentor</p> <p><input type="checkbox"/> (other)</p>		
Student responsibilities	Students are required to attend lectures (70%) and seminars (80%) and to present one seminar essay by using PPT. They are required to take two colloquia or a final exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	/
	Essay	/	Seminar essay	0,5	(Other)	/
	Tests	/	Oral exam	/	(Other)	/
	Written exam	0,5	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The final grade is based on course attendance (20%), seminar essay (20%) as well as on the results of the colloquia/final exam (60%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	A. Pintori&M. Andreu (2006). Diamoci dentro! Cultura e civiltà italiana. Bellaterra : Universitat Autònoma de Barcelona				1	/
	Group of authors (2001). Almanacco Italia. Novara: Istituto Geografico De Agostini				/	available at the Department; in the possession of the teacher
Optional literature (at the time of submission of study	Group of authors Skupina autora (1961). Conosci l'Italia volume V –L'Italia storica. Milano: Touring Club Italiano				/	available at the Department; in the possession of the teacher
	Ugo, G. (2003). Piccola storia d'Italia. Perugia: Guerra Group of authors (2003). Italia. Tutte le mete da non perdere. Milano: Mondadori					

programme proposal)	Balboni, P. E. & Santipaolo, M. (2003). <i>Profilo di storia italiana per stranieri</i> . Perugia: Guerra. Group of authors (2003). <i>Enciclopedia Universale Garzanti</i> . Milano: Garzanti.
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

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

3.2. List of teachers and associate teachers

Course	Teachers and associate teachers
20 th century Italian literature	Nikica Mihaljević, PhD, Full Professor
A survey of Italian literature – Module 1	Antonela Marić, PhD, Associate Professor
A survey of Italian literature – Module 2	Srećko Jurišić, PhD, Full Professor
Essentials of Latin language	Marko Dragić, PhD, Full Professor Jure Hrgović, PhD, Postdoctoral Researcher
Historical grammar of Italian language	Maja Bezić, PhD, Associate Professor
History of Italian language	Maja Bezić, PhD, Associate Professor
History of Italian lexis	Andrea Rogošić, PhD, Assistant Professor
Introduction to Italian language and linguistics	Andrea Rogošić, PhD, Assistant Professor
Introduction to the analysis of the literary text	Katarina Dalmatin, PhD, Associate Professor
Italian between norms and usage	Snježana Bralić, PhD, Associate Professor

Italian culture and society	Andrea Rogošić, PhD, Assistant Professor
Italian language I – Module 1	Maja Bilić, Senior Language Instructor
Italian language I – Module 2	Maja Bilić, Senior Language Instructor
Italian language II – Module 1	Danijel Tonkić, Senior Language Instructor
Italian language II – Module 2	Danijel Tonkić, Senior Language Instructor
Italian language III – Module 1	Maja Bilić, Senior Language Instructor Danijel Tonkić, Senior Language Instructor
Italian language III – Module 2	Andrea Rogošić, PhD, Assistant Professor Maja Bilić, Senior Language Instructor
Italian Lexicology and Lexicography	Snježana Bralić, PhD, Associate Professor
Italian literature from Humanism and the Renaissance to Arcadia	Srećko Jurišić, PhD, Full Professor
Italian literature from Neorealism to the end of the 20 th century	Katarina Dalmatin, PhD, Associate Professor
Italian poetic schools and classics of Italian literature	Antonela Marić, PhD, Associate Professor
Italian syntax	Snježana Bralić, PhD, Associate Professor
Language and society	Magdalena Nigoević, PhD, Full Professor
Literary movements and authors in Italy from Arcadia to Verismo	Nikica Mihaljević, PhD, Full Professor
Phonology and morphology of Italian language	Antonia Luketin Alfirević, PhD, Assistant Professor
Romance philology	Maja Bezić, PhD, Associate Professor
Text and discourse	Magdalena Nigoević, PhD, Full Professor
Theoretical study of Italian literature	Katarina Dalmatin, PhD, Associate Professor
Theories of communication processes	Magdalena Nigoević, PhD, Full Professor

3.3. Curriculum vitae of the course teacher

First and last name and title of teacher	Maja Bezić, PhD, Associate Professor
The course he/she teaches in the proposed study programme	History of Italian Language, Historical grammar of Italian language, Romance Philology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545570
E-mail address	mbezic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	276236
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 1/10/2017

Area and field of election into research or art rank	Humanities, Philology, Romance Studies
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Studies, University of Split
Date of employment	30/1/2002
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Italian Language and Linguistics
Function	Member of the Board for Quality Assurance
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	7/5/2011
INFORMATION ON ADDITIONAL TRAINING	
Year	2006
Place	Trieste, Italy
Institution	University of Trieste
Field of training	Italian language and linguistics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	The course assistant and teacher of the courses offered as part of the non-reformed graduate degree programme in Italian Language and Literature: <i>Introduction to Italian Linguistics with Phonology, Italian Civilization and Culture, Romance Philology and Vulgar Latin, Historical Grammar of Italian Language, Italian Syntax, Introduction to Theory of Translation.</i>
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Bralić, Snježana; Bezić, Maja (2020). La rappresentazione mediatica del migrante tra accoglienza e diffidenza. <i>Folia Linguistica et Litteraria</i>, 30, 301–317.</p> <p>Bezić, Maja; Bralić, Snježana; Bilić, Maja (2019). Le parole in cammino: il fenomeno della migrazione nel lessico italiano. <i>Sguardo sull'immaginario italiano. Aspetti linguistici, letterari e culturali</i> (ur. E. Moscarda Mirković i T. Habrle). Pula: Sveučilište "Juraj Dobrila" u Puli, 177–192.</p> <p>Bezić, Maja; Granić, Ivana (2017). Prilog klasifikaciji slavizama u talijanskom jeziku. <i>Zbornik radova Filozofskog fakulteta u Splitu</i>, 10, 83–93.</p> <p>Bezić, Maja (2016). Semantička adaptacija talijanizama u splitskom govoru. <i>Fluminensia: časopis za filološka istraživanja</i> 28, 2; 39–51.</p>

	Bezić, Maja; Kalebić, Lovorka (2015). Gli italianismi nella fraseologia dialettale croata: il caso della parlata di Spalato. <i>Quaestiones Romanicae III/2</i> , 428–435.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate degree programme in Italian Language and Literature and in English Language and Literature at the University of Zadar, Croatia.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	/

First and last name and title of teacher	Maja Bilić, Senior Language Instructor
The course he/she teaches in the proposed study programme	Italian Language I - Module 1 Italian Language I - Module 2 Italian Language III - Module 1
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545570
E-mail address	mbilic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	/
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior Language Instructor, October, 2016
Area and field of election into research or art rank	Humanities, Romance Philology, Italian Language
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	November 1, 2005
Name of position (professor, researcher, associate teacher, etc.)	/

Field of research	Italian Language: Phonology and Morphology, Syntax, Teaching Methodology
Function	Senior Language Instructor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MA
Institution	University of Zadar, Faculty of Philosophy and Arts
Place	Zadar
Date	July 5, 1993
INFORMATION ON ADDITIONAL TRAINING	
Year	2008 2020
Place	Venice Siena
Institution	University Ca' Foscari of Venice - <i>Master in Didattica e promozione della Lingua e cultura italiane a stranieri</i> Università per Stranieri di Siena – Scuola di Specializzazione -enrolled in post graduate course of study in November 2020
Field of training	Teaching Italian as Foreign Language, Language Assessment and Certification
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Italian Language - elementary and intermediate courses in different schools, Italian for Business (elementary and high public and private school), Italian Language in Tourism at University Department of Professional Studies, Split Faculty of Philosophy and Arts: Language exercises I , Language exercise III (undergraduate course of studies), Business Translation (graduate course of studies)
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> - Bralić, Bezić, Bilić (2015) <i>Leksik svijeta rada : nove riječi za nove trendove</i> (Labour market lexis: new words for new trends). In: Zbornik radova Filozofskog fakulteta u Splitu, No. 6/7 ISSN 1846-9426, str. 133-142 - Bralić, S.-Bilić, M. (2017) <i>Italian political speech between the Old and the New U: New Insight into Argumentation</i>, Faculty of Humanities and Social Sciences n. 6/7, p. 133 - 156 ISBN 978-953-7395-99-5 - Bezić, M. – Bralić, S. – Bilić, M. (2019) <i>Le parole in cammino: il fenomeno della migrazione nel lessico italiano</i>. Atti del convegno: Sguardo all'immaginario italiano. Aspetti linguistici, letterari e culturali, University Juraj Dobrila, Pula. ISBN 978-953-8278-25-9
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<i>Cooperative Learning s osvrtom na aktualnu situaciju u Hrvatskoj</i> (Cooperative learning in Croatian schools). Paper in Metodički obzori, Vol.7 n.16, Pula

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Faculty of Philosophy and Arts in Zadar, graduate course of studies (English Language and Literature, Italian Language and Literature)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	/

First and last name and title of teacher	Snježana Bralić, PhD, Associate Professor
The course he/she teaches in the proposed study programme	Italian lexicology and lexicography Italian syntax Italian between norms and usage
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545573
E-mail address	sbralic@ffst.hr
Personal web page	https://inet1.ffst.hr/snjezana.bralic#profile_edit_54856
Year of birth	/
Scientist ID	276240
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 14/07/2017
Area and field of election into research or art rank	Humanities, Romance Philology, Italian Language
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split, Croatia
Date of employment	14/06/2002
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Italian Language and Linguistics
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD (Doctorate diploma)
Institution	University of Zadar
Place	Zadar, Croatia
Date	27/05/2010
INFORMATION ON ADDITIONAL TRAINING	
Year	Academic year 2005/2006

Place	Rome, Italy
Institution	University „Roma Tre“ (Italy) – Italian Department
Field of training	Italian Linguistics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	The course assistant and teacher of the courses offered as part of the non-reformed graduate degree programme in Italian Language and Literature: <i>Italian lexicology and lexicography, Italian syntax, Language exercises with Italian language instructor, Methodology in Italian language classes, Glotodidactics.</i>
Authorship of university/faculty textbooks in the field of the course	Šimunković, Ljerka; Bralić, Snježana. 2010. <i>Francesco Carrara - Dnevnik s putovanja 1843. - 1848.</i> Split: Hrvatsko-talijanska kulturna udruga Dante Alighieri Split.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> - Bralić, Snježana (2019). Le parole chiave della rivoluzione tecnologica e le nuove tendenze lessicali, <i>Folia Linguistica et Litteraria</i>, XI/2020 BR. 30, 143-158 (ISSN 1800-8542) - Bralić, Snježana; Bezić, Maja (2019). La rappresentazione mediatica del migrante tra accoglienza e diffidenza, <i>Folia Linguistica et Litteraria</i>, XI/2020 BR. 30, 301-317 (ISSN 1800-8542) - Bralić, Snježana; Bezić, Maja; Bilić, Maja (2019). Le parole in cammino: il fenomeno della migrazione nel lessico italiano. <i>Sguardo sull'immaginario italiano. Aspetti linguistici, letterari e culturali</i> (ur. E. Moscarda Mikrković i T. Habrle). Galižana: Sveučilište Jurja Dobrile u Puli, 177-192 (ISBN 978-953-8278-25-9) - Bralić, Snježana; Bilić, Maja (2017). <i>Italian political speech between old and new/ Talijanski politički izričaj između starog i novog</i>. Druga međunarodna konferencija o retorici „Dani Ive Škarića“ (Postira, 23.-26.04.2014.), U A. Runjić-Stoilova i G. Varošanec-Škarić (ur.), <i>New Insights into Rhetoric and Argumentation</i>. Split: Filozofski fakultet, 133-156. (ISBN: 978-953-7395-99-5) - Bralić, Snježana (2016). <i>Globalizzarsi o morire: dal mondo globale al lessico globale</i>. Zbornik radova s međunarodnog znanstvenog skupa (Zadar, 25.-27.10.2012). U N. Balić Nižić; L. Borsetto; A. Jusup Magazin (ur.), <i>Književnost, umjetnost, kultura između dviju obala Jadrana i dalje od mora IV. / Letteratura, arte, cultura tra le due sponde dell'Adriatico ed oltre IV</i>. Zadar: Sveučilište u Zadru, 465-482. (ISBN 978-953-331-123-4)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Graduate degree programme in Italian Language and Literature and in French Language and Literature at the University of Zadar, Croatia.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Katarina Dalmatin, PhD, Associate Professor
The course he/she teaches in the proposed study programme	Theoretical study of Italian literature Italian literature from Neorealism to the end of the 20 th century Introduction to the analysis of the literary text
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545564
E-mail address	kdalmati@ffst.hr
Personal web page	https://inet1.ffst.hr/katarina.dalmatin?@=20o1c#profile_prikaz_75591
Year of birth	/
Scientist ID	276214
Research or art rank, and date of last rank appointment	Research associate, 17.10.2012.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 2.12. 2015.
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.10.2004.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor, Department of Italian language and literature
Field of research	Literary theory, Italian literature, Comparative croatian-italian literature
Function	Assistant Professor, Department of Italian language and literature
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	21.11.2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2005,2006, 2009. and 2010.
Place	Rome, Perugia, Genova
Institution	Università per Stranieri, Faculty of Humanities and Social Sciences, University of Genova
Field of training	Italian language and literature.
MOTHER TONGUE AND FOREIGN LANGUAGES	

Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4/5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	2004.- 2006. assistant on the following courses: Literary Theory, Theoretical study of Italian literature. 2007.-2012. assistant on the following courses: Croatian-Italian comparative literature.
Authorship of university/faculty textbooks in the field of the course	Dalmatin, K. (2020) <i>Autobiografski diskurs u književnoj teoriji dvadesetog stoljeća i prozi Grytzka Mascionija</i> . Split, Sveučilište u Splitu, Filozofski fakultet.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> - Dalmatin, K. (2016) Hermeutička recepcija lika Jorgea da Burgosa u romanu „Ime ruže“ Umberta Eca. <i>Zbornik radova filozofskog fakulteta u Splitu</i>. (8): 25-36. - Dalmatin, K. (2016) Il dolore dello spaesamento nella narrativa italiana postmoderna: „Notturmo indiano“ di A. Tabucchi e „Puck“ di G. Mascioni. U: N. Mihaljević, L. Toppan (Ur.) <i>Dire il dolore. Prismi</i> (15): 119-144. - Dalmatin, K. (2018) Roma nel romanzo "Che la festa cominci" di Niccolò Ammaniti. U: S. Jurišić, A. Marić, N. Mihaljević, K. Dalmatin (Ur.) <i>La città italiana come spazio letterario nel contesto mediterraneo (1990-2015)</i>. Firenze, Franco Cesati Editore, 41-49. - Dalmatin, K. (2020) Spalato e la Dalmazia in "Esilio" di Enzo Bettiza. U. C. Placido, L. Spera, M. Storini (Ur.) <i>Idee, forme e racconto della città nella narrativa italiana</i>. Firenze, Franco Cesati, 177-185. - Dalmatin, K. (2020) Il ruolo dell'"Apocalisse" e della figura di Giuda Iscariota nella ricezione ermeneutica di Jorge da Burgos ne "Il nome della rosa". U: A. Baldacci, A. Malgorzata Brysiak, T. Skocki (Ur.). <i>Il futuro della fine ; rappresentazioni dell'apocalisse nella letteratura italiana dal Novecento a oggi</i>. Berlin, Peter Lang, 111-120.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Degree (MA level) in Italian Language and Literature and Comparative Literature, University of Zagreb. Exams passed: pedagogy, psychology, didactics and methodics,
PRIZES AND AWARDS, STUDENT EVALUATION	

Prizes and awards for teaching and scholarly/artistic work	/
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	4.5

First and last name and title of teacher	Marko Dragić, PhD, Full Professor
The course he teaches in the proposed study programme	Essentials of Latin language
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545593
E-mail address	mdragic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	263153
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Distinguished Professor, October 26 th 2016
Area and field of election into research or art rank	Humanistic sciences, philology, theory and history of literature
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Philosophy
Date of employment	October 2 nd 2005
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Theory and history of literature i
Function	Head of Croatian department's division for literature and culture
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb, Faculty of Philosophy
Place	Zagreb
Date	July 18 th 2000
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian (4)

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Slovenian (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (4)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	I have been lecturing at the University of Split since year 2003.
Authorship of university/faculty textbooks in the field of the course	<ol style="list-style-type: none"> 1. Dragić, M. (2008). <i>Poetika i povijest hrvatske usmene književnosti</i> (fakultetski udžbenik). Split: Filozofski fakultet Sveučilišta u Splitu. 2. Dragić, M. (2006). <i>Hrvatska književnost katoličke obnove i prvog prosvjetiteljstva (Hrvatska barokna književnost)</i> (sveučilišni priručnik). Split: Filozofski fakultet Sveučilišta u Splitu.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Dragić, M. (2020). Štovanje sv. Josipa u hrvatskoj crkveno-pučkoj baštini. <i>Nova prisutnost: časopis za intelektualna i duhovna pitanja</i>, XVIII (2), Kršćanski akademski krug (KRAK). Zagreb. 145-170. 2. Dragić, M. (2019). Suzaštitnik Splita sv. Arnir u kulturnoj baštini Splita i okolice, <i>Kulturna baština, časopis za pitanja prošlosti splitskoga područja</i> 45. Društvo prijatelja kulturne baštine Split, Split. 299. – 320. 3. Dragić, M. (2019). Tijelovo u hrvatskoj katoličkoj crkveno-pučkoj kulturnoj baštini. <i>Crkva u svijetu</i> 54 (1). Katolički bogoslovni fakultet Sveučilišta u Splitu. Split. 59-81. 4. Dragić, M. (2018). Hrvatski tradicijski čestitarski ophodi, pohodi i običaji od Božića do Sveta tri kralja, <i>Croatica et Slavica ladertina</i> 14 (1). Odjel za kroatistiku i slavistiku, Sveučilište u Zadru, Zadar. 189-230. 5. Dragić, M. (2017). Irudica u hrvatskome folkloru, <i>Croatica et Slavica ladertina</i>, 13 (1), Odjel za kroatistiku i slavistiku, Sveučilište u Zadru, Zadar. 135-155.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Croatian and Latin language and literature study programme at the University of Split, Faculty of Philosophy in Zadar. Postgraduate doctoral study programme at the University of Zagreb, Faculty of Philosophy. Fifteen years of work at the University. Lecturer of the following courses: Croatian oral literature (Croatian language and literature, undergraduate study programme), Croatian traditional culture in the European context (Croatian language and literature, graduate study programme), Literature and reality (Croatian language and literature, graduate study programme), Historic tales (Croatian language and literature, graduate study programme), Latin

	language I, Latin language II, Latin language for historians I, Latin language for historians II. Previously lectured the following courses: Theory of literature (Croatian language and literature, undergraduate study programme), World literature (Croatian language and literature, old study programme), Literary practicum (Croatian language and literature, old study programme), Croatian literature Catholic restoration and the first Enlightenment (Croatian language and literature, undergraduate study programme), Croatian pre-Realism, Realism and Modern literature (Croatian language and literature, undergraduate study programme).
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Award for Excellence in Teaching and Working with Students. Faculty of Humanities and Social Sciences, University of Split 2020. "Top 20 University Professors in academic year 2013/2014" award – students' choice

First and last name and title of teacher	Srećko Jurišić, PhD, Full Professor
The course he/she teaches in the proposed study programme	A survey of the Italian Literature – Module 2 Italian Literature from Humanism and the Renaissance to Arcadia
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021541913
E-mail address	sjurisc@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	315013
Research or art rank, and date of last rank appointment	Research Associate, May 19, 2010
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, July 1, 2010
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	July, 1, 2010
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Italian literature
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Chieti - Pescara
Place	Pescara
Date	2009
INFORMATION ON ADDITIONAL TRAINING	
Year	2009
Place	Vasto, Italy

Institution	Centro europe odi studi rossettiani – „Decadence and Modernism in Italy and in Europe"
Field of training	Italian literature
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Assistant at the Department of Italian literature department of comparative literature at the University of Chieti-Pescara; subject: Italian literature; Program Name: Course in foreign languages and literature, Course in translation, interpretation and cultural mediation: bachelor and master program.
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Jurisc, Srecko (2011). <i>Ai margini dell'impero. L'antisorgimento in Dalmazia // Italies. Revue d'etudes italiennes</i>; pp. 135-155 (scientific paper).</p> <p>Jurisc, Srecko (2011). <i>Death by clothes. Garments as a social constraint in Pirandello's short stories</i>; Pirandello Studies. 31; pp. 28-42 (scientific paper).</p> <p>Jurisc, Srecko (2010). <i>Roma città azienda. "Cinacittà" di Tommaso Pincio</i>, Narrativa. 32; pp. 199-220 (scientific paper).</p> <p>Jurisc, Srecko (2011). <i>Il turismo bellico. Sulle categorie del riso nell'immaginario postcoloniale italiano</i>; Proceedings of the Faculty of Humanities and Social Sciences in Spilt 4; pp. 123-143 (scientific paper).</p> <p>Jurisc, Srecko (2011). <i>La dimensione teatrale dei racconti di Andrea Camilleri</i>; Misure Critiche. 1-2; pp. 169-189 (scientific paper).</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	University of Chieti - Pescara

didactic-pedagogical group of competences	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Antonia Luketin Alfirević, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Phonology and morphology of Italian language
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35
Telephone number	+385 21 545 570
E-mail address	aluketin@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	309832
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor 16/10/2019
Area and field of election into research or art rank	/
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Philosophy, University of Split
Date of employment	1/10/2008
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	philology
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Philosophy, University of Split
Place	Split
Date	24/06/2015
INFORMATION ON ADDITIONAL TRAINING	
Year	2020
Place	Siena, Italy
Institution	University for Foreigners of Siena
Field of training	Teaching Italian as a foreign language
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 3
COMPETENCES FOR THE COURSE	

Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>- Luketin Alfirević, A. (2018). <i>Italianità nello spazio urbano croato: sulla presenza degli elementi italiani nelle insegne dei ristoranti croati</i>. U: <i>Civiltà italiana</i>, Collana dell'A.I.P.I., Terza serie 23, Atti del convegno del XXII Congresso A.I.P.I., <i>La stessa goccia del fiume – il futuro del passato</i>. Firenze: Franco Cesati Editore str. 151-158 (ISBN: 978-88-7667-713-7)</p> <p>- Luketin Alfirević, A.; Filippi, M. (2015.) <i>Xe nato el picio – È nato il bambino</i>. O okomitaj višejezičnosti u današnjem Trstu. U: <i>Zbornik radova s međunarodnog znanstvenog skupa HDPL-a: Višejezičnost kao predmet multidisciplinarnih istraživanja</i>. (ur. Udier, S. L. i Cergol Kovačević, K.), Zagreb : Srednja Europa i HDPL, str. 421-435 (ISBN: 978-953-7963-27-9)</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Luketin Alfirević, A. (2020.) <i>Io mai mi abituerò alla tua voce – Come affrontare la sfida dell'uso della canzone in classe di italiano LS ai croatofoni</i> . U: <i>L'italiano lungo le vie della musica: la canzone / Coveri, Lorenzo ; Diadori, Pierangela</i> (ur.). Firenze: Franco Cesati Editore, str. 197-207 (ISBN:978-88-7667-832-5)
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Methodical and psycho-didactic-pedagogic group of subjects within the study program (double major program - Italian and Spanish language and literature) at the Faculty of Humanities and Social Sciences in Zagreb.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Antonela Marić, PhD, Associate Professor
The course he/she teaches in the proposed study programme	A Survey of Italian Literature – Module I Italian Poetic Schools and Masters of Italian Medieval Literature
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35
Telephone number	021491513; 021545597
E-mail address	antonela@ffst.hr
Personal web page	https://www.bib.irb.hr/pregled/znanstvenici/297704
Scientist ID	297704
Research or art rank, and date of last rank appointment	Senior Scientific Associate, 2019.

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 2019.
Area and field of election into research or art rank	Humanities and Social Sciences, Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01.09.2007
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Italian Literature, Theatre, Translation Studies
Function	Vice-Dean for Science and International Cooperation
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	2012
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Marić, Antonela, <i>Visioni mediterranee dei grotteschi</i> in Oceano Mediterraneo. Naufraghi, esili, derive, approdi, migrazione e isole lungo le rotte mediterranee della letteratura italiana / Gialloredo, Andrea ; Jurišić, Srećko; Moscarda Mirković, Eliana (ur.). Firenze: Franco Cesati Editore, 2020., 97-105</p> <p>Marić, Antonela; Alujević, Marijana, <i>Organski idiomi i stilistička načela</i> // Čakavska rič : polugodišnjak za proučavanje čakavske riječi, 1 (2018), 1-2; 199-216</p> <p>Marić, Antonela, Luigi Antonelli: <i>Prodavaonica snova</i>, Split: Naklada Bošković, 2018.</p> <p>Marić, Antonela, Maria Grazia Trobia, Eros e mito. Rosso di San Secondo espressione del Novecento europeo., Caltanissetta-Roma: Salvatore Sciascia Editore, 2018.</p>

	Marić, Antonela, <i>La geografia dell'umorismo: scenari letterari come luoghi comuni della città mediterranea</i> in <i>La città italiana come spazio letterario nel contesto mediterraneo</i> (1990-2015) / Jurišić, Srećko; Marić, Antonela; Mihaljević, Nikica; Dalmatin, Katarina (ur.), Firenze: Franco Cesati Editore, 2018.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Nikica Mihaljević, PhD, Full Professor
The course he/she teaches in the proposed study programme	Literary Movements and Authors in Italy from Arcadia to Verismo 20th Century Italian Literature
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545560
E-mail address	nikica@ffst.hr
Personal web page	https://www.bib.irb.hr/pretraga?operators=and Mihaljevi%C4%87,%20Nikica%20%2821976%29 text profile
Year of birth	/
Scientist ID	263074
Research or art rank, and date of last rank appointment	Research Adviser, 17th November 2022
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 26th Januar 2023
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1st February 2004
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Italian Literature
Function	Editor-in-Chief of faculty scholarly journal <i>Zbornik radova Filozofskog fakulteta u Splitu</i>
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD

Institution	University of Macerata
Place	Macerata, Italy
Date	2009.
INFORMATION ON ADDITIONAL TRAINING	
Year	Visiting Professor
Place	Macerata, Italy
Institution	University of Macerata
Field of training	Italian Literature
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish, 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Mihaljević, N. - Todorović, D., <i>Evoluzione pericolosa. Studi sul rapporto madre-figlia nella letteratura italiana</i>, Split, Filozofski fakultet u Splitu, 2016.</p> <p>Mihaljević, N. - Toppan, L., (eds.) «<i>Dire il dolore</i>». <i>Scrittori e poeti italiani interpreti dell'esperienza umana : itinerari tra XVI e XXI secolo</i>, Université de Lorraine, Centre de Recherche L.I.S. (Littératures, Imaginaire, Sociétés), ÉDITIONS CHEMINS DE TR@VERSE, 2016.</p> <p>Mihaljević, N. (ed.), <i>Gender In(Equality): Literary, Linguistic, and Artistic Responses to Gendered Dominance</i>, Warsaw, IRF Press, 2017.</p> <p>Mihaljević, N. – Carić, S., “<i>The centre cannot hold</i>”: <i>Quattro scrittrici migranti interpretano i malanni moderni</i>, Split, Filozofski fakultet u Splitu, 2018.</p> <p>Jurišić, S. – Marić, A. – Mihaljević, N. – Dalmatin, K. (eds.), <i>La città italiana come spazio letterario nel contesto mediterraneo (1990-2015)</i>, Firenze, Franco Cesati, 2018.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Italian Language and Literature Undergraduate Studies and English Language and Literature Undergraduate Studies, University of Zadar
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	/

First and last name and title of teacher	Magdalena Nigoević, PhD, Full Professor
The course he/she teaches in the proposed study programme	Language and Society Text and Discourse Theories of communication processes
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 564
E-mail address	magda@ffst.hr
Personal web page	https://inet1.ffst.hr/magdalena.nigoevic?@=20o4s#profile_prikaz_75649
Year of birth	/
Scientist ID	276225
Research or art rank, and date of last rank appointment	Senior Research Scientist 9. 7. 2020.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor 15. 12. 2021.
Area and field of election into research or art rank	Area humanities, field philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1. 4. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	linguistics, Italian language
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	2010.
INFORMATION ON ADDITIONAL TRAINING	
Year	2007 // 2013, 2016, 2017
Place	Bologna, Italy // Warsaw and Katowice, Poland

Institution	University of Bologna // University of Warsaw and University of Silesia
Field of training	Italian Linguistics // Teacher Mobility
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Spanish – 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociolinguistics – Department of Italian language and literature, Faculty of Humanities and Social Sciences, University of Split; undergraduate study Language and Media, Textual linguistics – Department of Italian language and literature, Faculty of Humanities and Social Sciences, University of Split; graduate study Sociolinguistics, Language and Media – Doctoral studies, Faculty of Humanities and Social Sciences, University of Split; postgraduate study
Authorship of university/faculty textbooks in the field of the course	Peer-reviewed lectures – web publications: <i>Il linguaggio della pubblicità</i> (2019) and <i>Analisi dei messaggi pubblicitari</i> (2019) (Available at: https://www.ffst.unist.hr/izdavastvo/#1526736037018-47ea29e2-a357e1b9-477d).
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Nigoević, M. (2020). <i>Intenzifikacija u jeziku: S primjerima iz hrvatskog i talijanskog jezika</i>. Split: Filozofski fakultet Sveučilišta u Splitu (196 pages). [ISBN: 978-953-352-043-8]</p> <p>Nigoević, M.; Vukančić, N. (2020). Representation of the Slavic ethnicity in the Italian newspaper „La Repubblica”. <i>Epiphany</i>, 13/1, 9-16. [e-ISSN 1840-3719; p-ISSN 2303-6850]</p> <p>Nigoević, M.; De Pol, V. (2019). Politicamente corretto nei due maggiori quotidiani italiani. <i>Italica Belgradensia</i>, 1, 25-48. [ISSN 0353-4766]</p> <p>Nigoević, M.; Vušković, M. (2019). Sull'uso del vocabolo 'balcanizzare' nell'italiano contemporaneo. In: Matešić, M.; Vlastelić, A. (eds.), <i>Jezik i um</i>. Zagreb: Srednja Europa i HDPL, 119-131. [ISBN: 978-953-8281-01-3]</p> <p>Lončar, M.; Šuljug Vučica, Z.; Nigoević, M. (2017). Language in the service of advertising images: textual analysis. <i>4th International Multidisciplinary Scientific Conferences on Social Sciences & Arts SGEM 2017</i>; Extended Scientific Section Vienna, Austria, Hofburg Congress Center, 28-31 March 2017, <i>Conference Proceedings, Volume I, Language and Linguistics</i>, 111-118. [ISBN: 978-619-7105-95-7; ISSN: 2367-5659; DOI: 10.5593/sgemsocial2017HB31]</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	During the under/graduate studies at the Faculty of Humanities and Social Sciences in Zadar (titles awarded: B.A. and M.A. in Italian Language and Literature). From 2001 lectures at the University of Split (Department of Italian Language and Literature of the Faculty of Humanities and Social Sciences and Department of Musical Arts of the Arts Academy).
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	The results of student evaluation survey conducted by the institutional research on the quality of teaching at the Faculty of Humanities and Social Sciences of the University of Split confirm that in the period 2016-2020 Magdalena Nigoević was evaluated with positive marks. The evaluation of the quality of her teaching was carried out within various courses and the values of the summary assessment, the so-called <i>global index</i> ranges from 4.2-5.0.

First and last name and title of teacher	Andrea Rogošić, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Introduction to Italian language and linguistics History of Italian lexis Italian language III - module 2 Italian culture and society
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545597
E-mail address	arogosic@ffst.hr
Personal web page	https://inet1.ffst.hr/andrea.rogosic
Year of birth	/
Scientist ID	320086
Research or art rank, and date of last rank appointment	Research Associate, 10/11/2016
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 26/06/2018
Area and field of election into research or art rank	/
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	01.11.2009.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Italian language
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD in Linguistics
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	07.03.2014.

INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1) Rogošić, Andrea (2019). <u>Britanski humor na hrvatski način: prijevodne strategije u podslavljanju TV serije Only fools and horses</u> // <i>Lingua Montenegrina. Časopis za jezikoslovna, književna i kulturna pitanja</i>, XII (2), 24; 115-140.</p> <p>2) Rogošić, Andrea; Bosanac, Antonija (2018). <u>Kulturološki elementi u talijanskoj sinkronizaciji američkih humorističnih serija</u> // <i>Jezik i njegovi učinci</i> / Stolac, D ; Vlastelić, A. (ur.). Rijeka, str. 289-301.</p> <p>3) Rogošić, Andrea (2017). <u>Osobna imena u Splitu u razdoblju preporodnoga pokreta</u> // <i>Folia onomastica Croatica</i>, 25, 143-165.</p> <p>4) Rogošić, Andrea (2015). <u>Odrzi hrvatsko-talijanskih jezičnih dodira u splitskoj antroponimiji devetnaestoga stoljeća</u> // <i>Višejezičnost kao predmet multidisciplinarnih istraživanja</i> / Udier, Sanda Lucija ; Cergol Kovačević, Kristina (ur.). Zagreb: Srednja Europa i HDPL, str. 451-463.</p> <p>5) Rogošić, Andrea; Marasović-Alujević, Marina (2015). <u>Elementi italiani nei cognomi di Spalato</u> // <i>Quaderni Internazionali di RION 5; Studi internazionali per i 20 anni della "Rivista Italiana di Onomastica"</i>, V, 171-181</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/

PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	/

First and last name and title of teacher	Danijel Tonkić, Senior Language Instructor
The course he/she teaches in the proposed study programme	Italian Language II – Module 1 Italian Language II – Module 2 Italian Language III – Module 1

GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545564
E-mail address	dtonkic@ffst.hr
Personal web page	https://inet1.ffst.hr/danijel.tonkic?@=20o6h#profile_prikaz_75612
Year of birth	/
Scientist ID	/
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Senior Language Instructor, 12 th October 2016 (reelection in teaching rank of senior language instructor)
Area and field of election into research or art rank	The scientific area of Humanities, the field of Philology, the branch of Romanistics

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	The Faculty of Humanities and Social Sciences-Split
Date of employment	2006
Name of position (professor, researcher, associate teacher, etc.)	Senior Language Instructor
Field of research	Italian language
Function	/

INFORMATION ON EDUCATION – Highest degree earned	
Degree	MA of Italian language and literature
Institution	University of Zadar
Place	Zadar
Date	1992

INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language 5 (excellent)

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian language 4 (very good)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language 3 (good)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	The University of Zadar, October 1994 – February 2006 Italian language (exercises) I, II; Translation Exercises; Level – University language courses From 2006 he has been teaching these courses at the Department of Italian language and literature, Faculty of Humanities and Social Sciences, University of Split – undergraduate and graduate studies
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Tonkić, D.; Bilić, M. (in press) "Gramatičko označavanje habitualnosti u hrvatskom i talijanskom jeziku". In: Nigoević, M.; Matešić, M. (eds.), <i>Jezično i izvanjezično u međudjelovanju</i> . Zagreb: Srednja Europa i HDPL. Tonkić, D.; Bilić, M. (in press). "Gramatičko označavanje sadašnjost u hrvatskom i talijanskom jeziku". In: Bezić, M.; Bralić, S. (eds.). <i>Zbornik u čast profesorici emeriti dr. sc. Ljerki Šimunković</i> . Split: Filozofski fakultet Sveučilišta u Splitu.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	The competences acquired through the university degree programmes: the Italian Language and Literature; the Russian Language and Literature. From 2001 lectures at the University of Split – Department of Italian Language and Literature of the Faculty of Humanities and Social Sciences.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	The results of student evaluation survey conducted by the institutional research on the quality of teaching at the Faculty of Humanities and Social Sciences of the University of Split confirm that Danijel Tonkić was evaluated with positive marks.

3.4. Optimal number of students

Enrolment quota for the first year of the undergraduate programme is 45 students, which is the ideal number of students to work in small groups in seminars (two groups with twenty students

in each group) and practical classes (three groups with approximately 15 students in each group). In addition, the Department of Italian Language and Literature prescribes an enrolment quota for elective courses of up to 15 students in the major study programme to encourage an individual approach in working with students.

3.5. Estimate of costs per student

Costs per student are calculated according to the equivalent criteria (total expenditure of the study programme in relation to the number of students on an annual basis) for all double-major and single-major study programmes that are conducted at the Faculty of Humanities and Social Sciences in Split. According to all the above criteria, the annual cost per student in the Italian language and literature undergraduate study programme is 12,500.00 kunas.

3.6. Plan of procedures of study programme quality assurance

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Zagreb defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.	
Documentation on which the quality assurance system of the constituent part of the University is based:	
<ul style="list-style-type: none"> Regulations on the quality assurance system of the constituent part (enclose if existing) Handbook on the quality assurance system of the constituent part (enclose if it exists) 	
Description of procedures for evaluation of the quality of study programme implementation:	
<ul style="list-style-type: none"> For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation If procedure is described in an attached document, name the document and the article. 	
Evaluation of the work of teachers and part-time teachers	Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo) Counselling at the level of Department (and broader) during the semester (teachers who teach related subjects cooperate and jointly take care of the quality of teaching)
Monitoring of grading and harmonization of grading with anticipated learning outcomes	Student survey (CIRCO, https://www.ffst.hr/centri/circo) Self-evaluation Internal student evaluations via anonymous questionnaires
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Student survey (CIRCO, https://www.ffst.hr/centri/circo)

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