

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY UNDERGRADUATE STUDY PROGRAMME

German Language and Literature (double-major)

SPLIT, November 2025

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

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

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of study programme	University Undergraduate Programme German Language and Literature (double-major)		
Leader of the study programme	Faculty of Humanities and Social Sciences in Split		
Executor/s of the study programme	Faculty of Humanities and Social Sciences in Split		
Executor/s of the study programme	Professional study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☒	Graduate ☐	Integrated ☐
	Doctoral ☐	Specialist ☐	
CroQF/EQF/QF-EHEA level	CroQF 6. sv EQF 6		
Scientific or artistic field and area of study programme	Humanities; Philology		
ISCED FoET classification	02 Arts and Humanities 023 Languages		

	0231 Language acquisiton 0232 Literature and linguistics
Programme duration (semesters, years)	6 semesters; 3 years
Number of ECTS points acquired on completion of study programme	90
Academic or professional title, i.e. academic degree	Bachelor (baccalaureaus/baccalaurea) of Arts (BA) in German Language and Literature (univ.bacc.philol.germ.)
Language of delivery	Croatian[1]
Place of delivery	Faculty of Humanities and Social Sciences in Split
Type of delivery (in-person, hybrid, online)	Classroom-based
Enrolment quota (for students in regular and special status)	30 – regular status; 2 – Croatian emigrants

[1] Instruction is delivered in German, with Croatian used as needed.

1. INTRODUCTION

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

University undergraduate study programme *German Language and Literature* (double-major) (hereinafter: undergraduate study programme *German Language and Literature*) is aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split, *the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*, the *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the 2021–2025 period*, and *the Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027*. The study programme is fully aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split, given that it is directed toward the acquisition of competencies that promote fundamental social and humanistic values, contributes to the improvement of knowledge, the promotion of ethical conduct, tolerance, cooperation, inclusivity, responsibility, and the overall well-being of society (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*), and prepares students for the competent integration into the labour market.

The undergraduate study programme *German Language and Literature* enables the acquisition of high linguistic and pragmatic language competencies in German, that is, the education of bachelors in the field of the humanities who will be able to navigate the labour market competently. Owing precisely to the fundamental competencies in the field of the German language, as well as to their ability to navigate various topics related to the German language, linguistics and literature, and culture in the broader sense, Bachelors of Arts in German Language and Literature have the possibility of employment in various institutions or with business entities connected to the German-speaking area. They may therefore work in various associations, governmental and non-governmental organisations, diplomatic and economic representative bodies, the media, business entities, marketing, public relations, culture, and tourism. In line with the mission and vision of the Faculty of Humanities and Social Sciences in Split, Bachelors of German Language and Literature are recognized as experts in the field of the German language who, in their professional work, due to the competencies acquired, as well as the collaborative, flexible, and pluralistic intellectual environment in which they are continuously encouraged to critical thinking, creativity, and freedom of thought, consistently promote fundamental social and humanistic values and contribute to the long-term development and advancement of society.

The undergraduate study programme *German Language and Literature* is directed toward the acquisition of language competencies through Language Practice courses, as well as other compulsory and elective linguistic and literary/historical/theoretical courses. Language Practice courses are aligned with contemporary trends in foreign-language teaching/learning, with an emphasis on creative methods of developing language-communication skills in oral and written language use across all functional styles. Teaching employs individual, holistic, and team-based work and prepares students in the long term for lifelong learning. The teaching process is conceived in line with current trends that advocate instruction not focused exclusively on the production of grammatically correct forms but also on the acquisition of functionally and socially acceptable expressions in spoken and written performance. Linguistic courses are based on the concept of interactive teaching as a contemporary mode of instruction, thus promoting cooperation and two-way communication between teachers and students as active co-creators of the teaching process. Through a series of carefully designed activities and retrospective analyses, students are encouraged to self-monitor (self-supervise) their speech, to identify and correct lexical, grammatical, and pronunciation errors. Specially devised pronunciation exercises create a motivational environment in which students easily acquire pronunciation and intonation structures of the German language and, through a range of activities, are encouraged to develop awareness

of the importance of self-monitoring their own speech as an essential factor in the perception of speaker fluency.

Literary courses promote contemporary humanistic and ethical values by focusing on the interpretation and analysis of various literary texts in their socio-historical context, thus providing students with numerous competencies necessary for further education, as well as for their integration into the professional and social life of the community. Literature and other related media are thematised/problematised in their interrelation with social/civilisational values, and students are encouraged to develop creativity in oral and written expression, which significantly contributes to the acquisition of language competencies. By (co-)creating an understanding of the broader socio-cultural context, students are motivated to understand/embrace interculturality, to develop critical reflection/expression, and to promote gender equality and anti-discriminatory attitudes.

Teachers are active members of relevant professional associations such as KDV (Der Kroatische Deutschlehrer Verband, en. Croatian Association of Teachers and Professors of German), SOEGV (Südosteuropäischer Germanistenverband, en. Association of Germanists of Southeast Europe), MGV (Mitteleuropäischer Germanistenverband, en. Association of Germanists of Central Europe), Deutsche Gesellschaft für Kroatistik (en. German Society for Croatian Studies), HDPL (Hrvatsko Društvo za primjenjenu lingvistiku, en. Croatian Applied Linguistics Society), etc.

In comparison with other similar study programmes in the Republic of Croatia, this undergraduate study programme in German Language and Literature offers a greater number of hours in Language Practice courses aimed at students' acquisition/perfection of language competencies, as well as distinctive elective courses.

The undergraduate study programme *German Language and Literature* contributes to positioning the Faculty of Humanities and Social Sciences in Split within the Republic of Croatia, as well as the broader regional and European context, as a relevant institution due to its various activities such as guest lectures by distinguished experts and professors from other Croatian and European universities/institutions, particularly from the countries of the German-speaking area. Throughout the undergraduate programme, students are continuously encouraged to participate and engage in various professional and scientific activities, such as the promotion of national and German literature, the popularisation of science, the organisation of and participation in numerous workshops and/or events, as well as to conduct research and publish scientific and professional papers (link to the document containing the list of activities).

The undergraduate study programme *German Language and Literature* is organized in a way that implies continuous evaluation and improvement of the quality of work of all participants in the teaching process, i.e., students and teachers. Furthermore, joint research work of students and teachers is encouraged, as well as the professional development of teachers in the teaching and scientific research domain (*Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2021–2025 period*).

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

The undergraduate study programme *German Language and Literature* meets the institutional requirements for comparability with related accredited study programmes in the Republic of Croatia and in the European Union in accordance with the legal regulations (*Act on Higher Education and Scientific Activity,* https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html, *Act on Quality Assurance in Higher Education and Science*, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html) as well as university (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). The proposed programme is aligned

with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split. The initial licence for the study programme was obtained in 2018. The study programme document was prepared (and subject to minor modifications) in line with the development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant at the time (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020*; *Action Plan of the Faculty of Humanities and Social Sciences in Split 2019*; *Action Plan of the Faculty of Humanities and Social Sciences in Split 2020*), while new revisions and supplements to the study programme document are introduced in line with current and relevant documents (*Development Strategy of the Faculty of Humanities and Social Sciences 2021–2025; Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027; Action Plan of the Faculty of Humanities and Social Sciences in Split 2023*). (All listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije).

The undergraduate study programme *German Language and Literature* is, in terms of content and organisation, comparable to the programmes of existing double-major undergraduate studies in German Language and Literature and/or German Studies in the Republic of Croatia (e.g., Faculty of Humanities and Social Sciences, University of Zagreb, https://germanistika.ffzg.unizg.hr; Faculty of Humanities and Social Sciences, University of Rijeka, https://ffri.uniri.hr/o-fakultetu/ustroj/odsjeci-i-katedre/odsjek-za-germanistiku; Department of German Studies, University of Zadar,https://germanistika.unizd.hr) and to programmes in the European Union that offer similar double-major studies, such as the Faculty of Arts, University of Maribor,(https://ff.um.si/studij/dodiplomski-studij-1-stopnja/studijski-programi/nemski-jezik-in-knjizevnost-dvopredmetni. Given the proposed programme structure, the study dynamics, the possibilities of student mobility, and the ECTS credits that students are required to obtain during their studies, the proposed programme can be compared with similar programmes within the European Union, as confirmed by student exchanges within the Erasmus programme.

In addition to the similarities noted, the undergraduate study programme *German Language and Literature* also exhibits specific features when compared with other such programmes in the Republic of Croatia, reflected primarily in the increased number of hours allocated to Language Practice courses and in the distinctive elective courses.

Furthermore, in the proposed programme, students may take the elective course *Work-based Learning at a Partner Institution* during the third year of study and earn an additional 5 ECTS credits. The aim is to familiarise students with real working conditions at the Faculty business partner institutions and to prepare them for the independent identification and resolution of practical problems in a real working environment in accordance with the learning outcomes of the study programme. By providing students with such an opportunity at a business partner institution, the programme facilitates connections with the labour market, as confirmed by previous experience. https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf

Within the undergraduate study programme *German Language and Literature*, the standards and regulations for the assessment of acquired learning outcomes are regularly defined, published, and revised. These standards and regulations are specified in the syllabus of each course in the undergraduate study programme under the sections: *Student obligations, Monitoring student work, Assessment and evaluation of student work during classes, and the final exam/ methods of assessing the acquired learning outcomes for each course, and Methods of quality monitoring that ensure the acquisition of knowledge, skills, and competencies*. A more detailed elaboration of each assessment element, as well as additional instructions and guidelines for students, is provided in each course repository.

Quality assurance at the level of the study programme and individual courses is defined in the section *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences* competencies based on:

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- Standards and Guidelines for Quality Assurance in the European Higher Education Area (https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf),
- Quality Policy of the University of Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf),
- Quality Policy of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf),
- Rulebook on the Quality Control System of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf),
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf),
- Quality Control Handbook of the University of Split (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902),
- Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf),
- Study Rulebook of the University of Split (https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf),
- Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf)

and other key documents posted on the website of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Furthermore, revisions of the entire undergraduate study programme *German Language and Literature* are regularly published on the website of the Department of German Language and Literature. The undergraduate study programme *German Language and Literature* is fully outlined and implemented within the Higher Education Institutions Information System (hr. ISVU), which enables the collection, management, and processing of statistical data related to the organisation and implementation of study programmes, and reporting on such data.

The undergraduate study programme *German Language and Literature* ensures impartiality and transparency in all procedural actions and defines mechanisms for handling complaints and other relevant issues. These mechanisms are based on the Ethical Code and other documents that ensure ethical conduct in the planning and implementation of the study programme and in the achievement of learning outcomes, including mechanisms for the internal reporting of irregularities and the appointment of a confidential individual, as well as mechanisms for protection against discrimination and harassment. These documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti, https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

Students of the undergraduate study programme *German Language and Literature* participate in all quality assurance processes and in the work of all bodies, committees, departments, and centers designated for that purpose, in the manner prescribed by national, university, and faculty acts, regulations, and procedures. At the beginning of their studies and the academic year, the Head of Department familiarises students with their obligations and responsibilities, standards, and

regulations regarding the protection of student rights. In the case of other student needs, such as resolving student complaints or protecting their rights, students may contact the Head of Department, the Vice Dean for Teaching and Student Affairs, the Ethics Committee, and the Student Ombudsperson of the Faculty of Humanities and Social Sciences and the Student Ombudsperson of the University of Split.
The welfare of students and their specific needs is further supported by *the Student Counselling Centre*, which provides free educational and advisory activities, including individual and/or group counselling, respecting confidentiality and privacy, with the aim of assisting and supporting students in addressing personal difficulties, achieving academic success, increasing study efficiency, and improving quality of life (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata); *the Career Planning and Development Centre* (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera), which aims to foster the development of students' potential and their skills in career planning and management, and to connect students with potential employers; and the Office for Student Affairs, which provides students with timely information about their obligations and supports them throughout their studies by ensuring access to the necessary procedures and forms (https://www.ffst.unist.hr/za_studente/studentska_sluzba).

Instructors teaching in the undergraduate study programme *German Language and Literature* regularly participate in scientific and professional conferences as well as in various forms of continuous professional development. Records of instructor training activities provided by the Faculty of Humanities and Social Sciences in Split are available in the Faculty documents, while other forms of professional development are evidenced by certificates of active participation in scientific conferences and professional development programmes, as well as collaborative research projects.

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

In accordance with the principles of the Bologna Process, the undergraduate study programme *German Language and Literature* promotes curriculum flexibility through horizontal and vertical mobility. Horizontal mobility is achieved through the possibility of major switching during study, either by switching to a study programme wherein the same qualification is acquired or by selecting an entirely different study programme. Through international mobility, students can study (for one semester or more) at foreign higher education institutions, enrol in elective courses aligned with their interests within other study programmes at the Faculty of Humanities and Social Sciences in Split, as well as other faculties of the University of Split, other higher education institutions in the Republic of Croatia or abroad. Students from other majors of the Faculty of Humanities and Social Sciences may enrol in elective courses in the undergraduate study programme *German Language and Literature*.

Based on vertical mobility, upon completion of the undergraduate study programme *German Language and Literature*, students may continue their studies in the graduate study programme *German Language and Literature* at the Faculty of Humanities and Social Sciences in Split, or at other higher education institutions in the Republic of Croatia, or abroad.

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

The undergraduate programme *German Language and Literature* is structured and delivered as a regular double-major university programme and is combined with other double-major undergraduate programmes at the Faculty of Humanities and Social Sciences in Split. The programme lasts three years, with two semesters per year (six semesters in total). Each year of study carries 30 ECTS credits.
Throughout their studies, all students may enrol in one elective course offered by another study programme at the Faculty of Humanities and Social Sciences in Split.

Student obligations during the course of study are defined by the syllabi of individual courses (see course descriptions), while their obligations regarding attendance, the pace of study and assessment procedures, as well as group size for all forms of teaching, are determined by the regulations of the Faculty of Humanities and Social Sciences in Split and the University of Split.
All students may, during their studies, enrol in one course through the elective offer provided by other study programmes of the corresponding level at the Faculty of Humanities and Social Sciences in Split. A list of courses available to all students is published on the Faculty website.

A student is considered to have advanced to the next year of study if they obtain at least 42 ECTS credits from the previous year. Students who have not passed all courses from a given year must first enrol in those outstanding courses in the following year. Students who obtain at least 60 ECTS credits in the previous year are permitted to enrol in 75 ECTS credits in the following year.
ECTS credits earned outside the programme-awarding institution are recognised in accordance with the value of ECTS credits at the home institution. Credit transfer may be carried out between different German language and literature programmes. The criteria and conditions for credit transfer are prescribed by the regulations of the Faculty of Humanities and Social Sciences in Split.

Upon completion of the undergraduate study programme *German Language and Literature*, the bachelor's degree holder may enrol in the graduate programme *German Language and Literature* at the Faculty of Humanities and Social Sciences in Split, or in graduate study programme *German Language and Literature* at the Faculty of Humanities and Social Sciences in Split, or at other higher education institutions in the Republic of Croatia, or abroad.

2. Competences acquired on completion of the study module and study programme

Upon completion of the study programme, the student will be able to:

1. define the most important concepts in the field of German language and literature and apply them effectively in further education and/or professional work;
2. demonstrate command of the syntactic rules and the vocabulary of the German standard language;
3. identify and analyse texts in German across all functional styles;
4. translate contemporary texts from German into Croatian and vice versa;
5. produce texts in all functional styles in the German language;
6. demonstrate proficiency in German phraseology;
7. use monolingual and bilingual dictionaries correctly in the context of the German language;
8. work with relevant professional and scholarly literature in German;
9. master the orthographic, prosodic, phonological, morphological, word-formation, syntactic, lexico-semantic, and stylistic norms of the German standard language;
10. define basic linguistic concepts and terms of the fundamental linguistic disciplines: phonology, morphology, syntax, and semantics in the context the German language;
11. define the basic features of contemporary linguistic disciplines in the context of the German language: psycholinguistics, pragmalinguistics, cognitive linguistics, computational linguistics, and others;

12. distinguish and compare linguistic theories throughout history with reference to the German language;
13. communicate effectively in various forms of public speaking and present their viewpoints convincingly in German;
14. prepare and structure a speech and deliver a presentation on an assigned topic in German;
15. explain lexicological and lexicographical terminology with reference to the German language;
16. define linguistic units above the sentence level, such as conversation, discourse, and text, with reference to the German language;
17. define the most important literary epochs, periods, and movements in the history of German literature;
18. discuss the most important authors and their literary works in German within the socio-historical context;
19. interpret literary texts in German;
20. analyse the socio-cultural circumstances of German-speaking countries in different historical periods;
21. apply reflective and critical methods in forming their own assumptions about literary concepts, styles, poetics, literary value, and the influence of ideologies on literature in the field of German language and literature;
22. engage competently in discussions on literary theory in relation to various research approaches applied in the field of literary theory in the German language;
23. present and support with arguments, orally and in writing, their own opinion in the interpretation of works of German literature;
24. explain and interpret the structure of the German language from both synchronic and diachronic perspectives.

1.6. Structure and form of delivery

The undergraduate programme *German Language and Literature* is structured and delivered as a regular double-major university programme and is combined with other double-major undergraduate programmes at the Faculty of Humanities and Social Sciences in Split. The programme lasts three years, with two semesters per year (six semesters in total). Each year of study carries 30 ECTS credits (90 in total). Student obligations during the course of study are defined by the syllabi of individual courses (see course descriptions), while their obligations regarding class attendance, the pace of study, and assessment procedures are determined by the regulations of the Faculty of Humanities and Social Sciences in Split. Certain elective courses may also be taken by students of other study programmes at the Faculty of Humanities and Social Sciences in Split, provided that they have German language proficiency at the C1–C2 level. During the winter semester of the third year of study, students choose a supervisor for their final thesis, who will guide them through the research and writing process during the summer semester

1.7. Manner of completing the study programme

Manner of completing the study programme	Final thesis ☒ Diploma thesis ☐	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam	In accordance with the *Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Scienes in Split* (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%	

	20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf), students, in agreement with their supervisor, choose and register the topic of their final thesis in the final year of study, and no later than the end of classes in the winter semester. The Department Council approves the student's thesis topic and supervisor. The conditions for applying for their final thesis defense are: completion of the written part of the final thesis approved by the final thesis defense committee, passing all examinations, and fulfilling all obligations prescribed by the study programme.
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	At the Department of German Language and Literature, the final thesis is either a review or a research paper, which, after approval by the supervisor and registration for the defence procedure, must be approved by two additional members of the Committee, who must also give a positive evaluation of the written part of the thesis. The oral part of the final thesis examination is conducted before a three-member committee. The procedure for assessment and defence of the final thesis is prescribed by the *Thesis Regulations Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split*(https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf)

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Introduction to the History of German Literature	Eldi Grubišić Pulišelić, PhD, full professor	30	0	0	4	O
Introduction to Linguistics	Mirjana Matea Kovač, PhD, full professor	30	0	0	4	O
Language Exercises	Silvija Ugrina, senior language instructor	0	90	0	4	O
Sociolinguistics	Sandra Lukšić, PhD, assistant professor	15	0	15	3	I[2]
Introduction to Rhetorics	Mirjana Matea Kovač, PhD, full professor	15	0	15	3	I

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	E	S	ECTS	STATUS
Introduction to German Literary Studies	Marijana Erstić, PhD, full professor	15	0	15	4	O
Morphology of the German Language	Sandra Lukšić, PhD, assistant professor	15	0	15	4	O
Language Exercises II	Silvija Ugrina, senior language instructor	0	90	0	4	O
Introduction to Literary Interpretation	Eldi Grubišić Pulišelić, PhD, full professor	15	0	15	3	I[3]
The Culture and Civilisation of the German-speaking Countries	Eldi Grubišić Pulišelić, PhD, full professor	15	0	15	3	I

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	E	S	ECTS	STATUS

[2] Students choose one elective course
[3] Students choose one elective course

German Literature of the 18th Century	Marijana Erstić, PhD, full professor	15	0	15	4	O
German Syntax	Sandra Lukšić, PhD, assistant professor	15	0	15	4	O
Language Exercises III	Silvija Ugrina, senior language instructor	0	90	0	4	O
The Literary Opus of Marie von Ebner-Eschenbach	Eldi Grubišić Pulišelić, PhD, full professor	15	0	15	3	I[4]
The Fairy Tales of the Brothers Grimm	Eldi Grubišić Pulišelić, PhD, full professor	15	0	15	3	I

LIST OF COURSES						
Year of study: 2						
Semester: 4						
COURSE	LEAD INSTRUCTOR	L	E	S	ECTS	STATUS
German Literature of the 19th Century	Eldi Grubišić Pulišelić, PhD, full professor	15	0	15	4	O
Semantics	Mirjana Matea Kovač, PhD, full professor	15	0	15	4	O
Language Exercises IV	Silvija Ugrina, senior language instructor	0	90	0	4	O
German Phraseology	Mirjana Matea Kovač, PhD, full professor	15	0	15	3	I[5]
Stylistics of Language and Speech	Sandra Lukšić, PhD, assistant professor	15	0	15	3	I

LIST OF COURSES							
Year of study: 3							
Semester: 5							
COURSE	LEAD INSTRUCTOR	L	E	S	F	ECTS	STATUS
German Literature of the 20th Century I	Eldi Grubišić Pulišelić, PhD, full professor	15	0	15	0	4	O
Introduction to Phonetics and Phonology	Mirjana Matea Kovač, PhD, full professor	15	0	15	0	4	O
Language Exercises V	Silvija Ugrina, senior language instructor	0	90	0	0	4	O
Effi Briest by Theodor Fontane: the Novel and the Film Adaptations	Marijana Erstić, PhD, full professor	15	0	15	0	3	I[6]

[4] Students choose one elective course
[5] Students choose one elective course
[6] Students choose one elective course

Pragmalinguistics	Sandra Lukšić, assistant professor	15	0	15	0	3	I
Work-based Learning at a Partner Institution[7]		0	40	30	80	5	I

LIST OF COURSES							
Year of study: 3							
Semester: 6							
COURSE	LEAD INSTRUCTOR	L	E	S	F	ECTS	STATUS
German Literature of the 20th Century II	Marijana Erstić, PhD, full professor	15	0	30	0	3	O
Lexicology and Lexicography of the German Language	Mirjana Matea Kovač, PhD, full professor	15	0	15	0	3	O
Language Exercises VI	Silvija Ugrina, senior language instructor	0	90	0	0	4	O
Final Thesis		0	0	0	0	5	O
Work-based Learning at a Partner Institution[8]		0	40	30	80	5	I

[7] An elective course that may be taken in the winter or summer semester, Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a work-based learning and obtain an additional 5 ECTS credits after completing the course.

[8] An elective course that may be taken in the winter or summer semester, Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a work-based learning and obtain an additional 5 ECTS credits after completing the course.

2.2. Course description

GENERAL INFORMATION		
Lead instructor	Eldi Grubišić Pulišelić, PhD, full professor	
Course name	**INTRODUCTION TO THE HISTORY OF GERMAN LITERATURE** (GER101)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
This course aims to provide an overview of the history of literature written in German within a European context. It introduces students to key literary-historical periods and stylistic movements, as well as to the most significant authors and their works.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - evaluate the history of German literature from its beginnings to the present - differentiate between and define the characteristics of literary works produced in distinct periods, eras, and literary movements - identify key issues related to the periodization of literature - discuss the literary output of the most significant German-language authors - assess the artistic and literary value of selected works - discuss individual literary epochs, periods, and movements of German literature within a European context
Course content
1. Medieval literature/ Humanism and Renaissance/ Baroque literature/ Enlightenment 2. G. E. Lessing 3. Sturm und Drang/ J. W. Goethe/ F. Schiller 4. Weimar Classicism/ J. W. Goethe/ F. Schiller 5. Between Classicism and Romanticism/ Romanticism 6. Biedermeier/ Young Germany 7. Vormärz 8. Realism/ T. Fontane 9. Realism/ M. von Ebner-Eschenbach 10. Naturalism/ G. Hauptmann 11. Impressionism and Symbolism 12. Expressionism: F. Kafka 13. Literature of the Weimar Republic 14. Weimar Republic/ T. Mann 15. Literature of the Third Reich 16. Literature post-1945

17. Literature post-1945/ G. Grass/ H. Böll
18. GDR literature
19. Post-reunification literature
20. Contemporary authors

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to pass the final exam (or two mid-term exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. written exam (or two mid-term exams - a positive grade on two mid-term exams is equivalent to the final written exam) – 60%
2. oral exam – 30%
3. class participation and contribution to class discussions – 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Beutin, W. (2013). *Deutsche Literaturgeschichte: Von den Anfängen bis zur Gegenwart*. Metzler.	1 / *online*	26
Rothmann, K. (2014). Kleine *Geschichte der deutschen Literatur. Reclam.* Universal-Bibliothek	1	26
Allkemper, A., & Eke, N. O. (2016). *Literaturwissenschaft.* Wilhelm Fink.	1	26

Supplementary readings

Brenner, P. J. (2011). *Neue deutsche Literaturgeschichte: Vom „Ackermann" zu Günter Grass*. Walter de Gruyter.

Reich-Ranicki, M. (2016). *Meine Geschichte der deutschen Literatur: Vom Mittelalter bis zur Gegenwart* (T. Anz, Ed.). Pantheon Verlag
Jeßing, B., & Köhnen, R. (2012). *Einführung in die neuere deutsche Literaturwissenschaft*. J. B. Metzler.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Medieval literature, Humanism and the Renaissance: chivalric epics ("Nibelungenlied"), courtly lyric poetry (Minnesang); Luther and the Reformation.	1	
	Lectures	Baroque literature: "memento mori" and "carpe diem"; Andreas Gryphius and the development of German drama.	1	
2.	Lectures	The Enlightenment: "ratio" and progress; the struggle against dogmas; the development of bourgeois literature.	1	
	Lectures	G. E. Lessing: bourgeois tragedy.	1	
3.	Lectures	Sturm und Drang: the cult of genius, emotions over reason; the young Goethe and Schiller.	1	
	Lectures	Weimar Classicism: the humanistic ideal.	1	
4.	Lectures	Weimar Classicism: Goethe's and Schiller's mature work.	1	
	Lectures	Between Classicism and Romanticism: transitional forms; Hölderlin and Kleist as unique/distinct figures.	1	
5.	Lectures	Romanticism: longing, infinity, fairy tales, night and dreams.	1	
	Lectures	Romanticism: the Brothers Grimm, Eichendorff, Hoffmann.	1	
6.	Lectures	Biedermeier and Young Germany: withdrawal into privacy versus political engagement (Heine).	1	
	Lectures	The Vormärz (Pre-March era): literature as a tool of political struggle; censorship and the Revolution of 1848.	1	
7.	Lectures	Realism: the objective portrayal of reality; bourgeois society; the psychological novel and the role of women.	1	
	Lectures	Realism: (T. Fontane / Ebner-Eschenbach).	1	
8.	Lectures	Naturalism: the aesthetics of the ugly; determinism (heredity and environment); G. Hauptmann.	1	
	Lectures	1st midterm (exam).	1	
9.	Lectures	Impressionism and Symbolism: "fin de siècle" culture; Vienna Modernism; Rilke and Hofmannsthal.	1	
	Lectures	Expressionism: the cry of the modern man; absurdity, alienation, and bureaucracy in Kafka's works.	1	
10.	Lectures	Literature in the Weimar Republic: New Objectivity; social criticism and cabaret.	1	
	Lectures	The Weimar Republic: Thomas Mann, the conflict between the artist and the bourgeois.	1	
11.	Lectures	Literature of the Third Reich: exile (Exilliteratur) versus inner emigration and Nazi propaganda.	1	
	Lectures	Literature after 1945.	1	
12.	Lectures	Trümmerliteratur (Literature of Ruins); coming to terms with the past; Group 47.	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Lectures	G. Grass i H. Böll	1	
13.	Lectures	Criticism of German society and the "Economic Miracle"; Nobel laureates.	1	
	Lectures	Literature of the Federal Republic of Germany (BRD), Austria, and Switzerland (1949–1990).	1	
14.	Lectures	Literature of the DDR (East Germany): Socialist Realism; Christa Wolf.	1	
	Lectures	Literature after reunification to the present: the fall of the Wall; "Wendeliteratur"; redefining German identity.	1	
15.	Lectures	Contemporary authors: post-migrant literature; contemporary drama and prose.	1	
	Lectures	2nd Midterm Exam.	1	

GENERAL INFORMATION		
Lead instructor	Mirjana Matea Kovač, PhD, full professor	
Course name	**INTRODUCTION TO LINGUISTICS** (GER102)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
This course aims to acquaint students with the basic concepts and terminology of individual linguistic subdisciplines, the subdisciplines themselves, and the scholars and schools that have made significant contributions to the development of linguistics as a scientific discipline. Its objective is to enable students to navigate contemporary linguistic literature effectively.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - explain the key programs and principles of major schools and movements in linguistics - describe and evaluate contemporary theoretical approaches - explain the basic concepts and terminology of linguistic disciplines - compare different theories and approaches.
Course content
1. Linguistics and its core disciplines: phonetics and phonology, morphology, syntax, lexicology, semantics, etc. Approaches to language: psycholinguistics, sociolinguistics, pragmatics, text linguistics, etc. 2. Historical overview of the development of linguistics I (Greece, Rome, India, Middle Ages)

3. Historical overview of the development of linguistics II (Humanism, Renaissance, Enlightenment, linguistics as an independent scientific discipline)
4. Ferdinand de Saussure and his influence on the development of linguistics
5. From Structuralism to American linguistics
6. American linguistics: L. Bloomfield, N. Chomsky, and generative grammar
7. Sociolinguistics and psycholinguistics
8. Pragmalinguistics
9. Cognitive linguistics
10. Contrastive linguistics, text linguistics
11. Psycholinguistics
12. Computational linguistics
13. German linguistics

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and participate actively in all class activities. They are required to pass the final exam (or two mid-term exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

Students take two mid-term exams and/or a final exam, which assesses theoretical knowledge. Students who successfully pass both mid-term exams are exempt from taking the final exam. After passing the mid-term exams or the final exam, students proceed to the oral exam.
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. written exam (or two mid-term exams - a positive grade in two mid-term exams is equivalent to the final written exam) – 50%
2. oral exam – 50%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*

Busch, A., & Stenschke, O. (2011). *Germanistische Linguistik*. Günter Narr Verlag, Tübingen.	1	26
Ernst, P. (2004). *Germanistische Sprachwissenschaft*. UTB Basics.	1	26
Glovacki-Bernardi, Z., et al. (2001). *Uvod u lingvistiku.* Školska knjiga: Zagreb	1	26
Supplementary readings		
Volmert, J. (2005). *Grundkurs Sprachwissenschaft: Eine Einführung in die Sprachwissenschaft für Lehramtsstudiengänge*. Fink Wilhelm.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment.		

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to linguistics: The subject and scope of linguistic research, the definition of language, and the fundamental functions of language	1	P23
	Lectures	Linguistics and its main disciplines: phonetics, phonology, morphology, syntax, lexicology, and semantics	1	P23
2.	Lectures	Language as a biological, cognitive, and sociocultural phenomenon	1	P23
	Lectures	Historical development of linguistics in Ancient Greece and Rome	1	P23
3.	Lectures	Linguistics in the Middle Ages and Humanism	1	P23
	Lectures	Linguistics in the Renaissance and the Enlightenment: the formation of an independent scientific discipline	1	P23
4.	Lectures	Theories of language and structuralism: Ferdinand de Saussure and the fundamental principles of structuralism	1	P23
	Lectures	The linguistic sign and basic concepts of structuralism	1	P23
5.	Lectures	Midterm exam I	1	P23
	Lectures	From structuralism to modern theories of language	1	P23
6.	Lectures	American linguistics: L. Bloomfield, N. Chomsky, and generative grammar	1	P23
	Lectures	Proto-Indo-European and the development of Germanic languages	1	P23
7.	Lectures	Historical development and phonological changes in the German language	1	P23
	Lectures	Modern German and processes of standardization	1	P23
8.	Lectures	Dialectal diversity of the German language and its geographical distribution	1	P23
	Lectures	Phonetics and phonology of the German language	1	P23
9.	Lectures	Morphological structure of the German language	1	P23
	Lectures	Syntax of the German language	1	P23
10.	Lectures	Lexicology and lexicography of the German language	1	P23
	Lectures	Semantics of the German language: meaning and interpretation	1	P23
11.	Lectures	Pragmalinguistic aspects of communication in the German language	1	P23

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Lectures	Speech acts in the German language: analysis and application	1	P23
12.	Lectures	Text linguistics and discourse in the German language	1	P23
	Lectures	Sociolinguistic approaches to the study of the German language	1	P23
13.	Lectures	Psycholinguistics: language comprehension and production	1	P23
	Lectures	Bilingualism and multilingualism in the context of the German language	1	P23
14.	Lectures	Cognitive linguistic approaches to language	1	P23
	Lectures	Contrastive analysis of Croatian and German. Computer processing of the German language and applications of technologies	1	P23
15.	Lectures	Contributions of German linguists to the development of modern linguistic theories	1	P23
	Lectures	Midterm exam II	1	P23

GENERAL INFORMATION		
Lead instructor	Silvija Ugrina, senior language instructor	
Course name	**LANGUAGE EXERCISES I** (GER103)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	0+90+0

COURSE DESCRIPTION
Course aims
This course aims to develop students' language skills (reading comprehension, writing, speaking, and listening) at the B2+ level of proficiency.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - read and write in German at a minimum of B2 level according to the CEFR - actively apply acquired vocabulary - actively apply acquired grammatical structures in written and oral expression - read and comprehend texts in German at the B2+ level - independently improve their language skills and use German-language resources for further learning and self-improvement - participate fluently in discussions on class topics, applying acquired vocabulary and grammar - summarize texts of appropriate complexity in German, both in writing and orally - understand different types of texts independently, adapting reading style and speed to the purpose

- produce written texts of appropriate complexity - translate simpler texts from German into Croatian
Course content
This course aims to expand students` lexical and grammatical knowledge necessary for smooth oral and written communication, as well as to review and consolidate previously acquired grammatical knowledge. Themes: *Personen und Lebensläufe, Daheim und unterwegs, Zwischen den Kulturen, Arbeit und Studium*, including planned language tasks such as speaking and writing exercises. Grammar: *Modalverben, Vergangenheitsformen der Verben, Deklination der Adjektive, Lokalangaben und -sätze, Passiv, Deklination der Substantive, Kausal- und Konsekutivangaben und -sätze, Verben mit präpositionalem Kasus, Konjunktiv II, Rektion der Verben, Wortstellung im Satz.* Translation exercises (from German into Croatian and simple texts from Croatian into German) are also an important component of the course. Texts for translation are thematically related to the content previously covered in class. 1. Personen und Lebensläufe 2. Modalverben 3. Vergangenheitsformen der Verben 4. Deklination der Adjektive 5. Communication exercises 6. Listening exercises 7. Translation exercises 8. Daheim und unterwegs 9. Lokalangaben 10. Passiv 11. Communication exercises 12. Listening exercises 13. Translation exercises 14. Zwischen den Kulturen 15. Deklination der Substantive 16. Kausal- und Konsekutivangaben und -sätze 17. Verben mit präpositionalem Kasus 18. Communication exercises 19. Listening exercises 20. Translation exercises 21. Arbeit und Studium 22. Konjunktiv II: Höflichkeit und Irrealität 23. Rektion der Verben 24. Wortstellung im Satz 25. Communication exercises 26. Listening exercises 27. Translation exercises

Modes of delivery (mark the appropriate boxes with an X)	☐ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations
Students are required to attend classes regularly and complete in-class and other individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to participate actively and contribute constructively to in-class discussions, and complete individual and group tasks in a timely and satisfactory manner. They are required to pass the final exam (or two mid-

term exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. written exam, (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 60%
2. oral exam – 20%
3. class participation and contribution to class discussions – 10%
4. successful completion of individual and group tasks – 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Buscha, A., Raven, S., & Szita, S. (2016). *Erkundungen Deutsch als Fremdsprache B2: Integriertes Kurs- und Arbeitsbuch* (2nd revised ed.). Schubert Verlag.	2	26
Dreyer, H., & Schmitt, R. (1998). *Lehr- und Übungsbuch der deutschen Grammatik*. Verlag für Deutsch.	1 / *online*	26

Supplementary readings

Helbig, G., & Buscha, J. (2000). *Übungsgrammatik Deutsch*. Langenscheidt KG..
Helbig, G., & Buscha, J. (1996). *Deutsche Grammatik: Ein Handbuch für den Ausländerunterrich*t. Langenscheidt. *Verlag Enzyklopädie*. Leipzig, Berlin, München.
Hansen-Kokoruš, R., et al. (2005). *Njemačko-hrvatski univerzalni rječnik*. Nakladni zavod Globus.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Practicals	Introduction to the course content, teaching methods, and assessment People and Biographies (School and schooldays; The school system in Germany and Croatia; CV/résumé; Relationships; Personalities)	4	P26, P10
	Practicals	Modal verbs	2	P26, P22
2.	Practicals	Past tenses of verbs	4	P26, P10
	Practicals	Declension of adjectives	2	P26, P22
3.	Practicals	Communication exercises	4	P26, P10
	Practicals	Listening exercises	2	P26, P22
4.	Practicals	Translation exercises	4	P26, P10
	Practicals	At Home and On the Move (Housing; Types of housing; Living conditions)	2	P26, P22
5.	Practicals	At Home and On the Move (City tourism, travel trends and travel destinations)	2	P26, P22
	Practicals	Expressions of Location (Local prepositions; two-way prepositions)	4	P26, P10
6.	Practicals	Expressions of Location (Relative clauses with wo, woher, and wohin)	2	P26, P22
	Practicals	Passive voice (Actional passive and statal passive)	4	P26, P10
7.	Practicals	Passive voice	2	P26, P22
	Practicals	Communication exercises Knowledge assessment through a mid-term exam	4	P26, P10
8.	Practicals	Listening exercises	2	P26, P22
	Practicals	Translation exercises Analysis and correction of the mid-term exam	4	P26, P10
9.	Practicals	Between Cultures (Countries and nationalities; Emigration; Intercultural differences)	2	P26, P22
	Practicals	Declension of nouns (n-declension)	4	P26, P10
10.	Practicals	Causal and consecutive expressions and clauses	4	P26, P10
	Practicals	Verbs with prepositional cases	2	P26, P22
11.	Practicals	Communication exercises	4	P26, P10
	Practicals	Listening exercises	2	P26, P22
12.	Practicals	Translation exercises	2	P26, P22
	Practicals	Work and Studies (Work life and stress factors; Studies and university)	4	P26, P10
13.	Practicals	Subjunctive II: Politeness and irreality	2	P26, P22
	Practicals	Verb government (Verb complementation)	4	P26, P10
14.	Practicals	Word order in a sentence	2	P26, P22
	Practicals	Communication exercises Knowledge assessment through a mid-term exam	4	P26, P10
15.	Practicals	Listening exercises	2	P26, P22
	Practicals	Translation exercises Analysis and correction of the mid-term exam Preparation for the oral exam	4	P26, P10
Note: This course aims to expand students` lexical and grammatical knowledge necessary for smooth oral and written communication, as well as to review and consolidate previously acquired grammatical knowledge. The topics covered include planned language activities (speaking and writing exercises). Translation exercises (from German into Croatian and simple texts from Croatian into German) are also an important component of the course. Texts for translation are thematically related to the content previously covered in class.				

GENERAL INFORMATION		
Lead instructor	Sandra Lukšić, PhD, assistant professor	
Course name	**SOCIOLINGUISTICS** (GER104)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to familiarize students with sociolinguistics as an interdisciplinary science that studies language in its social context, to raise awareness of the social stratification of language and the social conditioning of linguistic behavior, and to develop proficiency in using relevant literature for each thematic area.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - define the fundamental concepts, theories, and issues of sociolinguistics - integrate previously acquired linguistic knowledge with new knowledge in the field of sociolinguistics - explain the complex relationship between language, culture, and society - analyze the connections between different linguistic structures (phonological, morphological, and syntactic) and the social dimensions of language - explain the significance of the extralinguistic context in the analysis of language use.
Course content
1. Introduction to sociolinguistics as a scientific discipline 2. Fundamental terminological concepts 3. Sociolinguistic research worldwide 4. Methods of sociolinguistic research 5. Language and social context 6. Standard language, dialect, variety, vernacular, idiolect 7. German colloquial language 8. Language and culture 9. Studies on linguistic variation (Fischer; Labov; Trudgill; Wolfram; Milroy) 10. Language policy and language planning 11. Bilingualism 12. Dialectology and social networks 13. Language and the media

Modes of delivery (mark the appropriate boxes with an X)	☐lectures	☒independed work ☐multimedia and network

	☒seminars and workshops ☐practicals ☒remote learning ☐field work	☐laboratory ☐supervision ☒ other

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to prepare and present a seminar paper in accordance with the predefined criteria published in the course repository on the Intranet, and pass the final written exam (or two mid-term exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Students are required to prepare and present a seminar paper on a given topic, which is a prerequisite for taking the written exam. Upon successful completion of the written exam, students are also required to pass the oral exam.
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. Written exam – 50%
2. Preparation and presentation of the seminar paper – 20%
3. Class participation – 10%
4. Oral exam – 20%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Veith, H. W. (2005). Soziolinguistik. Ein Arbeitsbuch. Günter Narr Verlag, Tübingen.	1 / *online*	13
Sinner, C. (2013). Varietätenlinguistik: Eine Einführung. Narr Verlag, Tübingen.	1 / *online*	13

Supplementary readings

Ball, M. J. (ed.). (2010). *The Routledge Handbook of Sociolinguistics Around the World*. Routledge, London and New York.
Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society*. Penguin, London.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment

- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to sociolinguistics as a scientific discipline - new tendencies in linguistics - focus on language as an aspect of social action - language in context (society and social circumstances), communicative function of language - communicative-pragmatic turn ("Kommunikativ-pragmatische Wende")	2	P 26
2.	Lectures	Basic terminological definitions - language use, language system - Diglossia (Bilingualism) - High Variety / Low Variety	1	P 26
	Seminars	Seminar 1: – the role of sociolinguistics (as a subdiscipline of linguistics) at the interface with other disciplines – introduction to research in emerging disciplines	1	P 26
3.	Lectures	Sociolinguistic research in the world	1	P 26
	Seminars	Seminar 2: - overview of factors influencing the development of (e.g. German and Croatian) languages * language contact conditioned by historical influence * technological development and lexical innovations * globalization and the impact on the German language at different linguistic levels (orthographic and semantic)	1	P 26
4.	Lectures	Sociolinguistic research methods	1	P 26
	Seminars	Seminar 3: - tasks of sociolinguistics - comparison of terms: variety, style and register - types of varieties and distinctive features	1	P 26
5.	Lectures	Language and social context	1	P 26
	Seminars	Seminar 4: - examining the social conditioning of language - "Who Speaks Which Language When" ~ a key question of (Macro)Sociolinguistics - language in the family, neighbourhood, at school, in church	1	P 26
6.	Lectures	Standard language, dialect, variety, vernacular, idiolect	1	P 26
	Seminars	Seminar 5: - defining the (co-)relationship between standard forms and dialectological forms - variety, vernacular and idiolect in the interface (giving examples, defining features) - William Labov and studies on the theme of African-American vernacular	1	P 26
7.	Lectures	German everyday language	1	P 26
	Seminars	Seminar 6: - PPT - diatopic varieties - Jugendsprache (iuventolect) and its features as an example of conversational language - Kiezdeutsch as an example of an urban, multi-ethnic language variety (specificities at different levels of study (phonological, syntactic-morphological and semantic-pragmatic) - exam tasks (Part I)	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
8.	Lectures	Language and Culture - defining the concept of "culture" (and its various aspects) - the conditioning of language by culture, cultural heritage, shared knowledge of belonging to a cultural community - examples of cultural conditioning of language in actual language practice/use	2	P 26
9.	Lectures	Studies on language variation (Fischer; Labov; Trudgill; Wolfram; Milroy)	1	P 26
	Seminars	Seminar 7: - PPT - development of scientific hypotheses on the topic of language variation and identification of their key aspects - problems of the validity of some of the hypotheses (Labov and Bernstein, e.g.) - causes of the (un)validity of some hypotheses (e.g. differentiation and/or deficit)	1	P 26
10.	Lectures	Language policy and language planning - deliberate planning of language forms (linguistic engineering) - national language - official language, standard language - gender-marked language	2	P 26
11.	Seminars	Bilingualism Seminars 8 and 9: - PPT - diglossia propia (Swiss German as a "lower variety"; everyday language, as a name for spoken Alemannic dialects) - diglossia impròpia (national language of the language community; reduced to "low variety" functions, e.g. in Paraguay Spanish is used as "high variety", while the mother tongue of the majority population, Guaraní, is reduced to "low variety").	2	P26
12.	Lectures	Dialectology and social networks	1	P 26
	Seminars	Seminar 10: - PPT - regional dialects and their characteristics (with respect to different social groups), e.g. Berliner Deutsch - social dialects (sociolects), e.g. the speech of stockbrokers, lawyers, marketing experts or managers in tourism - the language of social networks as a platform for a specific form of communication (influence on language changes)	1	P26
13.	Lectures	Language and media	1	P 26
	Seminars	Seminar 11: - PPT - Computer language (language of computer technology) - Language of advertising/marketing	1	P 26
14.	Seminars	Seminars 12 and 13: - PPT - language of print media - manipulation strategies in the language of different media	2	P 26
15.	Seminars	Seminars 14 and 15: - PPT - media literacy and understanding the influence of media on language - developing the so-called "media competence" - exam tasks (Part II)	2	P 26

GENERAL INFORMATION		
Lead instructor	Mirjana Matea Kovač, PhD, full professor	
Course name	**INTRODUCTION TO RHETORIC** (GER105)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to equip students with an understanding of the fundamental concepts of verbal and nonverbal communication and the factors influencing them, to develop the skills required to prepare and deliver content in German, and to enable students to structure and present oral messages effectively.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - apply various forms of public speaking in German - organize an oral message effectively - present their own viewpoints, or those of the group they represent, convincingly - use their notes effectively
Course content
1. Definitions of communication; overview of communication theories; intercultural communication 2. Verbal, nonverbal, and paraverbal communication 3. Questioning techniques 4. Active listening and other listening strategies 5. Speech preparation 6. Conventional speech patterns and modal expressions 7. Presentation skills 8. Rhetorical devices 9. Managing fear and anxiety in public speaking 10. Interpretative reading 11. Note-taking skills 12. Speech disfluencies 13. Voice and pronunciation exercises

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ other

	☐remote learning ☐field work	

Student obligations

Students are required to:
1. Participate actively in the educational process, including lectures and seminars
2. Prepare a presentation in accordance with predefined criteria
3. Deliver the presentation according to the predefined criteria;
4. Pass the final written exam (or two midterm tests) with a minimum score of 50%
5. Pass the oral exam

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Upon successful completion of the written exam, students are also required to pass the oral exam. Students are required to prepare and hold a presentation on a given topic, which is a prerequisite for taking the oral exam.
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. Written exam (or two mid-term exams -- a positive grade in two mid-term exams is equivalent to the final written exam) and oral exam – 70%
2. Presentation prepared and held in line with the preestablished criteria – 20%
3. Active class participation and constructive contribution to class discussions– 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Arend, S. (2012). Einführung in Rhetorik und Poetik (Germanistik kompakt). WBG, Darmstadt.	1	13
Škarić, I. (2000). Temeljci suvremenog govorništva. Školska knjiga, Zagreb.	1	13

Supplementary readings

Karl-Heinz Göttert, K-H. (2009). Einführung in die Rhetorik: Grundbegriffe. Wilhelm Fink Verlag, München.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

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

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Interpersonal and intrapersonal communication in the historical context of the development of rhetoric: An overview of the Ancient Rhetorical Tradition with a focus on Aristotle's Rhetoric and the Theory of Persuasion (Ethos, Pathos, Logos)	1	P23
	Seminars	Intercultural and interpersonal communication in the German language: analysis of authentic speeches and written texts	1	P23
2.	Lectures	The rhetorical function of verbal, nonverbal, and paraverbal communication	1	P23
	Seminars	Verbal, nonverbal, and paraverbal communication: theory and practical application in speech	1	P23
3.	Lectures	The art of asking questions and dialogic speech genres: rhetorical approaches to planning and conducting conversations	1	P23
	Seminars	Questioning strategies in dialogic speech genres: guided interviews	1	P23
4.	Lectures	Active listening as a rhetorical competence in the analysis and production of speech	1	P23
	Seminars	Active listening and reflective responding in oral communication	1	P23
5.	Lectures	Monologic speech genre: speech preparation through the stages of inventio, dispositio, elocutio, memoria, and pronuntiatio	1	P23
	Seminars	Design and structuring of a monologic speech in German: from conceptualization to delivery (inventio, dispositio, elocutio, memoria, pronuntiatio)	1	P23
6.	Lectures	Linguistic and speech correctness, as well as rhetorical figures and conventional expressions	1	P23
	Seminars	Linguistic and speech correctness in German: modal expressions and rhetorical figures in rhetorical practice	1	P23
7.	Lectures	Speech composition: structure (introduction, main body, conclusion) and organization of arguments	1	P23
	Seminars	Presentation skills and speech composition: structured and persuasive delivery	1	P23
8.	Lectures	Speech performance: analysis and evaluation of delivery	1	P23
	Seminars	First midterm exam	1	P23
9.	Lectures	Psychological aspects of public speaking: managing stage fright and strategies for effective performance	1	P23
	Seminars	Psychological aspects of public speaking: overcoming anxiety and fear	1	P23
10.	Lectures	Rhetorical receptivity and interpretation of spoken and written texts	1	P23
	Seminars	Interpretation of German texts in a rhetorical context: reading and oral expression	1	P23
11.	Lectures	Rhetorical information management: note-taking, organization, and presentation in oral communication	1	P23
	Seminars	Note-taking and speech preparation	1	P23
12.	Lectures	Speech disfluencies: strategies for improving fluency and clarity of speech	1	P23
	Seminars	Control of speech disfluencies: strategies for improving fluency and clarity of speech	1	P23
13.	Lectures	Rhetorical clarity and expressiveness in the German language: articulation and intonation exercises	1	P23
	Seminars	Breathing, articulation, and speech motor skills exercises for clear and expressive delivery	1	P23

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
14.	Lectures	Dialogic speech genres: rhetorical rules for effective participation and conversation management	1	P23
	Seminars	Dialogic speech genres: practical exercises in planning and conducting dialogue	1	P23
15.	Lectures	Second midterm exam	1	P23
	Seminars	Evaluation of speech performance: structured feedback and self-assessment	1	P23

GENERAL INFORMATION		
Lead instructor	Marijana Erstić, PhD, full professor	
Course name	**INTRODUCTION TO GERMAN LITERARY STUDIES** (GER106)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to provide a comprehensive overview of literary studies, familiarising students with key literary-theoretical concepts and phenomena, as well as with the principles of literary text formation and the methodology of literary studies.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - analyse, explain, and apply key literary-theoretical concepts - identify the methodology of literary studies - define literary forms, types, and genres - identify and apply metrical and versification patterns and stylistic figures in the German language - analyse and interpret literary texts - critically evaluate all dimensions of a literary work - explain the relationships between literature and other arts, with an emphasis on film - discuss the role of new media in literary production and reception
Course content
1. Introduction to literature studies: key terminology 2. Methodology of literary studies: overview 3. Cultural Studies/Gender Studies 4. Approaches to the analysis of literary works 5. Prose 6. Drama 7. Lyric poetry

8. Versification
9. Rhetoric, stylistics, and poetics
10. Literature and other arts
11. History of literary theory
12. Literature and new media
13. From the book to digital literature
14. Literary criticism
15. Examples of literary analysis and interpretation

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to pass the final written exam (or two mid-term exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 60%
2. Oral exam – 30%
3. class participation and contribution to class discussions – 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Lacko Vidulić, Svjetlan: *Literatur studieren. Einführung in die germanistische Literaturwissenschaft*. Leykam international d.o.o. Zagreb 2016.	1	26
Becker, Sabine/Hummel, Christine/Sander, Gabriele: *Grundkurs Literaturwissenschaft*. Reclam Universal-Bibliothek, Stuttgart 2006.	1	26
Allkemper, Alo/Norbert O., Eke: *Literaturwissenschaft.* Wilhelm Fink, Paderborn 2016.	1	26

Supplementary readings

Neuhaus, Stefan: *Grundriss der Literaturwissenschaft*. Nar Francke Attempto Verlag, Tübingen 2017. PDF.

Brackert, Helmut/Stückrath, Jörn (ed.), *Literaturwissenschaft. Ein Grundkurs.* Rowohlt Taschenbuch Verlag, Reinbek bei Hamburg 2004. Jeßing, Bendikt/Köhnen, Ralph: *Einführung in die Neuere deutsche Literaturwissenschaft.* Verlag J.B. Metzler, Stuttgart 2012. PDF.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to Literary Studies: Terminology	1	P26
	Seminars	- Course Organization, as well as Students' Questions and Obligations - Written Assignment on the Topic: What Is Your Favorite Book Written in the German Language?	1	P26
2.	Lectures	Methodology of Literary Studies: An Overview	1	P26
	Seminars	- Application of Methods to a Selected Literary Work from the German Canon (philological, historical, and comparative methods)	1	P26
3.	Lectures	Cultural Studies/Gender Studies	1	P26
	Seminars	- Analysis of the Plot in G. E. Lessing's "Emilia Galotti" and/or T. Fontane's "Effi Briest" through the Lens of Gender and Culture; Discussion on Representation and Stereotypes	1	P26
4.	Lectures	Different Approaches to the Analysis of a Literary Work	1	P26
	Seminars	- Analysis of a Short Literary Work Using Two Different Approaches (Formalism, Structuralism, Post-Structuralism, Hermeneutics, Reception Aesthetics)	1	P26
5.	Lectures	Epic Literature - History and Development of the Epic Genre in German Literature; Characteristics of the Novel and the Short Story	1	P26
	Seminars	Analysis of Excerpts from a Selected Epic Work (J. W. Goethe's "Wilhelm Meisters Lehrjahre") and Discussion of Narrative Techniques	1	P26
6.	Lectures	Drama - History of Drama and Theatrical Tradition in Germany; Key Playwrights	1	P26
	Seminars	- Reading and Analysis of Scenes from Classical and Modern German Dramas (e.g., F. Schiller: F. Schiller: "Die Jungfrau von Orleans", B. Brecht: "Die heilige Johanna der Schlachhöfe")	1	P26
7.	Lectures	Lyric Poetry - History and Development of Lyric Poetry in German Literature	1	P26
	Seminars	- Analysis of Poems from the Baroque Period to Modern Authors; Interpretation of Symbols and Metaphors	1	P26
8.	Lectures	Versification - Stylistic Features of German Lyric Poetry	1	P26
	Seminars	- 1st Colloquium	1	P26
9.	Lectures	Rhetoric, Stylistics, and Poetics	1	P26
	Seminars	- Practical Analysis of Selected Texts with Emphasis on Metrical, Stylistic, and Rhetorical Elements	1	P26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
10.	Lectures	Literature and Other Arts - Intermediality: Literature in Relation to Painting, Music, and Film in Germany	1	P26
	Seminars	- Analysis of Literary Works and Their Adaptations or Inspirations in Other Arts (T. Fontane: "Effi Briest")	1	P26
11.	Lectures	History of Literary Theory - Overview of the Development of Literary Theory from Ancient Concepts to Contemporary Approaches (poetics from Aristotle, through Horace and Lessing, to Expressionist manifestos)	1	P26
	Seminars	- Discussion on the Influence of Theoretical Approaches on the Interpretation of German Works	1	P26
12.	Lectures	Literature and New Media - The Impact of Digitalization and the Internet on Literary Production and Reception in German	1	P26
	Lectures	- Analysis of Blogs, E-Books, and Interactive Formats; Discussion on the Transformation of the Reading Experience	1	P26
13.	Lectures	From the Book to Digital Literature - Evolution of Formats: Printed Book, E-Book, Audiobook, Multimedia Literatut	1	P26
	Seminars	- Case Study Analysis: Digital Adaptations of Classical German Works	1	P26
14.	Lectures	Literary Criticism - History and Theory of Literary Criticism in Germany; Key Critics and Journals	1	P26
	Seminars	- Writing a Critical Review of a Selected Work; Discussion of Different Approaches to Criticism	1	P26
15.	Lectures	Examples of Literary Analysis and Interpretation and Preparation for the Final Colloquium	1	P26
	Seminars	- 2nd Colloquium	1	P26

GENERAL INFORMATION		
Lead instructor	Sandra Lukšić, PhD, assistant professor	
Course name	**MORPHOLOGY OF THE GERMAN LANGUAGE** (GER107)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aims of the course include familiarising students with morphology as a fundamental linguistic discipline, introducing the basic characteristics of the parts of speech, developing an understanding of grammatical rules and the ability to perform morphological analysis of texts, as well as providing

insight into the structure of the German lexicon and the inflectional morphology of the German language.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - define the key concepts in the field of morphology; - identify the main characteristics of the parts of speech - explain the morphological categories of different parts of speech - analyse contemporary texts
Course content
1. Grammatical categories 2. Variable and invariable parts of speech 3. Verbs: modal and auxiliary 4. Valency and conjugation 5. Verb moods: indicative, imperative, subjunctive 6. Active and passive voice; infinitive and participle 7. Nouns 8. Adjective declension 9. Pronouns 10. Articles 11. Adverbs and prepositions 12. Morphological analysis of texts 13. German morphology: contemporary theories in morphology

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☒remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations
Students are required to attend classes regularly and complete individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to participate regularly in in-class activities and complete homework assignments as preparation for the mid-term exams and/or final exam. They are required to pass the final written exam (or two mid-term exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.
Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio						Individual work	X

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Students take two mid-term tests and/or a final written exam, which assess both theoretical knowledge and its application to specific tasks in morphological analysis. Students who successfully pass both mid-term tests are exempt from taking the final written exam.
Upon successful completion of the written exam(s), students take the oral exam. In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. Written exam – 50%
2. In-class and out-of-class independent activities - 20%
3. Oral exam – 30%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Duden (2009). Die Grammatik. Unentbehrlich für richtiges Deutsch. Dudenverlag, Mannheim.	1 / *online*	26
Helbig, G. (2008). Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Langenscheidt, München.	1 / *online*	26
Römer, Ch. (2006). Morphologie der deutschen Sprache. Niemeyer, Tübingen.	1 / *online*	26
Elsen, H. (2011). Grundzüge der Morphologie des Deutschen, 2. Auflage. Berlin/Boston: de Gryter	1 / *online*	26
Busch, A. Stenschke, O. (2018). Germanistische Linguistik – Eine Einführung. Tübingen: Narr Francke Attempto Verlag	1 / *online*	26

Supplementary readings

Meibauer, J., Demske, U., Geilfuß-Wolfgang, J., Pafel, J., Ramers K. H., Rothweiler, M., Steinbach, M. (2007). EinführungindiegermanistischeLinguistik. Metzler, Stuttgart.
Bußmann, H. (2008). Lexikon der Sprachwissenschaft. Kröner, Stuttgart. .
Linke, A., Nußbaumer M., Portmann, P. R. (2004). StudienbuchLinguistik. Niemeyer, Tübingen.
Römer, C. (2006). Morphologie der deutschen Sprache. Tübingen: Francke

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Grammatical categories - overview and definition of terms - parts of speech (variable, invariable) - noun, verb, pronoun, adjective, adverb and their marking (gender, number, case) - verb: in Croatian marked by the categories aspect, person, number, manner, tense, state, reflexive, transitive, gender, government, and valency ~ comparison with German at the morphological level	2	P 26
2.	Lectures	Variable and invariable parts of speech	1	P26
	Seminars	Seminar 1: What does morphology deal with? - lexical categories in the grammar of Croatian and German - variable (lexical) and invariable (auxiliary) word classes in Croatian - classification and terminology in German	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
3.	Lectures	Verbs (modal and auxiliary verbs)	1	P 26
	Seminars	Seminar 2: What does morphology deal with? - comparison of verb forms in Croatian and German with regard to conjugation, marking of finite and infinitive forms by various grammatical categories, derivation (affixation > prefixation, suffixation) - subcategorization of verbs > modality and grammatical behaviour of German modal verbs compared to Croatian modal verbs	1	P 26
4.	Lectures	Valence and Conjugation – definition of the term "valency" of a verb with regard to the number and type of complements (arguments) required – determining valency and its meaning; conjugation – classification of verbs according to their valency and providing examples	1	P 26
	Seminars	Seminar 3: - definition of the term "valency" of a verb with regard to the number and type of required complements (arguments) - determining valency and its meaning; conjugation - classification of verbs according to valency and examples	1	P 26
5.	Lectures	Verb forms (indicative, imperative, subjunctive)	1	P 26
	Seminars	Seminar 4: - description of the conjugation process for representing various grammatical categories, as well as moods (indicative, imperative, and conditional) and morphemes for forming verb moods - functions (similarities and differences)	1	P 26
6.	Lectures	Active and passive voice, infinitive and participle	1	P 26
	Seminars	Seminar 5: - comparison of verb forms in German and Croatian using concrete language examples - the infinitive as the basis of verb form formation in both languages and the problem of morpheme categorization for infinitive formation in German - morphemes in the formation of the present and past participles in German and a comparison with Croatian	1	P 26
7.	Lectures	Nouns	1	P 26
	Seminars	Seminar 6: - noun gender (determined by the article in German) - declension - plural morphemes in German - exam tasks (Part I)	1	P 26
8.	Lectures	Adjective declension - mixed adjective declension - weak adjective declension - strong adjective declension	2	P 26
9.	Lectures	Pronouns	1	P 26
	Seminars	Seminar 7: - paradigms or changes in the morphological form of German pronouns to represent different grammatical categories (gender, case, number) - subcategories of pronouns	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
10.	Lectures	Articles - articles as free grammatical morphemes (FGMs) - distinction: bound grammatical morphemes, unique morphemes, lexical morphemes, and FGMs - the function of constituents in word formation and sentence structure	2	P 26
11.	Lectures	Adverbs and prepositions	1	P 26
	Lectures	Seminar 8: - adverbs as an invariable word class and their morphological features - prepositions as an invariable word class and their morphological features	1	P 26
12.	Seminars	Morphological text analysis Seminars 9 and 10	2	P 26
13.	Lectures	German morphology: contemporary theories of morphology	1	P 26
	Seminars	Seminar 11: – overview of the most important contemporary contributions to the morphological analysis of the German language – general characteristics of contemporary theories	1	P 26
14.	Seminars	Seminars 12 and 13: - individual assignments	2	P 26
15.	Seminars	Seminars 14 and 15: - exam tasks (Part II)	2	P 26

GENERAL INFORMATION		
Lead instructor	Silvija Ugrina, senior language instructor	
Course name	**LANGUAGE EXERCISES II** (GER108)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	0+90+0

COURSE DESCRIPTION
Course aims
The aim of the course is to develop language skills (reading comprehension, writing, speaking, and listening) at the B2+ level of proficiency.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - communicate orally and in writing in German at a (minimum) B2 level of the CEFR

- actively use the vocabulary covered in the course
- actively apply the grammatical structures covered in the course, both in writing and speaking
- read German texts with comprehension at the B2+ level
- independently develop their language competence and use German-language resources for further learning and professional development
- participate confidently in conversations and discussions on topics covered in class, applying the acquired vocabulary and grammar
- retell a German text of appropriate complexity, both orally and in writing
- interpret texts related to more complex thematic areas
- understand various types of spoken texts, adjusting listening strategies and pace to different listening purposes;
- translate simpler texts to and from German.

Course content

Language Exercises II course builds upon Language Exercises I. The emphasis is on expanding the lexical and grammatical knowledge required for fluent oral and written communication, as well as revising and consolidating previously acquired grammatical knowledge.
Topics: Time and activity, Stress and relaxation, Technology and trends, Health and environment, including planned linguistic activities (speaking and writing exercises).
Grammar: Temporal- und Konditionalangaben und –sätze, Konjunktiv I: Indirekte Rede, sollen zur Weitergabe von Informationen, Nomen-Verb-Verbindungen, Präpositionen, Passiv und Passiversatzformen, Partizipien als Adjektive, Modalangaben und -sätze, Konzessivangaben und –sätze, erweiterte Partizipien, Funktionen von werden.
Within language exercises, translation exercises are conducted, primarily involving simpler texts from German into Croatian and vice versa. The texts selected for translation are aligned thematically with content previously covered in the course.
1. Zeit und Tätigkeit
2. Temporal- und Konditionalangaben und –sätze
3. Communication exercises
4. Listening exercises
5. Translation exercises
6. Spannung und Entspannung
7. Konjunktiv I: Indirekte Rede
8. Sollen zur Weitergabe von Informationen
9. Nomen-Verb-Verbindungen
10. Präpositionen
11. Communication exercises
12. Listening exercises
13. Translation exercises
14.Technik und Trends
15. Passiv und Passiversatzformen
16. Partizipien als Adjektive
17. Modalangaben und –sätze
18. Communication exercises
19. Listening exercises
20. Translation exercises
21. Gesundheit und Umwelt
22. Konzessivangaben und sätze
23. Erweiterte Partizipien
24. Die Funktionen von werden
25. Communication exercises
26. Listening exercises
27. Translation exercises

Modes of delivery (mark the appropriate boxes with an X)	☐lectures ☐seminars and workshops	☒independent work ☒multimedia and network ☐laboratory

	☒practicals ☐remote learning ☐field work	☒supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to actively and constructively participate in lessons and discussions and complete individual and group assignments in a timely and high-quality manner. They are required to pass the final written exam (or two mid-term exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 60%
2. Oral exam – 20%
3. class participation and contribution to class discussions – 10%
4. Completion of individual and group assignments – 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Anne Buscha, Susanne Raven, Szilvia Szita: Erkundungen Deutsch als Fremdsprache B2: Integriertes Kurs-und Arbeitsbuch, Sprachniveau B2, (2016), 2., veränderte Auflage, Schubert Verlag Leipzig	2	26
Dreyer, Schmitt, Lehr-und Übungsbuch der deutschen Grammatik (1998), Verlag für Deutsch, Ismaning	1 / *online*	26

Supplementary readings

Helbig/Buscha, Übungsgrammatik Deutsch, (2000), Langenscheidt KG, Berlin und München
Helbig, Buscha, Deutsche Grammatik, Ein Handbuch für den Ausländerunterricht (1996), Langenscheidt, Verlag Enzyklopädie Leipzig, Berlin, München;
Hansen-Kokoruš, Renate at.al., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Practicals	Time and Activities (Activities and daily routines; Leisure activities; Hobbies)	2	P15, P26
	Practicals	Temporal and conditional expressions and clauses (Temporal prepositions; temporal adjectives)	4	P26
2.	Practicals	Communication exercises	2	P15, P26
	Practicals	Listening exercises	4	P26
3.	Practicals	Translation exercises	2	P15, P26
	Practicals	Tension and Relaxation (News and current events; World latest news and updates)	4	P26
4.	Practicals	Subjunctive I: Indirect speech	2	P15, P26
	Practicals	Using “sollen” to convey information	4	P26
5.	Practicals	Noun-verb collocations	2	P15, P26
	Practicals	Noun-verb collocations	2	P26
6.	Practicals	Prepositions	2	P15, P26
	Practicals	Communication exercises	4	P26
7.	Practicals	Listening exercises	2	P15, P26
	Practicals	Translation exercises Knowledge assessment through a mid-term exam	4	P26
8.	Practicals	Technology and Trends (Devices; products and their features; Handling technology; Children and technology)	2	P15, P26
	Practicals	Passive Voice and Passive Substitutes (Actional passive; statal passive; expressing possibility/impossibility; expressing necessity)	4	P26
9.	Practicals	Passive Voice and Passive Substitutes	2	P15, P26
	Practicals	Participles as Adjectives (Present participle and past participle; formation and usage)	4	P26
10.	Practicals	Modal expressions and clauses (Conjunctions: indem and dadurch, dass)	2	P15, P26
	Practicals	Modal expressions and clauses (Verbal and nominal forms)	4	P26
11.	Practicals	Communication exercises	2	P15, P26
	Practicals	Listening exercises	4	P26
12.	Practicals	Translation exercises	2	P15, P26
	Practicals	Health and Environment (Healthy living; Health issues; Healthy nutrition; Healthy sleep)	4	P26
13.	Practicals	Concessive expressions and clauses	2	P15, P26
	Practicals	Extended participles (Present participle; past participle; gerundive)	4	P26
14.	Practicals	The functions of “werden”	2	P15, P26
	Practicals	Communication exercises Knowledge assessment through a mid-term exam	4	P26
15.	Practicals	Listening exercises	2	P15, P26
	Practicals	Translation exercises Analysis and correction of the mid-term exam Preparation for the oral exam	4	P26
Note: Language Exercises II course builds upon Language Exercises I. The emphasis is on expanding the lexical and grammatical knowledge required for fluent oral and written communication, as well as revising and consolidating previously				

GENERAL INFORMATION		
Lead instructor	Eldi Grubišić Pulišelić, PhD, full professor	
Course name	**INTRODUCTION TO LITERARY INTERPRETATION** (GER109)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to deepen students` knowledge of literary genres and forms and to introduce the concepts and methods necessary for the independent analysis and interpretation of lyrical, prose, and dramatic texts.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: – apply literary-theoretical knowledge in the analysis and interpretation of literary works – analyze various aspects of lyrical, prose, and dramatic literary texts – critically assess all dimensions of a literary work – critically compare and discuss different models of interpreting literary types and genres, as well as methods of understanding and interpreting literary works – correctly use scholarly apparatus in writing seminar papers and other assignments – evaluate issues related to plagiarism – use various types of literary scholarship – compare and examine classical and new media in literary production and reception
Course content
1 Introduction to literary interpretation 2 Models for interpreting different literary genres, types, and forms 3 Literary texts and textual analysis 4 Lyric poetry: definition, basic types, analysis of the lyric text 5 Epic literature: fundamental characteristics, basic types, key concepts of analysis 6 Drama: basic types and literary interpretation 7 Research Methods in Literary Studies 8 The use of the scholarly apparatus in academic writing 9 Correct citation and presentation of bibliographic data 10 Plagiarism and academic ethics 11 Types of literary scholarship 12 Classical and new media in literature

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops	☒independent work ☒multimedia and network ☐laboratory

	☒practicals ☐remote learning ☐field work	☐supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must prepare and deliver a seminar presentation in accordance with the established criteria. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students must also pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 50%
2. Preparation and presentation of a seminar paper – 20%
3. Class participation and contribution to class discussions – 10%
4. Oral exam – 20%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Allkemper, Alo/Norbert O., Eke: *Literaturwissenschaft*. Wilhelm Fink, Paderborn 2016.	1 / *online*	13
Jeßing, Benedikt/Köhnen, Ralph: *Einführung in die Neuere deutsche Literaturwissenschaft*. Verlag J. B. Metzler, Stuttgart 2012.	1 / *online*	13
Schutte, Jürgen: *Einführung in die Literaturinterpretation*. Sammlung Metzler, Stuttgart 2005.	1 / *online*	13

Supplementary readings

Lacko Vidulić, Svjetlan: *Literatur studieren. Einführung in die germanistische Literaturwissenschaft*. Leykam international d.o.o. Zagreb 2016.
Brackert, Helmut/Stückrath; Jörn (ur.): *Literaturwissenschaft. Ein Grundkurs*. Rowohlt Taschenbuch Verlag, Reinbek bei Hamburg 2004.
Schönau, Walter/Pfeiffer, Joachim: *Einführung in die psychoanalytische Literaturwissenschaft*. Sammlung Metzler, Stuttgart 2003.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to Literary Interpretation: What is Literature? The Difference Between Analysis and Interpretation.	1	
	Seminars	First Encounter with the Text: A brief analysis of the story without prior knowledge of the author.	1	
2.	Lectures	Interpretation Models for Different Literary Forms and Genres: An overview of methods (hermeneutics, structuralism, psychoanalytic criticism, feminism).	1	
	Seminars	How different models change the meaning of the same text (e.g., on a Brothers Grimm fairy tale).	1	
3.	Lectures	Literary texts and text analysis.	1	
	Seminars	Working on a selected short prose text (e.g., Borchert, "Das Brot").	1	
4.	Lectures	Types of literary scholarship: primary sources vs. secondary literature.	1	
	Seminars	Working on a selected short prose text (e.g., Kafka: "Give It Up!").	1	
5.	Lectures	Lyric Poetry: definition of the term, basic types, and analysis of the lyric text.	1	
	Seminars	Lyric Poetry Analysis: interpretation of a poem with a focus on metaphor (e.g., Goethe, "Wandrers Nachtlied").	1	
6.	Lectures	Epic Prose: fundamental characteristics, basic types, and core concepts of analysis. Narrator categories (Stanzel's model) and perspective.	1	
	Seminars	Determining the narrator type in excerpts from German prose.	1	
7.	Lectures	Narrative Prose: time and space in the story, plot structure, characters, and their characterization.	1	
	Seminars	Novella Analysis: working on the text (e.g., Kafka, "Die Verwandlung").	1	
8.	Lectures	Drama: basic types and literary interpretation. Specifics of the dramatic text, dialogue, monologue, and stage directions. Aristotelian drama.	1	
	Seminars	1st Midterm exam.	1	
9.	Lectures	Drama: modern drama, epic theatre (Brecht), and the theatre of the absurd.	1	
	Seminars	The V-effect: identifying elements of epic theatre in the texts of Bertolt Brecht.	1	
10.	Lectures	Classic and New Media: literature on film, digital literature, and intertextuality.	1	
	Seminars	Comparison: analysis of a short story film adaptation – what is lost and what is gained by the change of media.	1	
11.	Lectures	Scientific Research Techniques: structure of a seminar paper (title, introduction, main body, conclusion).	1	
	Seminars	Drafting the Outline: students develop a prospectus for their seminar paper.	1	
12.	Lectures	Using the Scholarly Apparatus in Scientific Writing: how to integrate citations into your own text.	1	
	Seminars	How to convey someone else's thought without direct citation, while citing the source.	1	
13.	Lectures	Proper Citation and Listing of Bibliographic Data.	1	
	Seminars	Citing from a Literary Work (e.g., Peter Bichsel: "San Salvador").	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
14.	Lectures	The Problem of Plagiarism and Research Ethics: what is plagiarism (intentional and unintentional)?	1	
	Seminars	The Importance of Academic Integrity.	1	
15.	Lectures	Classic and New Media in Literature.	1	
	Seminars	2nd Midterm exam.	1	

GENERAL INFORMATION		
Lead instructor	Eldi Grubišić Pulišelić, PhD, full professor	
Course name	**THE CULTURE AND CIVILIZATION OF THE GERMAN-SPEAKING COUNTRIES** (GER110)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of this course is to provide an overview of the culture and civilization of the German-speaking countries (Germany, Austria, and Switzerland).
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: – explain the history of the German-speaking countries within the European context – explain the socio-historical and cultural connections between Croatia and the German-speaking countries – compare the key geographical characteristics of the German-speaking countries – evaluate the contributions of the most significant figures in the history of the German-speaking countries – compare the contemporary territorial and political organization, educational system, and economy of Germany, Austria, and Switzerland – discuss topics within the field of study
Course content
1 Introduction to the civilization and culture of the German-speaking countries 2 Chronological overview of the most significant historical events in Germany and Switzerland 3 Chronological overview of the most significant historical events in Austria, with special reference to historical connections with Croatia 4 Geographical concepts and territorial organization of the German-speaking countries 5 Education and schooling 6 Population (demographic structure, immigration)

7 Economy
8 Tourism
9 Political system of the Federal epublic of Germany, austria, and Switzerland
10 The most significant visual artists throughout history
11 The most significant musicians throughout history
12 The most significant scientists throughout history
13 Sport and recreation
14 Culture and media
15 Everyday life and customs

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must prepare and deliver a seminar presentation in accordance with the established criteria. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students must also pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 50%
2. Preparation and presentation of a seminar paper – 20%
3. Class participation and contribution to class discussions – 10%
4. Oral exam – 20%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Luscher, Renate: Landeskunde Deutschland. Von der Wende bis heute. Max Hueber Verlag, Ismaning 2016.	1	13
Naumann, Günter: Deutsche Geschichte: Von 1806 bis heute. Marix Verlag, Wiesbaden 2008.	1	13

Supplementary readings

Specht, Franz / Heuer, Wiebke: Zwischendurch mal....Landeskunde. Hueber Verlag, Ismaning 2012.
Vogt, Martin: Deutsche Geschichte: Von den Anfängen bis zur Gegenwart. J. B. Metzler, Stuttgart 1997.

Naumann, Günter: Deutsche Geschichte: Das Alte Reich 962-1806. Marix Verlag, Wiesbaden 2007.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to the Civilization and Culture of German-speaking Countries: What is Civilization vs. Culture? Identity of the DACH countries (Germany, Austria, Switzerland).	1	
	Seminars	Stereotype analysis: discussion on the perception of the German-speaking area. Working with visual sources.	1	
2.	Lectures	Chronological overview of the most significant historical events in Germany and Switzerland: from the Holy Roman Empire, through 1848 and 1945, to the reunification in 1990.	1	
	Seminars	Source analysis: Berlin – photographs, texts, video materials.	1	
3.	Lectures	Chronological overview of the most significant historical events in Austria with a special focus on ties with Croatia: the Habsburg Monarchy, Austria-Hungary, and the influence on Croatian culture.	1	
	Seminars	Local history: traces of Austrian architecture and language in Croatia (Germanisms, buildings, customs).	1	
4.	Lectures	Geographical terms and territorial organization of German-speaking countries: federal states, cantons, natural regions, and rivers.	1	
	Seminars	Map work: map of German federal states and Austrian federal states.	1	
5.	Lectures	Political system of the FR Germany, Austria, and Switzerland: parliamentary democracy (DE/AT) versus direct democracy (CH).	1	
	Seminars	How does a referendum work in Switzerland?	1	
6.	Lectures	Population (demographic structure, immigration): demographic decline, the "Gastarbeiter" tradition, and modern migration waves.	1	
	Seminars	Data analysis: working with immigration charts.	1	
7.	Lectures	Schooling and education.	1	
	Seminars	Studying in Germany.	1	
8.	Lectures	Economy and tourism: automotive industry, energy transition, and Alpine tourism.	1	
	Seminars	1st Midterm Exam.	1	
9.	Lectures	Most significant visual artists throughout history: from Dürer to Bauhaus.	1	
	Seminars	How historical events influence art (e.g., Expressionism as a response to war).	1	
10.	Lectures	Most significant musical artists throughout history: Bach, Mozart, Beethoven, Wagner.	1	
	Seminars	Listening to and recognizing music.	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
11.	Lectures	Most significant scientists throughout history: inventions that changed the world (Einstein, Planck, Gutenberg).	1	
	Seminars	Nobel Prize winners.	1	
12.	Lectures	Culture and media: news giants (Der Spiegel, Die Zeit), public broadcasting, and the role of the media.	1	
	Seminars	Press analysis: how German media report on current European topics.	1	
13.	Lectures	Sports and entertainment: football culture, winter sports, festivals.	1	
	Seminars	Capitals of sports and entertainment.	1	
14.	Lectures	Everyday life and customs: holidays, gastronomy, etiquette, and regional differences.	1	
	Seminars	Capitals of Culture.	1	
15.	Lectures	Knowledge Quiz: An interactive quiz that covers the entire course content.	1	
	Seminars	2nd Midterm exam.	1	

GENERAL INFORMATION		
Lead instructor	Marijana Erstić, PhD, full professor	
Course name	**GERMAN LITERATURE OF THE 18TH CENTURY** (GER201)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to provide insight into 18th-century German literature within the European socio-historical context. Drawing on knowledge acquired in previous literary courses, students will study and critically evaluate the most significant literary movements, as well as the authors and works of that period.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: – distinguish the specific characteristics of 18th-century literary-historical periods – explain the historical, cultural, political, and social influences on the development of the Enlightenment, *Sturm und Drang*, and Weimar Classicism – analyze and interpret selected 18th-century literary works within the given context

- discuss, using well-founded arguments, the most important features and authors of 18th-century German literature
- identify and interpret the literary phenomena of the period within the European cultural and socio-political context
- write a seminar paper on a given topic in the field of 18th-century German literature

Course content

The course provides a chronological overview of the most important literary phenomena of the 18th century, including authors and their works. It examines literary, cultural, and socio-historical phenomena necessary for understanding the period, with an emphasis on paradigmatic authors and their poetics:
1 The Enlightenment: significance, concept, and cultural preconditions in European cultural history
2 Literature of the Enlightenment: overview
3 G. E. Lessing and the bourgeois tragedy
4 G. E. Lessing: Dramas and theoretical treatises
5 G. E. Lessing: Dramas
6 Sturm und Drang: Cultural preconditions
7 J. W. Goethe and Sturm und Drang
8 F. Schiller and Sturm und Drang
9 Classicism: Cultural preconditions
10 J. W. Goethe and the literary life of his time
11 F. Schiller and classicism
12 Goethe's *Faust*
13 Between classicism and romanticism

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must prepare and deliver a seminar presentation in accordance with the established criteria. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students must also pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 50%
2. Preparation and presentation of a seminar paper – 20%

3. Class participation and contribution to class discussions – 10%
4. Oral exam – 20%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Willems, Gottfried: *Geschichte der deutschen Literatur*. Band 2. Aufklärung. Böhlau Verlag, Köln, Weimar, Wien 2013.	1	26
Willems, Gottfried: *Geschichte der deutschen Literatur*. Band 3. Goethezeit. Böhlau Verlag, Köln, Weimar, Wien 2013.	1	26
Gigl, Claus: *Deutsche Literaturgeschichte*. Stark, Freising 2014.	1	26
Selection from primary literature (Students choose literary works according to the given guidelines)	1	26

Supplementary readings

Jürgensen, Christoph/Irsigler, Ingo: Sturm und Drang. Vandenhoeck & Ruprecht, Göttingen 2010.
Košenina, Alexander: Literarische Anthropologie. Grundlagentexte zur Neuentdeckung des Menchen. De Gruyter Studium, Berlin 2016. PDF.
Runge, Manuela/Borchmeyer, Dieter: Weimarer Klasik: Portrait einer Epoche. Beltz, Athenäum, Weinheim 1998.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	The Enlightenment: Meaning, Concept, and Cultural Preconditions in European Cultural History	1	
	Seminars	- Discussion on the Concept of the Enlightenment in European Culture - Course Organization, as well as Students' Questions and Obligations	1	
2.	Lectures	Enlightenment Literature: An Overview	1	
	Seminars	- Analysis of Enlightenment Texts (e.g., Kant: "Beantwortung der Frage: Was ist Aufklärung?") - Discussion on the Enlightenment as a Cultural Project	1	
3.	Lectures	G. E. Lessing and Bourgeois Tragedy I - Genres and Functions of Literature in the Enlightenment - Didacticism and Morality	1	
	Seminars	- Comparative Analysis of Representative Texts - Social Function of Literature (Discussion)	1	
4.	Lectures	G. E. Lessing and Bourgeois Tragedy II - The Emergence of Bourgeois Tragedy - Dramaturgy and Social Critique	1	
	Seminars	- Analysis of the Drama "Emilia Galotti" - Discussion on Bourgeois Tragedy	1	
5.	Lectures	G. E. Lessing: Dramas and Theoretical Essays - "Hamburgische Dramaturgie" and Lessing's Poetics - Aesthetics and Function of the Theatre	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	- Analysis of Selected Excerpts and Critiques from "Hamburgische Dramaturgie" - Theatre as a Social Institution	1	
6.	Lectures	G. E. Lessing: Dramas - Structure and Ideas of the Drama "Nathan der Weise" - Tolerance, Religion, Humanism	1	
	Seminars	- Interpretation of Key Scenes ("Ring Parabel") - Discussion on Enlightenment Humanism	1	
7.	Lectures	Sturm und Drang: Cultural Preconditions - Rebellion Against Rationalism and Classicism - Genius, Nature, Subjectivity	1	
	Seminars	- 1st Colloquium	1	
8.	Lectures	J. W. Goethe and Sturm und Drang - Goethe as a Representative of the Movement - "Die Leiden des jungen Werthers"	1	
	Seminars	- Analysis of Selected Excerpts from "Die Leiden des jungen Werthers" - Individualism and Sentimentalism	1	
9.	Lectures	F. Schiller and Sturm und Drang - Early Dramaturgy and the Idea of Freedom - "Die Räuber"	1	
	Seminars	- Interpretation of the Drama "Die Räuber" - Ethics of Rebellion (Discussion)	1	
10.	Lectures	Classicism: Cultural Preconditions - Weimar Classicism and the Idea of Harmony - Humanism, Aesthetics, Education	1	
	Seminars	- Analysis of Theoretical Texts on Classicism - The Ideal of the “Schöne Seele” (J. W. Goethe: "Wilhelma Meisters Lehrjahre")	1	
11.	Lectures	J. W. Goethe and the Literary Life of His Time - Goethe in the Cultural and Intellectual Context - Development of Poetics and Genres - Literary Salon	1	
	Seminars	- Discussion on Goethe’s Cultural Influence - Analysis of Selected Texts	1	
12.	Lectures	F. Schiller and Classicism - Aesthetic Writings ("Über die ästhetische Erziehung des Menschen") - Historical Dramas and the Idea of Freedom	1	
	Seminars	- Interpretation of Selected Excerpts - Aesthetic Education and Freedom (Discussion or Group Work)	1	
13.	Lectures	Goethe’s "Faust" - History of the Creation of the Faust Legend - Structure and Thematic Layers of the Drama "Faust. Der Tragödie erster Teil"	1	
	Seminars	- Analysis of Scenes ("Prolog im Himmel") - Discussion on Interpretations of the Work	1	
14.	Lectures	Between Classicism and Romanticism - Transition to Romanticism - New Aesthetic Horizons	1	
	Seminars	- Comparative Analysis of Classical and Early Romantic Texts - Continuity and Discontinuity of Epochs	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
15.	Lectures	Overview of Topics - Key Authors, Concepts, and Poetics - Final Synthesis and Preparation for the Knowledge Assessment	1	
	Seminars	- 2nd Colloquium	1	

GENERAL INFORMATION		
Lead instructor	Sandra Lukšić, PhD, assistant professor	
Course name	**GERMAN SYNTAX** (GER202)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

0. *Course aims*

This course aims to familiarise students with syntax as a linguistic discipline, introduce them to the fundamental methods of syntactic sentence analysis, enable them to apply syntactic rules in constructing sentences as the basic linguistic and communicative units, and systematically examine similarities and differences between Croatian and German in terms of sentence elements, word order, and the interdependence of clauses.

1. *Course enrolment requirements*

None.

2. *Intended course learning outcomes*

Upon completion of this course, students will be able to:
- define fundamental concepts in the field of syntax
- explain linguistic phenomena at the syntactic level
- analyse complex syntactic structures and describe the relationships between syntactic constituents and their components
- define the syntactic norms of standard German
- analyse texts from all functional styles
- explain similarities and differences between Croatian and German.

3. *Course content*

1. Concept and subject matter of syntax
2. Words as syntactic units
3. Grammatical structure of the sentence (in contrast)
4. Traditional sentence elements (subject, predicate, object, adverbials, apposition, attribute)
5. Syntactic model of valency
6. Sentence topology: sentence frame
7. Complex sentences
8. Classification of complex sentences by function

9. Compound sentences
10. Complex sentence constructions
11. Syntactic analysis of complex sentences and text segments (in contrast)
12. Text structure

4. *Modes of delivery (mark the appropriate boxes with an X)*	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

5. *Student obligations*

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must actively participate in in-class tasks and do homework regularly to prepare for midterm exams and the final exam. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students must also pass the oral exam.

6. *Monitoring student work (mark the appropriate boxes with an X)*

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio						Independent work	X

7. *Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met*

Students take two midterm exams and/or a final written exam, which assesses both theoretical knowledge and its application to concrete tasks within the framework of syntactic analysis. Students who successfully pass both midterm exams are exempt from the final written exam. Upon successful completion of the written exam(s), they must also pass the oral exam.
In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam – 50%
2. Class participation and individual work – 10%
3. Oral exam – 30%
The criteria for evaluating and assessing individual elements are described in the course repository.

8. *Required readings and number of copies relative to the number of students currently taking the course*

Title	*Number of copies*	*Number of students*
Lukšić, S. (2021). *Einführung in die Syntax der deutschen Sprache: Grundzüge – Strukturen – Das Konzept der Dependenz- und Valenzgrammatik*. FF.	*online*	26

Dudenredaktion. (2016). *Duden – Die Grammatik: Unentbehrlich für richtiges Deutsch* (9. Aufl.). Dudenverlag.	1	26
Glovacki-Bernardi, Z. (2017). *Osnove njemačke gramatike*. Školska knjiga.	1	26
Engel, U. (2004). *Deutsche Grammatik*. Julius Groos Verlag.	1	26
Weinrich, H. et al. (2003). *Textgrammatik der deutschen Sprache*. Olms.	1	26
Supplementary readings		
Wöllstein-Leisten, A., Heilmann, A., Stepan, P., Vikner, S. (1997). *Deutsche Satzstruktur. Grundlagen der syntaktischen Analyse*. Stauffenburg. Engel, U. (2016). *Syntax der deutschen Sprache*. Erich Schmidt Verlag.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Concept and subject matter of syntax (historical overview) – definition of syntax/the sentence as the primary (highest) unit of syntactic analysis – brief contrastive overview of sentence structure in Croatian and German – identification of the most frequent syntactic errors of Croatian speakers of German – examples of faulty constructions	2	P 26
2.	Lectures	Words as syntactic units	1	P 26
	Seminars	Seminar 1: - boundaries between words and word groups; parts of speech (historical overview) - the five parts of speech theory (Hans Glinz) - classification of parts of speech and their problems (e.g., verb as a superordinate term for several subcategories: main verbs, auxiliary verbs, modal verbs, copular verbs)	1	P 26
3.	Lectures	Grammatical structure of a sentence (in contrast)	1	P 26
	Seminars	Seminar 2: - sentence elements: Subject (WHO/WHAT?), Predicate (ACTION/STATE/EVENT), Objects (ACCUSATION/DATIVE/GENITIVE/PRESENTATIVE OBJECT) - position of sentence elements in German/Croatian sentences - comparison of simple and complex sentences	1	P 26
4.	Lectures	Traditional sentence elements (subject, predicate, object, adverbial phrases, apposition, attribute)	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Seminar 3: - definition of the subject (sentence topic); function, examples, and analysis - definition of the predicate (sentence statement); function, examples, and analysis - definition of the object (sentence complement); function, examples, and analysis - definition of the adverbial (adverbial clause); function, description, examples, and analysis - definition of the apposition (additional clause); function, examples, and analysis - definition of the attribute (additional clause); function, examples, and analysis	1	P 26
5.	Lectures	Syntactic valency model	1	P 26
	Seminars	Seminar 4: - description of the grammatical model of valence/dependence - central concepts (connection, remnant, dependent, nexus, etc.) - representations of sentences in the tree structure and in the valency/dependency model	1	P 26
6.	Lectures	Sentence topology: sentence frame	1	P 26
	Seminars	Seminar 5: - syntactic structure (hierarchical relationships within a sentence) ~ Words and phrases within a sentence - "prefield", "middle field", "postfield", left sentence bracket, right sentence bracket	1	P 26
7.	Lectures	Complex clauses	1	P 26
	Seminars	Seminar 6: - structure of complex sentences (parataxis/hypotaxis): characteristics, examples, analysis - sentence structures (syndetic, asyndetic) Compound sentences - exam tasks (Part I)	1	P 26
8.	Lectures	Identifying complex sentences based on their function - relationships within complex sentences: superiority, subordination, equality - types of complex sentences (description, properties, analysis) - matrix sentence	2	P 26
9.	Lectures	Sentence sequence	1	P 26
	Seminars	Seminar 7: - paratactic sentence structures - characteristics - examples and analysis	1	P 26
10.	Lectures	Dependent complex clauses - types of dependent complex clauses (description, properties, analysis criteria) - position of subordinate clauses in hypotactic structures (front clause, middle clause, post clause)	2	P 26
11.	Lectures	Syntactic analysis of complex sentences and text segments (in contrast)	1	P 26
	Seminars	Seminar 8: - sentence analysis - individual assignments	1	P 26
12.	Lectures	Text structure	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Seminar 9: - individual assignments	1	P 26
13.	Seminars	Seminars 10 and 11: - individual assignments	2	P 26
14.	Seminars	Seminars 12 and 13: - individual assignments	2	P 26
15.	Seminars	Seminars 14 and 15: - exam tasks (Part II)	2	P 26

GENERAL INFORMATION		
Lead instructor	Silvija Ugrina, senior language instructor	
Course name	**LANGUAGE EXERCISES III** (GER203)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	0+90+0

COURSE DESCRIPTION

9. *Course aims*

This course aims to develop language skills (reading comprehension, writing, speaking, and listening) at the C1 level of proficiency.

0. *Course enrolment requirements*

None.

1. *Intended course learning outcomes*

Upon completion of this course, students will be able to:

- communicate in German, both orally and in writing, at a minimum B2+ CEFR level
- actively use the vocabulary covered in the course
- actively apply the grammatical structures covered in the course, both in writing and speaking
- read texts with comprehension in German at the C1 level
- independently improve their language competence and use German-language resources for further learning
- discuss topics covered in class fluently, using the acquired vocabulary and grammatical structures
- retell a German text of appropriate complexity, both orally and in writing
- present their own reasoned opinion on the topics addressed in class
- deliver a structured presentation on a selected topic covered in class
- interpret graphs and evaluate different viewpoints.

2. *Course content*

The course focuses on expanding the lexical and grammatical knowledge necessary for fluent oral and written communication, as well as revising and consolidating previously acquired grammar.
Topics: Reden wir mal übers Wetter, Glück und andere Gefühle, Erfolge und Niederlagen, Fortschritt und Umwelt, including planned linguistic activities (speaking and writing exercises).
Grammar: Adverbialsätze: Temporal-, Modal- und Kausalsätze, Konditional-, Konzessiv-und Konsekutivsätze, Konjunktiv II; Final-und Adversativsätze, Wiederholung: Modalverben und Vermutungen ausdrücken.
Translation exercises from German into Croatian and vice versa are also an important component of this course. The texts selected for translation are aligned thematically with the content previously covered in class.

1. Reden wir mal übers Wetter
2. Adverbialsätze: Temporal-Modal-und Kausalsätze
3. Communication exercises
4. Listening exercises
5. Translation exercises

6. Glück und andere Gefühle
7. Adverbialsätze: Konditional-, Konzessiv-und Konsekutivsätze
8. Communication exercises
9. Listening exercises
10. Translation exercises
11. Erfolg und Niederlage
12. Konjunktiv II
13. Adverbialsätze: Final-und Adversativsätze
14. Communication exercises
15. Listening exercises
16. Translation exercises
17. Fortschritt und Umwelt
18. Wiederholung: Modalverben und Vermutungen ausdrücken
19. Communication exercises
20. Listening exercises
21. Translation exercises

3. *Modes of delivery (mark the appropriate boxes with an X)*	☐ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-učenje (20 %)

4. *Student obligations*

Students are required to attend classes regularly and complete individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to actively and constructively participate in lessons and discussions and complete individual and group assignments in a timely and high-quality manner. They are required to pass the final written exam (or two mid-term exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students also must pass the oral exam.

5. *Monitoring student work (mark the appropriate boxes with an X)*

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

6. *Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met*

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 60%
2. Oral exam – 20%
3. Class participation and contribution to class discussions – 10%
4. Completion of individual and group tasks- 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

7. *Required readings and number of copies relative to the number of students currently taking the course*

Title	*Number of copies*	*Number of students*
Buscha, A., Raven, S., & Szita, S. (2016). *Erkundungen: Deutsch als Fremdsprache C1. Integriertes Kurs- und Arbeitsbuch* (2., veränderte Aufl.). Schubert Verlag.	2	26
Helbig, G., & Buscha, J. (2000). *Übungsgrammatik Deutsch*. Langenscheidt KG.	1 / *online*	26
Helbig, G., & Buscha, J. (2014). *Deutsche Grammatik*. Langenscheidt KG.	*online*	26
Supplementary readings		
Hall, K., & Scheiner, B. (2001). *Übungsgrammatik für Fortgeschrittene*. Verlag für Deutsch. Dudenredaktion. (2019). *Duden: Deutsches Universalwörterbuch A–Z*. Dudenverlag. Hansen-Kokoruš, R., et al. (2005). *Njemačko-hrvatski univerzalni rječnik*. Nakladni zavod Globus.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Practicals	Let's Talk About the Weather (Weather forecast)	2	P22
	Practicals	Let's Talk About the Weather (Weather and health)	4	P26
2.	Practicals	Adverbial Clauses: Temporal, Modal, and Causal Clauses (Subordinating conjunctions: sentence connectors that introduce subordinate clauses)	2	P22
	Practicals	Adverbial Clauses: Temporal, Modal, and Causal Clauses (Transforming prepositional phrases into subordinate clauses)	4	P26
3.	Practicals	Communication exercises	2	P22
	Practicals	Listening exercises	4	P26
4.	Practicals	Translation exercises	2	P22
	Practicals	Happiness and Other Emotions (Positive and negative emotions; Stress and stress relief; Laughter and humor)	4	P26
5.	Practicals	Adverbial Clauses: Conditional, Concessive, and Consecutive Clauses (Two-part sentence connectors)	2	P22
	Practicals	Adverbial Clauses: Conditional, Concessive, and Consecutive Clauses (Conjunctions and conjunctive adverbs)	4	P26
6.	Practicals	Communication exercises	2	P22
	Practicals	Listening exercises	4	P26
7.	Practicals	Translation exercises	2	P22

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Practicals	Knowledge assessment through a mid-term exam Success and Failure (Success in sports; Success at work; Failure)	4	P26
8.	Practicals	Subjunctive II (Usage: suggestions, expressing opinions, criticism)	2	P22
	Practicals	Subjunctive II (Usage: polite questions and requests; wishes; conditions; missed opportunities)	4	P26
9.	Practicals	Adverbial Clauses: Final and Adversative Clauses (Subordinating conjunctions: sentence connectors that introduce subordinate clauses)	2	P22
	Practicals	Adverbial Clauses: Final and Adversative Clauses (Conjunctions; sentence connectors that introduce main clauses)	4	P26
10.	Practicals	Adverbial Clauses: Final and Adversative Clauses (Verbal and nominal forms)	2	P22
	Practicals	Communication exercises	4	P26
11.	Practicals	Listening exercises	2	P22
	Practicals	Translation exercises	4	P26
12.	Practicals	Progress and Environment (New technological developments)	2	P22
	Practicals	Progress and Environment (Smart homes; Digital revolution; Environmental issues; Energy transition)	4	P26
13.	Practicals	Review: Modal Verbs and Expressing Assumptions (varying degrees of certainty)	2	P22
	Practicals	Review: Modal Verbs and Expressing Assumptions (Adverbs; verbs; fixed expressions)	4	P26
14.	Practicals	Review: Modal Verbs and Expressing Assumptions (Synonymous expressions)	2	P22
	Practicals	Communication exercises Knowledge assessment through a mid-term exam	4	P26
15.	Practicals	Listening exercises	2	P22
	Practicals	Translation exercises Analysis and correction of the mid-term exam Preparation for the oral exam	4	P26
Note: The course focuses on expanding the lexical and grammatical knowledge necessary for fluent oral and written communication, as well as revising and consolidating previously acquired grammar. The topics covered include planned language activities (speaking and writing exercises). Translation exercises from German into Croatian and vice versa are also an important component of this course. The texts selected for translation are aligned thematically with the content previously covered in class.				

GENERAL INFORMATION	
Lead instructor	Eldi Grubišić Pulišelić, PhD, full professor
Course name	**THE LITERARY OPUS OF MARIE VON EBNER-ESCHENBACH** (GER209)
Study programme	Double-major undergraduate study programme *German Language and Literature*
Course status	elective

Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

8. *Course aims*

The aim of the course is to provide insight into the literary oeuvre of the prominent Austrian writer Marie von Ebner-Eschenbach (1830–1916) within the context of European socio-historical, cultural, and literary developments.

9. *Course enrolment requirements*

None.

10. *Intended course learning outcomes*

Upon completion of this course, students will be able to:

- evaluate the literary work of Marie von Ebner-Eschenbach within the socio-historical, political, cultural, and literary context of her time
- competently discuss the key features of the author's literary production
- critically assess the artistic and literary value of the works studied
- discuss individual motifs and themes present in the author's oeuvre
- explain the author's contribution to literature as well as to the broader social sphere in the context of promoting humanitarian values and advocacy for marginalized groups in society.

11. *Course content*

1. Marie von Ebner-Eschenbach: life and work in their socio-historical context
2. Aphorisms
3. Main characteristics of the prose of Marie von Ebner-Eschenbach
4. The aristocratic world in the prose of Marie von Ebner-Eschenbach
5. Marie von Ebner-Eschenbach as a social reformer
6. Emancipated women and weak men
7. Critique of the patriarchy
8. Mother figures and motherhood
9. The aristocratic world in the prose of Marie von Ebner-Eschenbach
10. Marie von Ebner-Eschenbach as a reformer
11. The motif of adultery and its consequences for women
12. Male violence and female resistance: the motif of rape
13. Autobiographical prose

12. *Modes of delivery (mark the appropriate boxes with an X)*	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20 %)

13. *Student obligations*

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must prepare and present a seminar paper in accordance with the established criteria. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students must also pass the oral exam.

4. *Monitoring student work (mark the appropriate boxes with an X)*

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

5. *Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met*

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 50%
2. Preparation and presentation of a seminar paper – 20%
3. Class participation and contribution to class discussions – 10%
4. Oral exam – 20%
The criteria for evaluating and assessing individual elements are described in the course repository.

6. *Required readings and number of copies relative to the number of students currently taking the course*

Title	*Number of copies*	*Number of students*
Lohnmeyer, E. (2002). *Marie von Ebner-Eschenbach als Sozialreformerin*. Ulrike Helmer Verlag.	1 / *online*	13
Tanzer, U. (1997). *Frauenbilder im Werk Marie von Ebner-Eschenbachs*. Hans-Dieter Heinz, Akademischer Verlag Stuttgart.	1 / *online*	13
Selection from primary literature (students choose literary works according to the provided guidelines)	1 / *online*	13

Supplementary readings

Rossbacher, K. (1992). *Literatur und Liberalismus: Zur Kultur der Ringstraßenzeit in Wien*. J&V Verlag.
Strigl, D. (2016). *Berühmtsein ist nichts: Marie von Ebner-Eschenbach. Eine Biographie*. Residenz Verlag.
Seeling, C. (2008). *Zur Interdependenz von Gender- und Nationaldiskurs bei Marie von Ebner-Eschenbach*. Röhrig Universitätsverlag.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Marie von Ebner-Eschenbach: life and work in a socio-historical context.	1	
	Seminars	Positioning within realism.	1	
2.	Lectures	Aphorisms: genre specificity, linguistic economy, and the philosophical depth of her aphorisms.	1	
	Seminars	Textual work: interpretation of selected aphorisms.	1	
3.	Lectures	The main characteristics of Marie von Ebner-Eschenbach's prose: narrative techniques, ethical imperative.	1	
	Seminars	"Krambambuli": the novella and film adaptations.	1	
4.	Lectures	The aristocratic world in Marie von Ebner-Eschenbach's prose: the portrayal of the nobility, castles, and social conventions.	1	
	Seminars	Analysis of the works:"Komtesse Muschi"/ "Komtesse Paula".	1	
5.	Lectures	The aristocratic world: the decline of the old order.	1	
	Seminars	Analysis of the novella and the film "Krambambuli" in the context of class differences.	1	
6.	Lectures	Marie von Ebner-Eschenbach as a social reformer.	1	
	Seminars	Analysis of the work: "The Child of the Parish" ("Das Gemeindekind").	1	
7.	Lectures	The issue of poverty, the education of the lower classes, and empathy in the literary works of Marie von Ebner-Eschenbach.	1	
	Seminars	Analysis of the work: "The Sinner" ("Die Sünderin").	0	
8.	Lectures	Emancipated women and weak men: The inversion of gender roles in the author's prose. The position of women in the 19th century and the beginning of the struggle for women's rights.	1	
	Seminars	1st midterm exam.	1	
9.	Lectures	Critique of patriarchy: The institution of marriage and social constraints on women.	1	
	Seminars	Analysis of the work: "The Same Old Self" ("Wieder die Alte").	1	
10.	Lectures	Mother figures and motherhood: Biological vs. spiritual motherhood; sacrifice and authority.	1	
	Seminars	Analysis of the work: "Daily Life" ("Das tägliche Leben").	1	
11.	Lectures	The motif of adultery and its consequences for women: The 19th century and double moral standards.	1	
	Seminars	Analysis of the work: "Beyond Atonement" ("Unsühnbar").	1	
12.	Lectures	Male violence and female resistance: The motif of rape and the physical/psychological oppression of women.	1	
	Seminars	Analysis of the work: "The Death-Watch" ("Die Totenwacht").	1	
13.	Lectures	Autobiographical prose.	1	
	Seminars	Analysis of the work: "My Childhood Years" ("Meine Kinderjahre").	1	
14.	Lectures	The autobiographical prose of Marie von Ebner-Eschenbach: How the author constructs her identity through memories.	1	
	Seminars	The distinction between fiction and faction.	1	
15.	Lectures	Synthesis and legacy: The reception of her works today and Marie von Ebner-Eschenbach's place in the German literary canon.	1	
	Seminars	2nd midterm exam.	1	

GENERAL INFORMATION		
Lead instructor	Eldi Grubišić Pulišelić, PhD, full professor	
Course name	**THE FAIRY TALES OF THE BROTHERS GRIMM** (GER210)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	Elective	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to familiarize students with the fairy tales of Jacob (1785–1863) and Wilhelm Grimm (1786–1859), as well as with their interpretations and adaptations in art and film. Students' linguistic competences will be enhanced through reading and discussion, as well as through additional material in the German language (e.g., films).
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: – discuss the characteristics of the Brothers Grimm's fairy tales competently – evaluate individual fairy tales and their adaptations – critically assess the artistic and literary value of individual fairy tales – critically assess film and other adaptations of the Brothers Grimm's fairy tales – explain the meaning of fairy tales and discuss their role in various socio-historical contexts.
Course content
1 The Brothers Grimm and Their Fairy Tales: Introduction 2 Text Analyses: "Der Froschkönig und der eiserne Heinrich"; "Rapunzel"; "Hänsel und Gretel"; "Aschenputtel" 3 Fairy Tales and Film: *The Brothers Grimm* (USA 2005) 4 Text Analyses: "Frau Holle"; "Rotkäppchen"; "Die Bremer Stadtmusikanten"; "Dornröschen" 5 Text Analysis: "König Drosselbart"; "Schneewittchen" 6 Fairy Tales and Film: *Avengers Grimm* (USA 2015) 7 Text Analyses: "Rumpelstilzchen"; "Hans im Glück"; "Die kluge Bauerntochter"; "Die Sterntaler" 8 Fairy Tales and Film: *Into the Woods* (USA 2014)

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations
Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must prepare and present a seminar paper in accordance with the established criteria. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students must also pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course
In accordance with the course learning outcomes and student obligations, the final grade is based on: 1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 50% 2. Preparation and presentation of a seminar paper – 20% 3. Class participation and contribution to class discussions – 10% 4. Oral exam – 20% The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Gerstner, Hermann (1997). *Brüder Grimm*. Rowohlt: Reinbek bei Hamburg.	1	13
Mazenauer, Beat, & Perrig, Severin (1998). *Wie Dornröschen seine Unschuld gewann: Archäologie der Märchen*. Dtv: München.	1	13
Rölleke, Heinz (2016). *Die Märchen der Brüder Grimm: Eine Einführung*. Reclam: Stuttgart.	1	13
Uther, Hans-Jörg (2013). *Handbuch zu den Kinder- und Hausmärchen der Brüder Grimm*. De Gruyter: Berlin / New York.	1/ online	13
Selection from primary literature (Students choose literary works according to the given guidelines)	online	13
Literary texts, as well as excerpts from scholarly studies.	online	13

Supplementary readings
Bluhm, Lothar (1995). *Grimm-Philologie: Beiträge zur Märchenforschung und Wissenschaftsgeschichte*. Olms-Weidmann: Hildesheim. Brinker von der Heyde, Claudia, Ehrhardt, Holger, Ewers, Hans-Heino, & Inder, Annekatrin (Eds.) (2015). *Märchen, Mythen und Moderne: 200 Jahre Kinder- und Hausmärchen der Brüder Grimm. Teil 1, Teil 2*. Peter Lang: Frankfurt am Main. [PDF] Dettmar, Ute, Pecher, Claudia Maria, & Schlesinger, Rom (Eds.) (2017). *Märchen im Medienwandel: Zur Geschichte und Gegenwart des Märchenfilms*. Metzler: Stuttgart. [PDF] Rölleke, Heinz (2004). *Die Märchen der Brüder Grimm: Quellen und Studien. Gesammelte Aufsätze*. WVT: Trier.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction: The brothers Grimm and their fairy tales	1	
	Seminars	Cinderella through the centuries: Textual analysis of "Aschenputtel".	1	
2.	Lectures	The Symbolism of initiation: The animal as a guide and transformation in the fairy tale.	1	
	Seminars	Textual analysis: "The Frog King" ("Der Froschkönig und der eiserne Heinrich")	1	
3.	Lectures	Psychoanalytic motifs in fairy tales: Fear, abandonment, and coming of age.	1	
	Seminars	Textual analysis: "Hansel and Gretel" ("Hänsel und Gretel") and "Rapunzel".	1	
4.	Lectures	The fairy tale on the big screen: A history of adaptations and the visual language of the fairy tale.	1	
	Seminars	Fairy tales and film: "The Brothers Grimm" (USA, 2005)	1	
5.	Lectures	The moral cosmos: Nature, labor, and the concept of reward in the German fairy tale.	1	
	Seminars	Textual analysis: "Mother Holle" ("Frau Holle") and "Little Red Riding Hood" ("Rotkäppchen")	1	
6.	Lectures	Social utopia and solidarity: Characters from the margins of society (old age and infirmity).	1	
	Seminars	Textual analysis: "The Bremen Town Musicians" ("Die Bremer Stadtmusikanten")	1	
7.	Lectures	Power dynamics and gender roles: The relationship between the king and the "common" folk.	1	
	Seminars	Textual analysis: "King Thrushbeard" ("König Drosselbart")	1	
8.	Lectures	The aesthetics of envy and beauty: The mirror motif and intergenerational competition. "Snow White" ("Schneewittchen").	1	
	Seminars	1st Midterm exam.	1	
9.	Lectures	The fairy tale as an action genre: The transformation of archetypal heroines in pop culture.	1	
	Seminars	Fairy tales and film: "Avengers Grimm" (USA, 2015)	1	
10.	Lectures	The power of names and the paradox of happiness: Onomastics and materialism in the fairy tale.	1	
	Seminars	Textual analysis: "Rumpelstiltskin" ("Rumpelstilzchen")	1	
11.	Lectures	Ethics and mercy: Social justice and the wisdom of the "little man."	1	
	Seminars	Textual analysis: "The Shrewd Farmer's Daughter" ("Die kluge Bauerntochter") and "The Star Money" ("Die Sterntaler").	1	
12.	Lectures	The postmodern fairy tale and the musical: interweaving narratives.	1	
	Seminars	Fairy tales and film: "Into the Woods" (USA, 2014)	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
13.	Lectures	Awakening and maturation: the motif of the long sleep and female sexuality.	1	
	Seminars	Textual analysis: "Sleeping Beauty" ("Dornröschen").	1	
14.	Lectures	Postmodernism and the fairy tale: the deconstruction of the happy ending and doubt in the narrator.	1	
	Seminars	Textual analysis: "Hans in Luck" ("Hans im Glück").	1	
15.	Lectures	The influence of the Grimm brothers on contemporary world literature.	1	
	Seminars	2nd Midterm exam.	1	

GENERAL INFORMATION		
Lead instructor	Eldi Grubišić Pulišelić, PhD, full professor	
Course name	**GERMAN LITERATURE OF THE 19TH CENTURY** (GER206)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to provide insight into German literature of the 19th century within the European socio-historical context. Drawing on the knowledge acquired in previous literature courses, students will study and critically evaluate the most important literary phenomena, as well as the authors and works of that period.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: – distinguish the specific features of the literary-historical periods of the 19th century – explain various historical, cultural, political, and social influences on the development of German literature in the 19th century – analyze and interpret selected literary works from the 19th century within a given context – discuss, with substantiated arguments, the most important characteristics and authors of 19th-century German literature – distinguish and interpret the literary phenomena of this period within the European cultural and socio-political context – produce a seminar paper on a set topic in the field of 19th-century German literature.
Course content

The course provides a chronological overview of the most important literary phenomena of the 19th century up to the emergence of Naturalism, including major authors and their works. It addresses literary, cultural, and socio-historical phenomena essential for understanding the various literary periods, with an emphasis on paradigmatic authors and their poetics:

1 Romanticism: the concept in European and German cultural history and its most significant authors
2 Female authorship in Romanticism, literary life, and salon culture
3 The most prominent authors of German Romanticism and their works
4 Biedermeier literature
5 The Young Germans: lyric poetry and drama
6 Bourgeois / Poetic Realism: origins, specific features, literary life
7 The most significant authors and prose works of Realism
8 F. Hebbel and drama in Realism
9 T. Fontane: *Effi Briest*
10 Marie von Ebner-Eschenbach and her literary work

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must prepare and present a seminar paper in accordance with the established criteria. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students must also pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 50%
2. Preparation and presentation of a seminar paper – 20%
3. Class participation and contribution to class discussions – 10%
4. Oral exam – 20%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*

Willems, Gottfried (2013). *Geschichte der deutschen Literatur. Band 4: Vormärz und Realismus*. Köln, Weimar, Wien: Böhlau Verlag.	1	26
Balzer, Bernd (2012). *Einführung in die Literatur des Bürgerlichen Realismus*. Darmstadt: Wissenschaftliche Buchgesellschaft.	1	26
Wittenberg, Hildegard & Bark, Joachim (2002). *Geschichte der deutschen Literatur: Biedermeier und Vormärz / Bürgerlicher Realismus*. Stuttgart: Klett.	1	26
Selection from primary literature (Students choose literary works according to the given guidelines)	online	26

Supplementary readings

Grubišić Pulišelić, Eldi (2013). *Konstrukcija ženskog identiteta u njemačkoj drami: Tipizacija ženskih likova u kazališnom zrcalu 70-ih i 80-ih godina 19. stoljeća*. Zagreb: Leykam International.

Grubišić Pulišelić, Eldi (2019). *„Germanski Turčin" Murad Efendi: Književnost, politika i/ili identitet*. Zagreb: Leykam International d. o. o.

Koopmann, Helmut (1993). *Das Junge Deutschland*. Darmstadt: Wissenschaftliche Buchgesellschaft.

Aust, Hugo (2006). *Realismus: Lehrbuch Germanistik*. Stuttgart: Metzler.

Martini, Fritz (1981). *Deutsche Literatur im bürgerlichen Realismus 1848–1898*. Stuttgart: J. B. Metzler.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Romanticism: Concept in European and German Cultural History European and Most Significant Authors; Phases of Romanticism.	1	
	Seminars	Analysis: Novalis, "Heinrich von Ofterdingen".	1	
2.	Lectures	Female Authorship in Romanticism, Literary Life, and Salon Culture: Bettina von Arnim and Karoline von Günderrode.	1	
	Seminars	Letters and Poetry: Specificities of Female Literature through the Authors' Correspondence.	1	
3.	Lectures	Salon Culture: Literary Life and the Role of Rahel Varnhagen.	1	
	Seminars	Discussion: The Salon as a Space for Intellectual Freedom and Social Integration.	1	
4.	Lectures	The Most Significant Authors of German Romanticism and Their Work: E.T.A. Hoffmann and the Motif of "The Uncanny".	1	
	Seminars	Analysis: E.T.A. Hoffmann, "Der Sandmann".	1	
5.	Lectures	Most Significant Authors of Romanticism: Joseph von Eichendorff ("Sehnsucht") and Clemens Brentano ("Die Geschichte vom braven Kasperl und dem schönen Annerl").	1	
	Seminars	Lyric Poetry: Analysis of the Motif of Longing and the "Blue Flower" in Selected Poetry.	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
6.	Lectures	Biedermeier Literature: The Aesthetics of the "Common Man," Resignation, and Withdrawal.	1	
	Seminars	Analysis: A. von Droste-Hülshoff, "Die Judenbuche".	1	
7.	Lectures	Young Germany (Junges Deutschland): Lyric Poetry and Drama. Political Engagement.	1	
	Seminars	Lyric Poetry: Heinrich Heine, Satirical Poetry, and Critique of German Society.	1	
8.	Lectures	Drama of Young Germany: Georg Büchner and Social Drama.	1	
	Seminars	First midterm exam.	1	
9.	Lectures	Bourgeois / Poetic Realism: Origins, Specifics, and Literary Life.	1	
	Lectures	Programmatic Texts: What Realism Is and What It Is Not (According to Otto Ludwig).	1	
10.	Lectures	Most Significant Authors and Prose Works of Realism: Adalbert Stifter and the Problems of Personal Development.	1	
	Seminars	Interpretation: Conrad Ferdinand Meyer ("Das Dinggedicht").	1	
11.	Lectures	Realism - Prose Works: Gottfried Keller and Theodor Storm.	1	
	Seminars	The Novella: Storm, "Der Schimmelreiter".	1	
12.	Lectures	F. Hebbel and Realist Drama: The Conflict between the Individual and Historical Necessity.	1	
	Seminars	Interpretation: Hebbel, "Maria Magdalena".	1	
13.	Lectures	T. Fontane, "Effi Briest". Introduction to the Poetics of the Social Novel.	1	
	Seminars	Analysis: "Effi Briest".	1	
14.	Lectures	T. Fontane, "Effi Briest": Social Determinism and the Question of Honor.	1	
	Seminars	Debate: Effi Briest's Guilt vs. Fate in the Context of 19th-Century Law.	1	
15.	Lectures	Marie von Ebner-Eschenbach: Marie von Ebner-Eschenbach: Overview of Works and Social Ethics.	1	
	Seminars	Second midterm exam.	1	

GENERAL INFORMATION		
Lead instructor	Mirjana Matea Kovač, PhD, full professor	
Course name	**SEMANTICS** (GER207)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	15+0+15
COURSE DESCRIPTION		

Course aims
The aim of the course is to introduce students to the fundamentals of semantics as a linguistic discipline, develop the necessary competencies for the independent analysis of meaning in language at the level of words, phrases, and sentences, understand the complexity of semantic relationships, and familiarize students with various traditional and contemporary theoretical frameworks.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: – define the basic semantic concepts – describe the main features of the principal approaches in the development of semantics – critically analyze semantic relationships at the level of words and sentences – draw and present independent conclusions on research into meaning in language.
Course content
1 Semantics as a linguistic discipline 2 Traditional semantics 3 Structural semantics 4 Prototype semantics 5 Conceptual, referential, and contextual definitions of meaning 6 Denotative and connotative meaning 7 Methods of semantic analysis 8 Meaning transfer 9 Traditional and contemporary approaches to metaphor and metonymy 10 Paradigmatic and syntagmatic relationships of word meaning 11 Introduction to cognitive semantics 12 Semantics and pragmatics 13 Hyponymy and hyperonymy

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations
Students are required to: - participate in the teaching process: lectures and seminars - pass the final written exam (or two midterm exams) with a minimum score of 50% - after passing the written exam(s), pass the oral exam - prepare and present a seminar paper in accordance with the established criteria - actively participate in class activities (discussions, text analysis)

Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	

Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Students take two midterm exams and/or a final exam, which assesses theoretical knowledge. Students who pass both midterm exams are exempt from taking the final exam. After passing the midterm exams or the final exam, students proceed to the oral exam.
In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 45%
2. Preparation a seminar paper in accordance with the instructor's guidelines – 15%
3. Oral exam – 40%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Kovač, Mirjana Matea (2025). *Psiholingvistički aspekti poučavanja na temelju zadataka*. Split: Filozofski fakultet u Splitu.	5	26
Löbner, Sebastian (2003). *Semantik: Eine Einführung*. Berlin: de Gruyter.	1	26
Schwarz, Michael, & Chur, Johann (2007). *Semantik: Ein Arbeitsbuch*. Tübingen: Günter Narr.	1	26

Supplementary readings

Wierzbicka, Anna (1992). *Semantics, Culture and Cognition: Universal Concepts in Culture-Specific Configurations*. Oxford: Oxford University Press.
Lyons, John. (1977). *Semantics*. Cambridge: Cambridge University Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Semantics as a linguistic discipline: subject, objectives, and its place within the system of linguistic sciences	1	P26
	Seminars	Analysis of meaning in German texts through multisensory strategies	1	P26
2.	Lectures	Traditional approaches to meaning: fundamental concepts and theories of semantic description	1	P26
	Seminars	Classical and structural semantics in practice	1	P26
3.	Lectures	Structural semantics: theoretical framework and application in meaning analysis	1	P26
	Seminars	How meaning emerges: Structural semantics in language analysis	1	P26
4.	Lectures	Prototype semantics and semantic categorization	1	P26
	Seminars	Analysis of the category 'Furniture' in the German language using prototype semantics	1	P26
5.	Lectures	Different approaches to defining meaning: conceptual, referential, and contextual models	1	P26
	Seminars	Distinguishing between literal and figurative meaning	1	P26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
6.	Lectures	Denotation and connotation as components of lexical meaning	1	P26
	Seminars	Analytical approaches to recognizing denotation and connotation in language	1	P26
7.	Lectures	Methods and procedures of semantic analysis of lexical units	1	P26
	Seminars	Methods of semantic analysis: a combination of classical and digital approaches	1	P26
8.	Lectures	Mechanisms of meaning transfer in language and communication	1	P26
	Seminars	Midterm exam I	1	P26
9.	Lectures	Metaphor and metonymy in contemporary German from a semantic perspective	1	P26
	Seminars	Metaphor as a means of conceptualizing emotions in contemporary German	1	P26
10.	Lectures	Paradigmatic and syntagmatic relations in the lexicon	1	P26
	Seminars	Analysis of spoken and written texts in context. How words are connected: paradigmatic and syntagmatic relations	1	P26
11.	Lectures	Introduction to cognitive semantics and conceptual models of meaning	1	P26
	Seminars	Analysis of conceptual metaphors as part of cognitive semantics	1	P26
12.	Lectures	The relationship between semantics and pragmatics in the interpretation of meaning	1	P26
	Seminars	Digital semantics and the contemporary linguistic context	1	P26
13.	Lectures	Hypernymy and hyponymy as forms of lexical hierarchy	1	P26
	Seminars	Hierarchical relations in the Lexicon: hypernymy and hyponymy in practice	1	P26
14.	Lectures	Application of theoretical models in practical semantic analysis	1	P26
	Seminars	Integration of theoretical and practical approaches in semantic analysis	1	P26
15.	Lectures	Synthesis and application of acquired knowledge: semantic analysis of selected linguistic material	1	P26
	Seminars	Midterm exam II	1	P26

GENERAL INFORMATION		
Lead instructor	Silvija Ugrin, senior language instructor	
Course name	**LANGUAGE EXERCISES IV** (GER208)	
Study programme	Double-major undergraduate study programme in German Language and Literature	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	0+90+0

COURSE DESCRIPTION
7. *Course aims*

The aim of the course is to develop language skills (reading comprehension, writing, speaking, and listening) at the C1 level of proficiency.

8. *Course enrolment requirements*

None.

9. *Intended course learning outcomes*

Upon completion of this course, students will be able to:

- communicate orally and in writing in German at a minimum C1 level of the CEFR
- actively use the vocabulary covered in the course
- actively apply the grammatical structures covered in the course, both in writing and speaking
- read texts in German with comprehension at the C1 level;
- independently develop their language competence and use German-language resources for further learning and professional development
- participate confidently in conversations and discussions on topics covered in class, applying the acquired vocabulary and grammar
- retell a German text of appropriate complexity, both orally and in writing
- present their own opinion, make proposals, respond to counterproposals, and reach agreement on the topics addressed in class;
- deliver a structured presentation of their choice on one of the topics covered in class, using a prepared mind map;
- translate written texts related to more complex thematic areas from Croatian into German and vice versa.

10. *Course content*

Language Exercises IV course builds upon Language Exercises III.
The emphasis is on expanding the lexical and grammatical knowledge required for fluent oral and written communication, as well as revising and consolidating previously acquired grammatical knowledge.
Topics: Das Reich der Sinne, Geschichte und Politik, Ton, Bild und Wort, and Lebenswege including planned linguistic activities (speaking and writing exercises).
Grammar: *Einfache Sätze*; *Position der Satzglieder*; *Satzglieder im Mittelfeld*; *Satzglieder im Nachfeld*; *Sinngerichtete Infinitivkonstruktionen*; *Infinitivkonstruktionen und dass-Sätze*; *Fragesätze als Nebensätze*; *Relativsätze*; *Partizipialsätze*.
Translation exercises from German into Croatian and vice versa are also an important component of this course. The texts selected for translation are aligned thematically with content previously covered in the course.

1. Das Reich der Sinne
2. Einfache Sätze
3. Position der Satzglieder
4. Satzglieder im Mittelfeld
5. Satzglieder im Nachfeld
6. Communication exercises
7. Listening exercises
8. Translation exercises
9. Geschichte und Politik
10. Sinngerichtete Infinitivkonstruktionen
11. Infinitivkonstruktionen und dass-Sätze
12. Fragesätze als Nebensätze
13. Communication exercises
14. Listening exercises
15. Translation exercises
16. Ton, Bild und Wort
17. Relativsätze
18. Partizipialsätze

19. Communication exercises
20. Listening exercises
21. Translation exercises
22. Lebenswege
23. Communication exercises
24. Listening exercises
25. Translation exercises

11. *Modes of delivery*	☐ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

12. *Student obligations*

Students are required to attend classes regularly and complete in-class and other individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to participate actively and contribute constructively to in-class discussions, and complete individual and group tasks in a timely and satisfactory manner. They are required to pass the final exam (or two mid-term exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.

13. *Monitoring student work*

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

14. *Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met*

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 60%
2. oral exam – 20%
3. class participation and contribution to class discussions – 10%
4. successful completion of individual and group assignments – 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Buscha A., Raven S., Szita S. (2016). *Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C1*., *2., veränderte Auflage*. Schubert Verlag Leipzig	2	26
Helbig, G., & Buscha, S. (2000). *Übungsgrammatik Deutsch*. Langenscheidt KG.	1 / online	26
Helbig, G., & Buscha, S. (2014). *Deutsche Grammatik*. Langenscheidt KG.	2 / online	26

Supplementary readings

Hall, J., & Scheiner, M. (2001). Übungsgrammatik für Fortgeschrittene. Verlag für Deutsch. Duden. (2019). Deutsches Universal Wörterbuch A-Z. Dudenverlag.Hansen-Kokoruš, Renate i dr., Njemačko-hrvatski univerzalni rječnik. (2005). Nakladni zavod Globus. Zagreb
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Practicals	The Realm of the Senses (Human senses; Food and nutrition)	2	P22
	Practicals	Simple sentences (Position of verbs)	4	P26
2.	Practicals	Position of sentence elements	2	P22
	Practicals	Sentence Elements in the Middle Field (Case complements; adverbial information; TEKAMOLO rule)	4	P26
3.	Practicals	Sentence Elements in the Final Field (Comparative constructions; extraposition - moving clauses or phrases)	2	P22
	Practicals	Communication exercises	4	P26
4.	Practicals	Listening exercises	2	P22
	Practicals	Translation exercises	4	P26
5.	Practicals	History and Politics (German history; State, politics, and elections)	2	P22
	Practicals	Purpose-oriented infinitive constructions (infinitives of purpose) (Structure and formation; types of infinitive clauses)	2	P22
6.	Practicals	Purpose-oriented infinitive constructions um … zu (final clause) ohne … zu (modal clause) statt / anstatt … zu (alternative clause)	4	P26
	Practicals	Infinitive Constructions and dass-Clauses (Main difference: subject identity and sentence structure)	2	P22
7.	Practicals	Infinitive Constructions and dass-Clauses (Transforming dass-clauses into infinitive clauses) Knowledge assessment through a mid-term exam	4	P26
	Practicals	Interrogative Clauses as Subordinate Clauses (Direct vs. indirect subordinate clauses)	2	P22
8.	Practicals	Communication exercises	4	P26
	Practicals	Listening exercises	2	P22
9.	Practicals	Translation exercises	4	P26
	Practicals	Sound, Image, and Word (Music and its effect; J. S. Bach and the Thomaner Choir)	2	P22
10.	Practicals	Relative Clauses (Relative pronouns; relative adverbs)	4	P26
	Practicals	Relative Clauses	2	P22
11.	Practicals	Participial Clauses (Simple and extended participles)	2	P22
	Practicals	Participial Clauses (Transforming relative clauses into participial clauses)	4	P26
12.	Practicals	Communication exercises	2	P22

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Practicals	Listening exercises	4	P26
13.	Practicals	Translation exercises	2	P22
	Practicals	Life Paths (Aging; Life expectancy; The future)	4	P26
14.	Practicals	Communication exercises	2	P22
	Practicals	Listening exercises Knowledge assessment through a mid-term exam	4	P26
15.	Practicals	Translation exercises	2	P22
	Practicals	Translation exercises Analysis and correction of the mid-term exam Preparation for the oral exam	4	P26
Note: Language Exercises IV course builds upon Language Exercises III. The emphasis is on expanding the lexical and grammatical knowledge required for fluent oral and written communication, as well as revising and consolidating previously acquired grammatical knowledge. The topics covered include planned language activities (speaking and writing exercises). Translation exercises from German into Croatian and vice versa are also an important component of this course. The texts selected for translation are aligned thematically with content previously covered in the course.				

GENERAL INFORMATION		
Lead instructor	Mirjana Matea Kovač, PhD, full professor	
Course name	**GERMAN PHRASEOLOGY** (GER204)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	elective	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
5. *Course aims*
The aim of the course is to enable students to acquire knowledge of the phraseological corpus of the German language and the fundamental theoretical principles of phraseology, conduct comparative research, and translate phraseological units using phraseological dictionaries.
6. *Course enrolment requirements*
None.
7. *Intended course learning outcomes*
Upon completion of this course, students will be able to: - define the phraseme as the basic unit of the phraseological linguistic system - analyse phrasemes of the German language from various perspectives: structural, semantic, syntactic, etc. - select appropriate methods for translating phrasemes from German into Croatian and vice versa - use phrasemes in written and oral communication.

8.	*Course content*

1. Phraseology: definition and historical development
2. Structural, syntactic, and semantic aspects of phraseological research
3. Idiomaticity, polylexicality, stability, and reproduction of phrasemes
4. Structure and classification of phrasemes and related types
5. Morphosyntactic description of phrasemes
6. Semantic description of phrasemes
7. Contrastive phraseology: phrasemes of foreign origin in the German language
8. Phenomena of phraseological homonymy, synonymy, and antonymy
9. Classification of phraseological units from the perspective of their stylistic markedness
10. Lexicographic treatment of phrasemes
11. Methodology of phraseological corpus research
12. Translation of phrasemes. Analysis of phrasemes in German literary works and their translations into Croatian
13. New developments in German and Croatian phraseology

9. *Modes of delivery*	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

10.	*Student obligations*

Students are required to:
1. participate in the teaching process: lectures and seminars;
2. pass the final written exam (or two midterm exams) with a minimum score of 50%
3. after passing the written exam (or two midterms), pass the oral exam
4. Prepare a seminar paper in accordance with the established criteria
5. actively participate in lectures (discussions, text analysis).

11.	*Monitoring student work*

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

12.	*Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met*

Students take two midterm exams and/or a final exam, which assesses theoretical knowledge. Students who pass both midterm exams are exempt from taking the final exam. After passing the midterm exams or the final exam, students proceed to the oral exam.
Students are required to prepare a seminar paper on an assigned topic through independent work.
In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 45%
2. Preparation a seminar paper in accordance with the instructor's guidelines – 15%
3. Oral exam – 40%
The criteria for evaluating and assessing individual elements are described in the course repository.

8. *Required readings and number of copies relative to the number of students currently taking the course*		
Title	*Number of copies*	*Number of students*
Palm, Ch. (1997). *Phraseologie – eine Einführung.* Tübingen.	1	26
Burger, H. (2015). *Phraseologie: Eine Einführung am Beispiel des Deutschen.* Grundlagen der Germanistik. ES Verlag.	1	26
Supplementary readings		
Cowie, A. P. (Ed.). (2000). *Phraseology. Theory, Analysis and Applications*. Oxford University Press, Oxford. (selected chapters)		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Phraseology: Definition and historical development – Basic concepts and the history of phraseological research	1	26
	Seminars	Exercises in recognizing phraseological units in texts – identification and basic analysis.	1	P26
2.	Lectures	Structural, syntactic, and semantic aspects of phraseological units – fundamental approaches to phrase analysis	1	P26
	Seminars	Analysis of idiomaticity in phraseological examples	1	P26
3.	Lectures	Idiomaticity, multiword lexical units, stability, and reproducibility of phraseological units – characteristics of phraseological units in language	1	P26
	Seminars	Exercises on multiword lexical units and phrase stability – recognition of fixed and semi-fixed expressions	1	P26
4.	Lectures	Structure and classification of phraseological units and related forms	1	P26
	Seminars	Practical classification of phraseological units by structure and form – work with texts and dictionaries	1	P26
5.	Lectures	Morphosyntactic description of phraseological units – grammatical and word-formation features	1	P26
	Seminars	Morphosyntactic analysis of phraseological units – identification of grammatical properties in sentences	1	P26
6.	Lectures	Semantic description of phraseological units – meaning, semantic categories, and relations	1	P26
	Seminars	Semantic analysis of phraseological units in context – determining meaning in texts	1	P26
7.	Lectures	Contrastive phraseology: phraseological units in German – comparison of Croatian and German phraseology	1	P26
	Seminars	Contrastive exercise: Croatian and German phraseological units – comparison and meaning analysis	1	P26
8.	Lectures	Phraseological homonymy, synonymy, and antonymy – relations between phraseological units	1	P26
	Seminars	Midterm exam I	1	P26
9.	Lectures	Classification of phraseological units based on stylistic markedness – style, register, function in texts	1	P26
	Seminars	Analysis of stylistic markedness of phraseological units in texts – determining their function in context	1	P26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
10.	Lectures	Lexicographic treatment of phraseological units – phraseological dictionaries and principles of recording	1	P26
	Seminars	Exercises in lexicographic processing of phraseological units	1	P26
11.	Lectures	Methodology of phraseological research – methods of collecting and analyzing phraseological data	1	P26
	Seminars	Application of phraseological research methodology – preparation of a mini research task	1	P26
12.	Lectures	Translation of phraseological units: theory and principles – challenges and strategies of translation	1	P26
	Seminars	Practical exercises in translating phraseological units – strategies and techniques	1	P26
13.	Lectures	Analysis of phraseological units in German literary works – examples and interpretation	1	P26
	Seminars	The function of phraseological units in short stories of Thomas Mann: A semantic analysis	1	P26
14.	Lectures	Translation of phraseological units in German literary works into Croatian	1	P26
	Seminars	Translation of phraseological units in German literary texts into Croatian – comparison of different translations	1	P26
15.	Lectures	New developments in German and Croatian phraseology – innovations, loanwords, and language change	1	P26
	Seminars	Midterm exam II	1	P26

GENERAL INFORMATION		
Lead instructor	Sandra Lukšić, PhD, assistant professor	
Course name	**STYLISTICS OF LANGUAGE AND SPEECH** (GER205)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	Elective	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
4. *Course aims*
The aim of the course is to familiarize students with the fundamental concepts of communication, signs, and models, provide insight into differences and similarities from a structuralist perspective, enable students to organize oral messages, and master the basic concepts and methods of German stylistics.
5. *Course enrolment requirements*
None.
6. *Intended course learning outcomes*
Upon completion of this course, students will be able to: - define the basic concepts in the field of speech linguistics and German speech stylistics

- define the basic concepts related to the relationship between language and speech
- determine the functional style of a given text
- identify speech stylistic features in spoken and written texts.

7. *Course content*

1. Introduction to the science of speech
2. Semantics and the systematicity of speech
3. The relationship between language and speech
4. Characteristics of linguistic and speech signs
5. Verbal and nonverbal signs
6. Communication models. Saussure's speech circle
7. Jakobson's language functions. Saussurean dichotomies
8. Stylistics as a linguistic discipline
9. Levels of stylistic analysis and their basic units
10. Morphostylistics
11. Metaphor and metonymy: Jakobson's theory and its application
12. Figures and functional styles
13. Analysis of different types of texts in accordance with contemporary approaches to stylistics

8. *Modes of delivery*	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

9. *Student obligations*

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must prepare and present a seminar paper in accordance with predetermined criteria published in the course repository on the Intranet.
Students are required to pass the final written exam (or two midterm exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students must also pass the oral exam.

10. *Monitoring student work*

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

11. *Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met*

Students are required to prepare and present a seminar paper on an assigned topic, which is a prerequisite for taking the written exam. After passing the written exam, students proceed to the oral exam.
In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. written exam – 50%
2. preparation and presentation of a seminar paper – 20%
3. class participation – 10%
4. oral exam – 20%

The criteria for evaluating and assessing individual elements are described in the course repository.

2. *Required readings and number of copies relative to the number of students currently taking the course*

Title	*Number of copies*	*Number of students*
Vuletić, B. (2007). *Lingvistika govora*. Filozofski fakultet Sveučilišta u Zagrebu, FF press, Zagreb.	6	13
Eroms, H.-W. (2008). *Stil und Stilistik*. Eine Einführung. Erich Schmidt Verlag, Berlin	1	1

Supplementary readings

Sowinski, B. (1991). *Deutsche Stilistik. Beobachtungen zur Sprachverwendung und Sprachgestaltung im Deutschen*. Fischer Taschenbuch, Frankfurt am Main.
Moennighoff, B. (2009). *Stlistik*. Reclamsuniversal Bibliothek.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to the science of speech - the study of speech as a phenomenon on the border of the material and the physical - speech production and articulatory phonetics - perception of the auditory system - organization of sounds and their use within a particular language system	2	P 26
2.	Lectures	Semantics and systematics of speech	1	P 26
	Seminars	Seminar 1: - the significance of semantics as a scientific discipline that studies linguistic signs - the importance of syntax (structure and rules) for the functioning of language - the relationship between semantics and lexicology with regard to communication	1	P 26
3.	Lectures	The relationship between language and speech	1	P 26
	Seminars	Seminar 2: - the interrelationship between language and speech and the influence of systemic linguistics (Ferdinand de Saussure): * foundation and manifestation * social vs. individual * abstract vs. concrete	1	P 26
4.	Lectures	Features of linguistic and speech signs	1	P 26
	Seminars	Seminar 3: - description of characteristic properties of linguistic signs based on linguistic principles - function and nature of linguistic signs; components of the meaning carrier - definition and explanation of the terms: arbitrariness, linearity, distinctiveness, shift	1	P 26
5.	Lectures	Verbal and nonverbal signs	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Seminar 4: - definition and properties of verbal language signs (oral and written communication, examples, message content) - definition and properties of non-verbal signs (body language, facial expressions, gestures, eye contact, expression of proximity or distance to the speaker, etc.)	1	P 26
6.	Lectures	Communication models. Saussure's speech circle	1	P 26
	Seminars	Seminar 5: - description of de Saussure's symmetrical speech communication model, "circuit de la parole" - description and understanding of the psychophysiological aspects of the speech process - description and understanding of the speech cycle	1	P 26
7.	Lectures	Jakobson's language functions. Saussure's dichotomies	1	P 26
	Seminars	Seminar 6: - description and understanding of the six language functions; examples of their application in real-world linguistic communication - review and analysis of the material covered (de Saussure's dichotomy of langue vs. parole and signifiant vs. signifié) - acquisition of concepts (synchrony, diachrony, syntagma, paradigm) - exam tasks (Part I)	1	P 26
8.	Lectures	Stylistics as a linguistic discipline – introductory lecture “What is style?” – introduction to the current state of research in linguistic stylistics as a subfield of linguistics – traditional and contemporary contributions to style research/analysis	2	P 26
9.	Lectures	Levels of stylistic analysis and their basic units	1	P 26
	Seminars	Seminar 7: - review of knowledge about hierarchical relationships between language levels - description of the levels of stylistic analysis and their basic units (phoneme, grapheme, morpheme, lexeme, phrase/sentence, sememe, text, discourse)	1	P 26
10.	Lectures	Morphostylistics - introduction to morphostylistics and description of the most important concepts - review of learned material (morphemes, word formation) - stylistic features (analysis of the specific ways in which morphology influences the style of different genres)	2	P 26
11.	Lectures	Metaphor and metonymy: Jakobson's theory and its application	1	P 26
	Seminars	Seminar 8: - exploration of metaphor and metonymy as linguistic axes in Jakobson's theory: *metaphoric axis ~ paradigmatic axis (similarity/substitution) *metonymic axis ~ syntagmatic axis (adjacency/boundary) - application of the theory in linguistics and elsewhere	1	P 26
12.	Lectures	Figures and functional styles	1	P 26
	Seminars	Seminar 9: - introduction to the development of stylistic figures - introduction to the development of functional styles (using the example of functional styles in Croatian and German)	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
13.	Seminars	Analysis of different types of texts in accordance with contemporary approaches to stylistics Seminars 10 and 11: - individual assignments - stylistic analysis	2	P 26
14.	Seminars	Seminars 12 and 13: - individual assignments - stylistic analysis	2	P 26
15.	Seminars	Seminars 14 and 15: - stylistic analysis - exam tasks (Part II)	2	P 26

GENERAL INFORMATION		
Lead instructor	Eldi Grubišić Pulišelić, PhD, full professor	
Course name	**GERMAN LITERATURE OF THE 20TH CENTURY I** (GER301)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	Compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	15+0+15
COURSE DESCRIPTION		
Course aims		
The aim of the course is to provide insight into German literature produced at the end of the 19th century and in the first half of the 20th century. Drawing on knowledge acquired in previous literature courses, students will study and critically assess, within a European context, the most important literary phenomena, authors, and works from Naturalism to the end of the Second World War.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to: - distinguish the specific features of literary-historical periods in the first half of the 20th century. - explain various historical, cultural, political, and social influences on the development of German literature in the first half of the 20th century. - analyse and interpret selected literary works from the 19th century within a specified context. - discuss, with substantiated arguments, the most important characteristics and authors of German literature of the first half of the 20th century. - identify and interpret the literary phenomena of this period within the European cultural and socio-political context. - compose a seminar paper on an assigned topic from the field of German literature of the first half of the 20th century.		
Course content		

The course provides a chronological overview of the most important literary phenomena of the first half of the 20th century, the authors, and their works. It addresses literary, cultural, and socio-historical phenomena essential for understanding the period, with an emphasis on paradigmatic authors and their poetics:
1. Naturalism: fundamental premises
2. The most significant authors and works of German Naturalism
3. Gerhart Hauptmann's Naturalist dramas
4. Impressionism: key authors and works
5. Symbolism: key authors and works
6. Expressionism: fundamental premises, key authors and works
7. Franz Kafka
8. Literature of the Weimar Republic and the Republic of Austria: fundamental premises, key authors and works
9. Thomas Mann
10. Hermann Hesse
11. Bertolt Brecht and epic theatre
12. Literature of the Third Reich
13. Literature in exile

Modes of delivery	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to prepare and present a seminar paper in accordance with established criteria. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students must also pass the oral exam.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam	x	Oral exam	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 50%
2. Preparation and presentation of a seminar paper – 20%
3. Class participation and contribution to class discussions – 10%
4. Oral exam – 20%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*

Streim, G. (2009). *Einführung in die Literatur der Weimarer Republik*. WBG.	1	26
Fähnders, W. (2010). *Avantgarde und Moderne 1890–1933*. J. B. Metzler.	1	26
Streim, G. (2015). *Deutschsprachige Literatur 1933–1945: Eine Einführung*. Erich Schmidt Verlag.	1	26
Selection from primary literature (students choose literary works according to the given instructions)	online	26

Supplementary readings

Grubišić Pulišelić, E. (2024). *Vještice „zlatnih dvadesetih": (Re)interpretacija mita o novoj ženi u književnom narativu Mele Hartwig*. Filozofski fakultet u Splitu.
Willems, G. (2013). *Geschichte der deutschen Literatur: Band 5. Moderne*. Böhlau Verlag.
Lorenz, D. (2007). *Wiener Moderne*. Sammlung Metzler.
Kurze, H. (2009). *Thomas Mann: Ein Porträt für seine Leser*. C. H. Beck.
Ajouri, P. (2009). *Literatur um 1900: Naturalismus – Fin de Siècle – Expressionismus*. Akademie Verlag.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Naturalism: Fundamental Premises (Arno Holz, Consistent Naturalism, the Influence of Science and Determinism).	1	
	Seminars	Manifestos of Naturalism.	1	
2.	Lectures	Most Significant Authors and Works of German Naturalism.	1	
	Seminars	Analysis: Arno Holz i Johannes Schlaf, "Die Familie Selicke".	1	
3.	Lectures	Gerhart Hauptmann's Naturalist Dramas: Evolution, Social Focus, and Dialect	1	
	Seminars	Analysis: "Vor Sonnenaufgang"; "Die Weber".	1	
4.	Lectures	Key Authors and Works of Literary Impressionism.	1	
	Seminars	Analysis: Arthur Schnitzler, "Lieutenant Gustl"; the Technique of Interior Monologue.	1	
5.	Lectures	Symbolism: Most Important Authors and Works. The Autonomy of Art, the Cult of Form and Language (l'art pour l'art).	1	
	Seminars	Analysis: Rainer Maria Rilke, "Der Panther".	1	
6.	Lectures	Expressionism: Fundamental Premises, Most Significant Authors and Works. The Aesthetics of the Scream, Rebellion against Tradition, and Apocalyptic Motifs.	1	
	Seminars	Analysis: B. Brecht, "Trommeln in der Nacht"; G. Heym, "Die Stadt".	1	
7.	Lectures	Franz Kafka: Biographical Context, the Sense of Alienation and the Absurd.	1	
	Seminars	Analysis: F. Kafka, "Die Verwandlung"; the Insect Metaphor and Family Relationships.	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
8.	Lectures	Analysis: F. Kafka, "Der Steuermann".	1	
	Seminars	First midterm exam.	1	
9.	Lectures	Literature in the Weimar Republic and the Republic of Austria: Fundamental Premises, Most Significant Authors and Works. New Objectivity (Neue Sachlichkeit), Social Critique, and the Crisis of Identity.	1	
	Seminars	Analysis: Alfred Döblin, "Berlin Alexanderplatz". The Technique of Montage and the Metropolis as a Character.	1	
10.	Lectures	Thomas Mann: Intellectualism, Irony, and the Conflict between the Artist and the Bourgeois.	1	
	Seminars	Analysis: T. Mann, "Der Tod in Venedig"; "Der Zauberberg".	1	
11.	Lectures	Hermann Hesse: Individualism, Spiritual Quest, and the Influence of Psychoanalysis.	1	
	Seminars	Analysis: H. Hesse, "Siddhartha" ; "Steppenwolf".	1	
12.	Lectures	Bertolt Brecht and Epic Theatre.	1	
	Seminars	Analysis: B. Brecht, "Mutter Courage und ihre Kinder"; "Der gute Mensch von Sezuan". How Theatre Stimulates Critical Thinking.	1	
13.	Lectures	Literature of the Third Reich: The "Blood and Soil" Ideology, Censorship, and the Burning of Books.	1	
	Seminars	Analysis: Examples of Propaganda Texts and Poetry of the Era.	1	
14.	Lectures	Exile Literature: Life in Emigration, the Struggle to Preserve the German Language, and Anti-Fascism.	1	
	Seminars	Prose: Stefan Zweig, "Schachnovelle". Psychological Struggle Against Tyranny.	1	
15.	Lectures	The Relationship Between Ethics and Aesthetics in Times of Crisis.	1	
	Seminars	Second midterm exam.	1	

GENERAL INFORMATION		
Lead instructor	Mirjana Matea Kovač, PhD, full professor	
Course name	**INTRODUCTION TO PHONETICS AND PHONOLOGY** (GER302)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	Compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	15+15+0
COURSE DESCRIPTION		
). *Course aims*		
The aim of the course is to familiarize students with the basic concepts in the field of phonetics and phonology, enable mastery of correct Standard German pronunciation, to introduce the fundamental		

principles of articulatory, acoustic, and auditory phonetics, as well as segmental and prosodic phonology, to describe German sounds with regard to their articulatory and acoustic properties, to acquire intonation patterns, and to master phonetic transcription.

1. *Course enrolment requirements*

None.

2. *Intended course learning outcomes*

Upon completion of this course, students will be able to:
- pronounce German sounds correctly
- explain the phonological specificities of the German language
- identify and correct pronunciation errors and other speech disfluencies
- interpret the articulation and acoustic properties of German vowels and consonants
- recognize differences between the German and Croatian sound systems at the level of individual sounds
- describe the graphemic system of the German language
- use computer-based analysis with the speech-analysis software Praat
- transcribe German words using the International Phonetic Alphabet

3. *Course content*

1. Articulatory phonetics
2. Phone, phoneme, allophone, phonetic feature
3. Word phonetics and sentence phonetics
4. Classification of sounds: place of articulation
5. Articulation of German sounds: classification of consonants by manner, place, and voicing
6. German vowels (long and short)
7. Stress and rhythm
8. Pronunciation errors
9. Contrastive analysis
10. Phonetic transcription
11. Sentence melody
12. Instrumental methods for the investigation of articulation and coarticulation
13. Standard language and dialect

4. *Modes of delivery*	☒ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning 20%

5. *Student obligations*

Students are required to:
- participate in the teaching process: lectures and seminars
- pass the final written exam (or two midterm exams) with a minimum score of 50%
- after passing the written exam(s), pass the oral exam
- actively and constructively participate in the practicals, performing voice and pronunciation exercises

6. *Monitoring student work*

Class attendance	x	Participation in class	X	Seminar paper		Experimental work	
Written exam	x	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	

Portfolio		Voice and pronunciation exercises	x				

7. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

Students take two midterm exams and/or a final exam, which assesses theoretical knowledge. Students who pass written exam(s) proceed to the oral exam.
In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 40%
2. Oral exam – 50%
3. Active and constructive participation in voice and pronunciation exercises – 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

8. Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Altman, H., & Ziegenhain, U. (2010). *Prüfungswissen Phonetik, Phonologie und Graphemik*. Vandenhoeck & Ruprecht.	1	26
Ramers, K. H. (2001). *Einführung in die Phonologie*. Fink.	1	26
Busch, A., & Stenschke, O. (2007). Einheit 3. Phonetik und Phonologie. In *Germanistische Linguistik: Eine Einführung* (pp. 37–56). Tübingen.	1	26

Supplementary readings

1. Hirschfeld, U., & Reinke, K. (2016). *Phonetik im Fach Deutsch als Fremd- und Zweitsprache*. Erich Schmidt Verlag.
2. Hirschfeld, U., Reinke, K., & Stock, E. (Eds.). (2013). *Phonetik intensiv. Aussprachetraining: Arbeits- und Übungsbuch* (mit audio CD).Berlin.
3. Duden. (2005). *Das große Aussprachewörterbuch*. Mannheim.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to German phonetics – subject, objectives, and the connection of phonetics with phonology, lexicology, and other linguistic disciplines	1	P16
	Seminars	Articulation of German consonants and vowels – practical exercises in correct pronunciation and sound differentiation	1	P16
2.	Lectures	Theoretical foundations of phonetics and phonology – basic concepts, fundamental phonetic notions, and principles of phonological analysis	1	P16
	Seminars	Recognition of phonemes and allophones in words – analysis of phonetic variation in authentic texts	1	P16

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
3.	Lectures	Suprasegmental features of the German language – stress, rhythm, and intonation; the function of prosodic elements in spoken communication	1	P16
	Seminars	Phonetic realization of words and sentences in practical context – intonation, stress, and rhythm	1	P16
4.	Lectures	Classification of German sounds	1	P16
	Seminars	Classification of sounds by place and manner of articulation – identification and exercises with real examples	1	P16
5.	Lectures	German consonants	1	P16
	Seminars	Analysis of German consonants – manner of articulation, place, and voicing in practical tasks	1	P16
6.	Lectures	German vowels	1	P16
	Seminars	German vowel system – listening exercises, transcription of short and long vowels, phonetic and phonological features	1	P16
7.	Lectures	Stress and rhythm in German speech – rhythmic patterns, stress principles, and phonetic relevance in natural communication	1	P16
	Seminars	Stress and rhythm in sentences – intonation and stress exercises focusing on suprasegmental features	1	P16
8.	Lectures	Common pronunciation errors – the most frequent problems in German articulation and correction strategies	1	P16
	Seminars	Midterm exam I	1	P16
9.	Lectures	Contrastive analysis of German and Croatian pronunciation – identification of phonetic differences and influence of Croatian on German sound production	1	P16
	Seminars	Contrastive analysis of German and Croatian pronunciation – identification and comparison of phonetic differences	1	P16
10.	Lectures	Phonetic transcription of the German language – use of IPA symbols, methods of sound notation, and practical exercises	1	P16
	Seminars	Phonetic transcription of German – writing words and sentences using IPA symbols	1	P16
11.	Lectures	Intonation patterns and their pragmatic significance – the function of intonation in expressing meaning, style, and pragmatic nuances	1	P16
	Seminars	Intonation patterns and sentence melody – analysis and exercises on pitch patterns and prosodic phenomena	1	P16
12.	Lectures	Instrumental methods in speech research – acoustic analysis, spectrograms, and the use of digital tools in phonetic research	1	P16
	Seminars	Instrumental methods in speech research – spectrograms and practical use of software tools	1	P16
13.	Lectures	Standard German and dialects – phonetic features of the standard language, regional varieties, and sociolinguistic aspects	1	P16
	Seminars	Standard German and dialects – comparison of phonetic features of the standard language and regional varieties	1	P16
14.	Lectures	Fluency and disfluency in German speech – phenomena of fluency and interruptions in speech, their cognitive and communicative role	1	P16
	Seminars	Fluency and disfluency in speech – analysis of speech fluency and interruptions in real communication; improvement strategies	1	P16
15.	Lectures	Practical application of phonetic knowledge – speech analysis, identification of problems, and pronunciation correction	1	P16
	Seminars	Midterm exam II	1	P16

GENERAL INFORMATION		
Lead instructor	Silvija Ugrina, senior language instructor	
Course name	**LANGUAGE EXERCISES V** (GER303)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	0+90+0

COURSE DESCRIPTION

9. *Course aims*

The aim of the course is to develop language skills (reading comprehension, writing, speaking, and listening) at the C2 level of language proficiency.

0. *Course enrolment requirements*

None.

1. *Intended course learning outcomes*

Upon completion of this course, students will be able to:
- communicate orally and in writing in German at a minimum C2 level of the CEFR
- actively use the vocabulary covered in the course
- actively apply the grammatical structures covered in the course, both in writing and speaking
- read texts in German with comprehension at the C2 level
- independently develop their language competence and use German-language resources for further learning and professional development
- participate confidently in conversations and discussions on topics covered in class, applying the acquired vocabulary and grammar
- express ideas and opinions logically and contribute effectively to the discussions of others
- present a clear, detailed description of complex facts, connecting thematic units, developing specific thoughts, and concluding the exposition appropriately
- write about complex topics in a letter, essay, or report, emphasising the points they consider most important.

2. *Course content*

The course focuses on expanding the lexical and grammatical knowledge necessary for fluent oral and written communication, as well as revising and consolidating previously acquired grammar.
It emphasizes the application of acquired language structures in oral and written expression through discussions on assigned topics, essay writing, and oral and written presentation of facts, including the justification of the student's own position on the topics studied.
Topics: *Sprache und Kommunikation*, *Vergangenheit und Gegenwart*, *Stärken und Schwächen*, *Erziehung und Ausbildung*, including planned linguistic activities (speaking and writing exercises).
Grammar: *(Wiederholung und Vertiefung) Zeitformen der Verben, Verben mit trennbaren oder nicht trennbaren Präfixen, Konjunktiv I und II, Adverbialsätze, Verben und ihre Ergänzungen, Nomen-Verb-Verbindungen, Wortbildung der Nomen, Partizipien als Adjektive, Nominalisierte Adjektive und Partizipien, Relativsätze.*
Translation exercises from German into Croatian and vice versa are also an important component

of this course. The texts selected for translation are aligned thematically with the content previously covered in class
1. *Sprache und Kommunikation*
2. *Wiederholung und Vertiefung: Zeitformen der Verben, Verben mit trennbaren oder nicht trennbaren Präfixen, Konjunktiv I und II*
3. Communication exercises
4. Listening exercises
5. Translation exercises
6. *Vergangenheit und Gegenwart*
7. *Wiederholung und Vertiefung: Adverbialsätze*
8. Communication exercises
9. Listening exercises
10. Translation exercises
11. *Stärken und Schwächen*
12. *Wiederholung und Vertiefung: Verben und ihre Ergänzungen, Nomen-Verb-Verbindungen, Wortbildung der Nomen*
13. Communication exercises
14. Listening exercises
15. Translation exercises
16. *Erziehung und Ausbildung*
17. *Wiederholung und Vertiefung: Partizipien als Adjektive, Nominalisierte Adjektive und Partizipien, Relativsätze)*
18. Communication exercises
19. Listening exercises
20. Translation exercises

Modes of delivery	☐ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning 20%

Student obligations

Students are required to attend classes regularly and complete in-class and out-of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to actively and constructively participate in lessons and discussions and complete individual and group assignments in a timely and high-quality manner. They are required to pass the final written exam (or two mid-term exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students also must pass the oral exam.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam	x	Oral exam	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 60%

2. Oral exam – 20%
3. Class participation and contribution to class discussions – 10%
4. Completion of individual and group tasks- 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Buscha, A., Raven, S., & Toscher, M. (2014). *Erkundungen: Deutsch als Fremdsprache. Integriertes Kurs- und Arbeitsbuch, Sprachniveau C2*. Schubert Verlag.	2	26
Societäts-Verlag. (n.d.). *Tatsachen über Deutschland*. Frankfurt am Main. (Selected chapters) (Also available as PDF: tatsachen_2015_deu.pdf)	online	26

Supplementary readings

Langenscheidt (Ed.). (2015). *Langenscheidt Großwörterbuch Deutsch als Fremdsprache*. München & Wien.
Dudenredaktion. (2019). *Duden: Das Wörterbuch der sprachlichen Zweifelsfälle. Richtiges und gutes Deutsch* (Vol. 9, 8th completely revised ed.). Dudenverlag.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Practicals	Language and Communication (German in the context of other languages; The future of the German language; Anglicisms)	4	P22, P13
	Practicals	Language and Communication (The power of the media)	2	P16
2.	Practicals	Review and Consolidation of knowledge: Verb tenses, verbs with separable and inseparable prefixes, Subjunctive I and II	4	P22, P13
	Practicals	Review and Consolidation of knowledge: Verb tenses, verbs with separable or inseparable prefixes, Subjunctive I and II	2	P16
3.	Practicals	Review and Consolidation of knowledge: Verb tenses, verbs with separable or inseparable prefixes, Subjunctive I and II	4	P22, P13
	Practicals	Communication exercises	2	P16
4.	Practicals	Listening exercises	4	P22, P13
	Practicals	Translation exercises	2	P16
5.	Practicals	Past and Present (Historical events in Germany and Croatia; Notable historical figures in Germany and Croatia)	4	P22, P13
	Practicals	Past and Present (Memories)	2	P16
6.	Practicals	Review and Consolidation of knowledge: Adverbial Clauses (Prepositions and sentence connectors in adverbial expressions; transformation possibilities)	4	P22, P13

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Practicals	Review and Consolidation of knowledge: Adverbial Clauses (Verbal and nominal forms)	2	P16
7.	Practicals	Communication exercises Knowledge assessment through a mid-term exam	4	P22, P13
	Practicals	Listening exercises	2	P16
8.	Practicals	Translation exercises	4	P22, P13
	Practicals	Strengths and Weaknesses (Lies; Truths)	2	P16
9.	Practicals	Strengths and Weaknesses (Power; The influence of power on people; Strengths and weaknesses)	4	P22, P13
	Practicals	Review and Consolidation of knowledge: Verbs and their complements, noun-verb collocations, noun word formation	2	P16
10.	Practicals	Review and Consolidation of knowledge: Verbs and their complements, noun-verb collocations, noun word formation (Complements with a preposition; complements in the dative or accusative; transformation exercises)	4	P22, P13
	Practicals	Review and Consolidation of knowledge: Verbs and their complements, noun-verb collocations, noun word formation (Derived nouns; compound nouns; compounds)	2	P16
11.	Practicals	Communication exercises	4	P22, P13
	Practicals	Listening exercises	2	P16
12.	Practicals	Translation exercises	4	P22, P13
	Practicals	Education and Vocational Training (Good and bad grades; School grades and educational opportunities)	2	P16
13.	Practicals	Education and Vocational Training (Giftedness and its characteristics; Support for gifted children)	4	P22, P13
	Practicals	Review and Consolidation of knowledge: Participles as adjectives, nominalized adjectives and participles, relative clauses	2	P16
14.	Practicals	Review and Consolidation of knowledge: Participles as adjectives, nominalized adjectives and participles, relative clauses Knowledge assessment through a mid-term exam	4	P22, P13
	Practicals	Communication exercises	2	P16
15.	Practicals	Listening exercises Analysis and correction of the mid-term exam Preparation for the oral exam	4	P22, P13
	Practicals	Translation exercises	2	P16
Note: The course focuses on expanding the lexical and grammatical knowledge necessary for fluent oral and written communication, as well as revising and consolidating previously acquired grammar.				

GENERAL INFORMATION	
Lead instructor	Marijana Erstić, PhD, full professor
Course name	***EFFI BRIEST*** BY **THEODOR FONTANE:** THE **NOVEL AND** THE **FILM** ADAPTATIONS (GER304)
Study programme	Double-major undergraduate study programme *German Language and Literature*
Course status	elective

Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

The course aims to provide students with a detailed understanding of the novel *Effi Briest* (1894/95) by the German author Theodor Fontane (1819–1898), as well as various film adaptations of the novel. Through reading and discussion, along with other German-language materials (e.g., films), students' language skills will be enhanced.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- critically assess Theodor Fontane's novel *Effi Briest* within the social, historical, political, cultural, and literary developments of the 19th and 20th centuries
- competently discuss the characteristics of the realist novel
- evaluate individual adaptations of Theodor Fontane's *Effi Briest*
- critically appraise the artistic and literary value of the novel and its various adaptations.

Course content

1. Theodor Fontane and Realism in German Literature: Introduction
2. Text Analysis: *Effi Briest*
3. *Effi Briest* on Film: *Der Schritt vom Wege* (Germany, 1939)
4. *Effi Briest* on Film: *Rosen im Herbst* (FRG, 1955)
5. *Effi Briest* on Film: *Effi Briest* (GDR, 1969)
6. *Effi Briest* on Film: *Fontane Effi Briest* (FRG, 1974)

Effi Briest on Film: *Effi Briest* (Germany, 2009)

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☐ other

Student obligations

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must prepare and present a seminar paper in accordance with the established criteria. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students must also pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 50%
2. Preparation and presentation of a seminar paper – 20%
3. Class participation and contribution to class discussions – 10%
4. Oral exam – 20%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Amrein, U., & Dieterle, R. (Eds.). (2008). *Gottfried Keller und Theodor Fontane. Vom Realismus zur Moderne*. Berlin / New York: De Gruyter.	1 / online	13
Kreuzer, H. (1993). Arten der Literaturadaption. In W. Gast (Ed.), *Literaturverfilmung* (pp. 27–32). Bamberg: Buchner.	1 / online	13
Milz, A. (2010). *Aktualisierung als Problem und Chance der Literaturverfilmung. Lesarten eines Klassikers am Beispiel der Mehrfachverfilmung von "Effi Briest"*. Bremen: Ifkud.	1/ online	13
Fontane, T. (1894/95). *Effi Briest*. Various editions.	online	13

Supplementary readings

Demetz, P**.** (1964). *Formen des Realismus. Theodor Fontane. Kritische Untersuchungen*. München: Hanser.
Kühnel, J. (2004a). *Einführung in die Filmanalyse. Teil I. Die Zeichen des Films* [PDF]. Siegen: Universi.
Kühnel, J. (2004b). *Einführung in die Filmanalyse. Teil II. Dramaturgie des Spielfilms* [PDF]. Siegen: Universi.
Mecklenburg, N**.** (2018). *Theodor Fontane. Realismus, Redevielfalt, Ressentiment* [PDF]. Stuttgart: J. B. Metzler.
Nürnberger, H. (1968). *Theodor Fontane in Selbstzeugnissen und Bilddokumenten*. Reinbek bei Hamburg: Rowohlt.
Nürnberger, H. (2018). *Theodor Fontane: mit Selbstzeugnissen und Bilddokumenten* (29th ed.). Reinbek bei Hamburg: Rowohlt.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Theodor Fontane and Realism in German Literature: Introduction	1	
	Seminars	- Discussion of Students' Prior Knowledge; Introductory Analysis of Thematic and Stylistic Expectations	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
2.	Lectures	Historical and Literary Context of Realism in Germany; Key Authors and Characteristics	1	
	Seminars	- Analysis of Selected Realist Texts and Discussion of Themes and Motifs	1	
3.	Lectures	Text Analysis: "Effi Briest"	1	
	Seminars	- Reading and Analysis of the First Chapters; Analysis of Characters and Social Context	1	
4.	Lectures	Text Analysis: "Effi Briest"	1	
	Seminars	- Discussion and Interpretation of Key Scenes and Character Relationships	1	
5.	Lectures	Text Analysis: "Effi Briest"	1	
	Seminars	- Analysis and Presentation of Individual Interpretations	1	
6.	Lectures	Theoretical Approaches to Film Adaptations of Literary Works	1	
	Seminars	- Examples from Various Adaptations; Discussion on Fidelity and Interpretation	1	
7.	Lectures	"Effi Briest" on Film: "Der Schritt vom Wege" (Germany, 1939)	1	
	Seminars	- Analysis of the Film "Der Schritt vom Wege"; Comparison with the Literary Motifs	1	
8.	Lectures	Preparation for the Colloquium; Review of Key Topics and Methods	1	
	Seminars	- 1st Colloquium	1	
9.	Lectures	"Effi Briest" on Film: "Rosen im Herbst" (FRG, 1955)	1	
	Seminars	- Analysis of the Film "Rosen im Herbst" and Discussion on the Adaptation of Characters and Themes	1	
10.	Lectures	"Effi Briest" on Film: "Effi Briest"" (GDR, 1969)	1	
	Seminars	- Analysis of the GDR Adaptation of "Effi Briest"; Comparison with the Original Text and the FRG Version	1	
11.	Lectures	"Effi Briest" on Film: "Fontane Effi Briest" (FRG, 1974)	1	
	Seminars	- Comparative Analysis of FRG and GDR Adaptations; Discussion on Character Interpretations	1	
12.	Lectures	"Effi Briest"" on Film: "Effi Briest" (Germany, 2009)	1	
	Seminars	- Analysis of the Film "Effi Briest" in Relation to the Original Text and Earlier Adaptations	1	
13.	Lectures	Overview of Other 19th-Century Novels on Marital Infidelity	1	
	Seminars	- Comparative Analysis; Discussion of Motifs and Film Adaptations	1	
14.	Lectures	Theodor Fontane as a Short Story Writer	1	
	Seminars	- Analysis and Discussion of Selected Short Stories by T. Fontane	1	
15.	Lectures	Final Discussion and Presentation of Conclusions	1	
	Seminars	- 2nd Colloquium	1	

GENERAL INFORMATION	
Lead instructor	Sandra Lukšić, PhD, Assistant professor

Course name	**PRAGMALINGUISTICS** (GER305)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	elective	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to familiarize students with pragmalinguistics as a discipline that studies language use, and to enable them to define its fundamental concepts, and to develop their critical thinking skills with regard to theoretical frameworks and methodological approaches from the perspective of speech acts. Thea im of the course is to enable students to recognize similarities and differences between pragmalinguistics and related linguistic disciplines and to apply methods of linguistic pragmatics in their own research.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- define linguistic units at the supra-sentential level, such as conversation, discourse, and text
- analyze the interrelationship between pragmatics, syntax, sociolinguistics, and semantics
- compare theoretical frameworks in pragmalinguistics and determine their potential applications
- analyze a German text with respect to the relevant principles of cooperation, politeness, and relevance.

Course content

1. The relationship of pragmalinguistics to semantics, sociolinguistics, and syntax
2. Pragmatics and applied linguistics: communicative and pragmatic competence
3. History of pragmalinguistics
4. Language as a communicative system: linguistic functions
5. Deictic and referential expressions
6. Conversational maxims and implicatures – Grice's cooperative principle
7. Presuppositions and cultural conditioning
8. Speech acts and their conventional linguistic means
9. Speech acts and their classification
10. Linguistic strategies of politeness
11. Indirect speech acts
12. Sequences of speech acts: minimal dialogue patterns
13. Informational structure of utterances

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops	☒independent work ☐multimedia and network ☐laboratory

	☐practicals ☐remote learning ☐field work	☐supervision ☐ other

Student obligations

Students are required to attend classes regularly and complete individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to participate regularly in in-class activities and complete homework assignments as preparation for the mid-term exams and/or final exam. They are required to pass the final written exam (or two mid-term exams) with a minimum score of 50%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio						Independent work	X

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

Students take two midterm exams and/or a final written exam, which assesses both theoretical knowledge and its application to concrete tasks within the framework of pragmalinguistic analysis. Students who successfully pass both midterm exams are exempt from the final written exam. Upon successful completion of the written exam(s), they must also pass the oral exam.
In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam – 50%
2. Class participation and individual work – 10%
3. Oral exam – 30%
The criteria for evaluating and assessing individual elements are described in the course repository..

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Amrein, U., & Dieterle, R. (Eds.). (2008). *Gottfried Keller und Theodor Fontane. Vom Realismus zur Moderne*. Berlin / New York: De Gruyter.	1	26
Kreuzer, H. (1993). Arten der Literaturadaption. In W. Gast (Ed.), *Literaturverfilmung* (pp. 27–32). Bamberg: Buchner.	1	26

Supplementary readings

Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	The relationship between pragmatics, semantics, sociolinguistics, and syntax – introduction to pragmatics – definition of PL a t the interface with other linguistic disciplines – introduction to research areas of Pl (in comparison to the disciplines mentioned above)	2	P 26
2.	Lectures	Pragmatics and applied linguistics. Communication and pragmatic competence	1	P 26
	Seminars	Seminar 1: - description of the connection between PL and applied linguistics (definition of links: meaning, context, knowledge of the world) - definition and analysis of the main concepts: *speech acts (understanding of language as a way of acting through language), *implicatures (indirect meaning), *deixis (types and subtypes of indexicality), *presuppositions (shared assumed knowledge of the speaker and the interlocutor)	1	P 26
3.	Lectures	History of pragmalinguistics	1	P 26
	Seminars	Seminar 2: - research into the (early) roots of PL: an overview of philosophical and semiotic research during the early 20th century - introduction to the main representatives and their works (Charles Sanders Peirce and Charles Morris) - introduction to the later stages of the development of "true" PL (through the works of the main representatives Austin and Searle, Grice, etc.)	1	P 26
4.	Lectures	Language as a communication system: language functions	1	P 26
	Seminars	Seminar 3: - analysis of basic language functions based on Karl Bühler's Organon model (expressive, representative, conative language function) - analysis of other functions (including social interaction, cognitive, instrumental, informative and phatic function) - presentation of offerings by Roman Jakobson and M. A. K. Halliday	1	P 26
5.	Lectures	Deictic and referential expressions	1	P 26
	Seminars	Seminar 4: - defining concepts (relationship between language and context) ~ deixis and reference - defining referential/deictic expressions - identifying different referential expressions in shorter text fragments (e.g. proper nouns, noun phrases, pronouns, etc.) - identifying deictic elements in the text ~ analysis	1	P 26
6.	Lectures	Conversational maxims and implicatures – Grice's principle of cooperation	1	P 26
	Seminars	Seminar 5: - review (Grice's maxims, cooperation principle, implicatures) - individual assignments	1	P 26
7.	Lectures	Presuppositions and cultural conditioning	1	P 26
	Seminars	Seminar 6: - analysis of concepts - examination of the intertwining of presuppositions and their cultural conditioning on specific socially relevant topics; analysis of texts/articles - exam tasks (Part I)	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
8.	Lectures	Speech acts and their conventional linguistic devices - summarizing material on the topic of speech acts - getting acquainted with the most important and most common conventional linguistic devices for the realization of individual speech acts (performative verbs, grammatical forms, intonation, use of modal verbs, etc.)	2	P 26
9.	Lectures	Speech acts and their classification	1	P 26
	Seminars	Seminar 7: - application of Searle's classification of speech acts in concrete language use (text, discourse) - independent tasks, analysis and discussion	1	P 26
10.	Lectures	Linguistic strategies of politeness - introduction to linguistic strategies of expressing politeness (linguistic means + ways of behaving/behaving) of the speaker and addressee - introduction to terminology: positive/negative politeness, direct/indirect communication - examples)	2	P 26
11.	Lectures	Indirect speech acts	1	P 26
	Seminars	Seminar 8: - recognition of indirect speech acts based on basic principles, definitions and descriptions of how they function - independent tasks, analysis of implicit intentions of speakers within indirect speech acts (examples and mechanisms) - expression of indirect instructions (requests/advice) ~ simulation of real language situations	1	P 26
12.	Lectures	Speech act sequences: minimal dialogic patterns	1	P 26
	Seminars	Seminar 9: - analysis of the most frequent minimal dialogic patterns (question > answer; instruction/command > reaction; proposal > acceptance/rejection; greeting > reciprocation; offer > acceptance/rejection)	1	P 26
13.	Seminars	Information structure of expressions Seminars 10 and 11: – analysis of the information structure of the expression (subject = topic; predicate = rheme; standard information vs. new information) – review of the basic principles of functional linguistics and pragmatics	2	P 26
14.	Seminars	Seminars 12 and 13: - analysis - individual assignments	2	P 26
15.	Seminars	Seminars 14 and 15: - analysis - exam tasks (Part II)	2	P 26

GENERAL INFORMATION	
Lead instructor	Marijana Erstić, PhD, full professor
Course name	**GERMAN LITERATURE OF THE 20TH CENTURY II** (GER306)
Study programme	Double-major undergraduate study programme *German Language and Literature*

Course status	Compulsory	
Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30

COURSE DESCRIPTION

Course aims

The aim of the course is to provide insight into the literature of the second half of the 20th century as well as contemporary German literature within the socio-historical context of the German-speaking countries. Building on the knowledge acquired in previous literature courses, students will study and critically evaluate the most significant literary phenomena, authors, and works of this period.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- distinguish the specific features of literary periods in the second half of the 20th century
- explain various historical, cultural, political, and social influences on the development of German literature in the second half of the 20th and the beginning of the 21st century
- analyse and interpret selected literary works from the second half of the 20th century and the beginning of the 21st century within a given context
- engage in argumentative discussion about the most important characteristics and authors of German literature of this period
- differentiate and interpret literary phenomena of the period within the European cultural and socio-political context
- produce a seminar paper on a given topic from the field of German literature of the second half of the 20th century and/or the beginning of the 21st century

Course content

This course provides a chronological overview of the most important literary concepts and authors of the second half of the 20th century and the early 21st century. Literary, cultural, and socio-historical phenomena essential for understanding the period are examined in both European and global contexts.

1. Introduction to the literary period: “Null-Stunde” and tendencies in German literature after World War II
2. “Trümmerliteratur” and Grouppe 47
3. Key authors and works: W. Borchert
4. Literature in the Federal Republic of Germany (FRG) (1949–1989): key characteristics
5. Key authors and works of the FRG
6. G. Grass
7. H. Böll
8. Swiss literature: M. Frisch and F. Dürrenmatt
9. Austrian literature: I. Bachmann
10. Literature in the German Democratic Republic (GDR) (1949–1989): key characteristics
11. Key authors and works of the GDR
12. Literature after 1989: key characteristics
13. Key authors and works of contemporary German literature

Modes of delivery (mark the appropriate boxes with an X)	☒lectures	☒independent work ☐multimedia and network

	☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and out—of-class individual and group activities necessary to achieve the learning outcomes prescribed by the course. They must prepare and present a seminar paper in accordance with the established criteria. Students are required to pass the final written exam (or two midterm exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students must also pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is based on:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 50%
2. Preparation and presentation of a seminar paper – 20%
3. Class participation and contribution to class discussions – 10%
4. Oral exam – 20%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Wittenberg, Hildegard/ Bark, Joachim: Geschichte der deutschen Literatur/Von 1945 bis zur Gegenwart. Klett, Stuttgart 2002.	1	26
Weidermann, Volker: Lichtjahre. Eine kurze Geschichte der deutschen Literatur von 1945 bis heute. Btb Verlag, München 2007.	1	26
Sørensen, Bengt Algot: Geschichte der deutschen Literatur. Bd II: Vom 19. Jahrhundert bis zur Gegenwart. C. H. Beck, München 2016.	1	26
Selection from primary literature (Students choose literary works according to the given instructions)	online	26

Supplementary readings

Beutin, Wolfgang: Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Metzler, Stuttgart 2013.
Erstić, Marijana: Ein Jahrhundert der Verunsicherung. Medienkomparatistische Analysen. Universi, Siegen 2017.
Nusser, Peter: Deutsche Literatur: Eine Sozial-und Kulturgeschichte. WBG, Darmstadt 2012.

Reich-Ranicki, Marcel: *Meine deutsche Literatur seit 1945*. Anz, Thomas (Ed.). Pantheon Verlag, München 2017.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to the Literary-Historical Period: "Null-Stunde" and Trends in German Literature Immediately After World War II	1	P15
	Seminars	- Course Organization, as well as Students' Questions and Obligations Seminar 1: - Discussion on the Challenges of Rebuilding Literature After the War Seminar 2: - Reading of Texts from the Era of So-Called "Trümmerliteratur"	2	P15
2.	Lectures	"Trümmerliteratur" and "Gruppe 47"	1	P15
	Seminars	Seminar 1: - Reception, Analysis, and Discussion of Didactic Films on "Trümmerliteratur" Seminar 2: - Reception, Analysis, and Discussion of a Film on "Gruppe 47"	2	P15
3.	Lectures	Key Authors and Works: W. Borchert	1	P15
	Lectures	Seminar 1: - Analysis and Discussion of Short Stories and Short Films: "Nachts schlafen die Ratten doch", "Das Brot", "Die Küchenuhr" Seminar 2: - Analysis and Discussion of the Drama: "Draußen vor der Tür"	2	P15
4.	Lectures	Literature in the FRG (1949–1989): Fundamental Preconditions	1	P15
	Seminars	Seminar 1: - Discussion of Poetry After Auschwitz (P. Celan, T. W. Adorno) Seminar 2: - Analysis of Selected Texts by Authors of "Gruppe 47" (H. Böll: "Der Zug war pünktlich")	2	P15
5.	Lectures	Key Authors and Works of the FRG	1	P15
	Seminars	Seminar 1: - S. Lenz: "Deutschstunde" – Analysis of the Novel and Its Film Adaptation Seminar 2: - Discussion on Ethical Issues and Social Critique	2	P15
6.	Lectures	G. Grass	1	P15

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Seminar 1: - Analysis and Discussion of the Novel by G. Grass: "Die Blechtrommel" Seminar 2: - Analysis and Discussion of the Film: "Die Blechtrommel" (FRG/YU, 1979)	2	P15
7.	Lectures	H. Böll	1	P15
	Seminars	Seminar 1: - "Wanderer kommst Du nach Spa…" Seminar 2: - "Der Zug war pünktlich"	2	P15
8.	Lectures	Swiss Literature: M. Frisch and F. Dürrenmatt	1	P15
	Seminars	Seminar 1: - Analysis and Discussion of the Drama by Fr. Dürrenmatt: "Die Physiker" - Analysis and Discussion of the Drama by M. Frisch: "Biedermann und die Brandstifter" Seminar 2: - Adaptation of the Novel by M. Frisch: "Homo Faber"	2	P15
9.	Lectures	Austrian Literature: I. Bachmann	1	P15
	Seminars	Seminar 1: - Analysis of the Prose by I. Bachmann: "Malina", Cycle "Todesarten" Seminar 2: - Discussion on War Trauma and Memory	2	P15
10.	Lectures	Literature of the GDR (1949–1989): Fundamental Preconditions	1	P15
	Seminars	Seminar 1: - Discussion of the Relationship Between Art and Politics in Literature Seminar 2: - 1st Colloquium	2	P15
11.	Lectures	Key Authors and Works of the GDR	1	P15
	Seminars	Seminar 1: - C. Wolf: "Kein Ort. Nirgends"; C. Wolf: "Medea. Stimmen" – Analysis of the Novels and Discussion Seminar 2: - U. Plenzdorf: "Die neuen Leiden des jungen W." – Analysis of the Novel and Discussion	2	P15
12.	Lectures	Literature After 1989: Fundamental Preconditions	1	P15
	Seminars	Seminar 1: - B. Schlink: "Der Vorleser" – Analysis of the Novel and Film Seminar 2: - Discussion on Identity After 1945 and 1989	2	P15
13.	Lectures	Key Authors and Works of Contemporary German Literature	1	P15
	Seminars	Seminar 1: - F. v. Schirach: "Verbrechen" - Analysis of Short Stories and Film Adaptations; F. v. Schirach: "Terror" - Analysis of the Drama and Film Adaptation Seminar 2: - S. Lenz: "Rivalen" - Analysis of the Short Story; D. Kehlmann: "Lichtspiel" - Analysis of the Novel and Discussion	2	P15
14.	Lectures	Key Authors and Works of Contemporary German Literature: German Authors from Southeastern Europe I	1	P15

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Lectures	Seminar 1: - A. Bremer: "Olivas Garten" - Analysis of the Novel Seminar 2: - N. Ljubić: "Meeresstille" - Analysis of the Novel	2	P15
15.	Lectures	Key Authors and Works of Contemporary German Literature: German Authors from Southeastern Europe II	1	P15
	Lectures	Seminar 1: - S. Stanišić: "Vor dem Fest" - Analysis of the Novel - M. Bodrožić: "Das Gedächtnis der Libellen" - Analysis of the Novel Seminar 2: - 2nd Colloquium	2	P15

GENERAL INFORMATION		
Lead instructor	Mirjana Matea Kovač, PhD, full professor	
Course name	**LEXICOLOGY AND LEXICOGRAPHY OF THE GERMAN LANGUAGE** (GER307)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aims of the course are to familiarise students with lexicology and lexicography and their relation to other related linguistic disciplines; to enable students to define basic terminology and fields of research; to use monolingual, bilingual, electronic and online dictionaries appropriately; to recognise lexical changes in the language; to categorise linguistic concepts and notions at all linguistic levels; and to connect linguistic processes with social phenomena.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - explain lexicological and lexicographical terminology - categorise lexicological and lexicographical concepts - analyse various contemporary texts, thereby contributing to more accurate expression in German - analyse the lexicon of the German language - relate lexical processes in the German language to social phenomena - independently research information and use professional sources
Course content

1. Lexicology as a science. Subject of lexicology. Relation of lexicology to other linguistic disciplines
2. Definitions of terms: word and lexeme, lexical unit, mental lexicon. Identification and classification of words. The problem of lexical meaning
3. Systematic relations in the lexicon. Lexical-semantic fields and lexical sets
4. Syntagmatic lexical relations: collocations, phrases, and multi-word lexical units
5. Semantic relations: monosemy and polysemy of lexemes
6. Semantic relations: antonyms and synonyms
7. Semantic relations: hypernyms and hyponyms
8. Enrichment of the German language through borrowing. Different types of borrowing
9. Lexical developmental tendencies of the German language. Varieties of the German language: Swiss German, Austrian German.
10. Contemporary lexicological research and lexicographical projects
11. German lexicography: introduction to lexicographical terminology and typology
12. History of lexicography
13. Types of dictionaries

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to:
- participate in the teaching process: lectures and seminars
- pass the final written exam (or two midterm exams) with a minimum score of 50%
- after passing the written exam(s), pass the oral exam
- prepare and present a seminar paper in accordance with the established criteria
- actively participate in class activities (discussions, text analysis)

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio						Independent work	X

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

Students take two mid-term exams and/or a final exam, which assesses theoretical knowledge. Students who successfully pass both mid-term exams are exempt from taking the final exam. After passing the mid-term exams or the final exam, students proceed to the oral exam.
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. written exam (or two mid-term exams - a positive grade in two mid-term exams is equivalent to the final written exam) – 45%
2. oral exam – 45%
3. active and constructive participation, and independence in completing assignments – 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Schippan, T. (2002). *Lexikologie der deutschen Gegenwartssprache.* Max Niemeyer Verlag, Tübingen.	1	26
Schlaefer, M. (2008). *Lexikologie und Lexikographie. Eine Einführung am Beispiel deutscher Wörterbücher.* Erich Schmidt Verlag, Göttingen.	1	26
Stojić, A. (2015). *Lexiklologie und Lexikographie (Lehr- und Übungsbuch).* Sveučilište u Rijeci	online	26
Supplementary readings		
Englberg, S., & Lemnitzer, L. (2009). *Lexikographie und Wörterbuchbenutzung*. Stauffenburg Einführungen. Herbst, T., & Klotz, M. (2003). *Lexikografie: Eine Einführung*. Ferdinand Schöningh. Schwarze, C., & Wunderlich, D. (Eds.). (1985). *Handbuch der Lexikologie*. Athenaum Verlag.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Lexicology as a science – subject of study, goals, and its connection with other linguistic disciplines	1	P26
	Seminars	An analytical approach to the subject and objectives of lexicology and its connections with other linguistic disciplines	1	P26
2.	Lectures	Basic concepts of lexicology – word, lexeme, lexical unit, mental lexicon; identification and classification of lexical units	1	P26
	Seminars	Identification of words and lexemes in corpora – practical exercises in analyzing authentic texts	1	P26
3.	Lectures	Systematic relations in the lexicon – lexical-semantic fields, lexical sets, and their role in dictionary organization	1	P26
	Seminars	Research of lexical-semantic fields in digital databases – identifying related concepts and meanings	1	P26
4.	Lectures	Syntagmatic lexical relations – collocations, phrases, and multi-word lexical units in the German language	1	p26
	Seminars	Analysis of collocations in context – practical application of syntagmatic relations	1	P26
5.	Lectures	Semantic relations: monosemy and polysemy of lexemes	1	P26
	Seminars	Automatic identification of monosemous and polysemous lexemes – use of software and interpretation of results	1	P26
6.	Lectures	Semantic relations: antonyms and synonyms – classification, function, and examples in the German language	1	P26
	Seminars	Digital research of synonyms and antonyms – visualization of semantic networks and analysis of meaning in context	1	P26
7.	Lectures	Semantic relations: hypernyms and hyponyms – lexical hierarchies and their application in dictionary analysis	1	P26
	Seminars	Hyponymy and hypernymy in corpus analysis – creating hierarchical semantic maps	1	P26
8.	Lectures	Enrichment of the German vocabulary – borrowing and word formation	1	P26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Midterm exam I	1	P26
9.	Lectures	Developmental trends in the German lexicon – contemporary changes, varieties of the standard language (Switzerland, Austria, Germany)	1	P26
	Seminars	Comparison of German language varieties in online dictionaries – analysis of regional and standard differences	1	P26
10.	Lectures	Contemporary lexicological research – methods, examples, and recent approaches to lexical analysis	1	P26
	Seminars	Project: application of contemporary lexicological methods to an authentic text – analysis of meaning and contextual interpretation	1	P26
11.	Lectures	German lexicography – introduction to terminology, typology, and basic types of dictionaries	1	P26
	Seminars	Creating entries in a digital dictionary – practical application of lexicographic knowledge	1	P26
12.	Lectures	History of lexicography – development of German dictionaries through history	1	P26
	Seminars	Analysis of historical dictionaries in a contemporary context – observing changes in meaning over time	1	P26
13.	Lectures	Types of dictionaries	1	P26
	Seminars	Use of different types of dictionaries – general, specialized, contrastive, and phraseological dictionaries in practical analysis	1	P26
14.	Lectures	Mental lexicon and psycholinguistic approaches – cognitive models and the organization of lexical units in the brain	1	P26
	Seminars	Mental lexicon in digital simulations	1	P26
15.	Lectures	Application of lexicological and lexicographic knowledge – text analysis, practical exercises, and project work	1	P26
	Seminars	Midterm exam II	1	P26

GENERAL INFORMATION		
Lead instructor	Silvija Ugrina, senior language instructor	
Course name	**LANGUAGE EXERCISES VI** (GER308)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	compulsory	
Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	0+90+0

COURSE DESCRIPTION
Course aims
The aim of the course is to develop language skills (reading comprehension, writing, speaking, and listening) at the C2 level of proficiency.
Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- communicate orally and in writing in German at a minimum C2 level of the CEFR
- actively use the vocabulary covered in the course
- actively apply the grammatical structures covered in the course, both in writing and speaking
- read German texts with comprehension at the C2 level
- independently develop their language competence and use German-language resources for further learning and professional development
- participate confidently in conversations and discussions on topics covered in class, applying the acquired vocabulary and grammar
- express themselves orally and in writing in a clear and structured manner on complex topics
- present a clear, detailed account of complex facts, linking thematic units, developing specific ideas, and concluding appropriately
- deliver a short talk (5 minutes) or give a presentation (using visual/graphic aids) before an audience
- write on complex topics in a letter, essay, or report, emphasising the aspects they consider important.

Course content

Language Exercises II course builds upon Language Exercises I. The emphasis is on expanding the lexical and grammatical knowledge required for fluent oral and written communication, as well as revising and consolidating previously acquired grammatical knowledge. Acquired linguistic structures are applied in oral and written production through the discussion of assigned topics, written compositions, and oral and written presentations that involve factual descriptions and the argumentation of one's own views on the topics covered.
Topics: Forschung und Technik, Besonderes und Gewöhnliches, Kunst und Kultur, Politisches und Amtliches, including planned linguistic activities (speaking and writing exercises).Grammar: (Wiederholung und Verteifung) Passiv und Passiv-Ersatzformen, Modalverben, Adjektive, Appositionen, Nominalstil, Präpositionen der Schriftsprache.
Translation exercises from German into Croatian and vice versa are also an important component of this course. The texts selected for translation are aligned thematically with content previously covered in the course.

1. Forschung und Technik
2. Wiederholung und Vertiefung: Passiv und Passiversatzformen
3. Communication exercises
4. Listening exercises
5. Translation exercises
6. Besonderes und Gewöhnliches
7. Wiederholung und Vertiefung: Modalverben
8. Oral communication exercises
9. Listening comprehension exercises
10. Translation exercises
11. Kunst und Kultur
12. Wiederholung und Vertiefung: Adjektive (Deklination, Komparation, Wortbildung der Adjektive)
13. Communication exercises
14. Listening exercises
15. Translation exercises
16. Politisches und Amtliches
17. Appositionen
18. Nominalstil
19. Präpositionen der Schriftsprache
20. Communication exercises
21. Listening exercises

22. Translation exercises		
Modes of delivery (mark the appropriate boxes with an X)	☐lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete individual and group activities necessary to achieve the learning outcomes prescribed by the course. They are required to actively and constructively participate in lessons and discussions and complete individual and group assignments in a timely and high-quality manner. They are required to pass the final written exam (or two mid-term exams) with a minimum score of 60%. Upon successful completion of the written exam(s), students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. Written exam (or two mid-term exams - a positive grade in two midterm exams is equivalent to the final written exam) – 60%
2. Oral exam – 20%
3. class participation and contribution to class discussions – 10%
4. Completion of individual and group assignments – 10%
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Anne Buscha, Susanne Raven, Mathias Toscher: Erkundungen, Deutsch als Fremdsprache: Integriertes Kurs- und Arbeitsbuch, Sprachniveau C2, (2014), Schubert Verlag Leipzig	2	26
Tatsachen über Deutschland. Societäts-Verlag, Frankfurt/Main (selected chapters only) (also available online: https://www.tatsachen-ueber-deutschland.de/de/system/files/.../tatsachen_2015_deu.pdf)	1 / *online*	26

Supplementary readings

Langenscheidt Großwörterbuch Deutsch als Fremdsprache, (2015), Redaktion Langenscheidt, München und Wien;
Dudenredaktion. *(2019). Das Wörterbuch der sprachlichen Zweifelsfälle: Richtiges und gutes Deutsch (Vol. 9, 8th fully revised ed.). Dudenverlag.*

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Practicals	Research and Technology (Technological progress; Environment and environmental pollution)	4	P10, P26
	Practicals	Research and Technology (Old and new developments in medicine)	2	P26
2.	Practicals	Review and Consolidation of knowledge: Passive Voice and Passive substitutes (Transforming active and passive sentences; alternatives to the passive)	4	P10, P26
	Practicals	Review and Consolidation of knowledge: Passive Voice and Passive substitutes (Transforming passive sentences into active sentences using noun-verb collocations)	2	P26
3.	Practicals	Communication exercises	4	P10, P26
	Practicals	Listening exercises	2	P26
4.	Practicals	Translation exercises	4	P10, P26
	Practicals	Special and Ordinary (Special abilities and talents)	2	P26
5.	Practicals	Special and Ordinary (Emotions; Better living)	4	P10, P26
	Practicals	Review and Consolidation of knowledge: Modal Verbs (Modal verbs in their basic meaning)	2	P26
6.	Practicals	Review and Consolidation of knowledge: Modal Verbs (Modal verbs in their subjective meaning; conveying information and statements using modal verbs)	4	P10, P26
	Practicals	Communication exercises	2	P26
7.	Practicals	Listening exercises Knowledge assessment through a mid-term exam	4	P10, P26
	Practicals	Translation exercises	2	P26
8.	Practicals	Art and Culture (Modern art; Limits of art; Controversial art; Creativity)	4	P10, P26
	Practicals	Art and Culture (Books and literature; E-books)	2	P26
9.	Practicals	Review and Consolidation of knowledge: Adjectives (Declension, Comparison, Word Formation) (Attributive adjectives; adjectives in the genitive; relativized superlatives; comparative clauses)	4	P10, P26
	Practicals	Review and Consolidation of knowledge: Adjectives (Declension, Comparison, Word Formation) (Derived and compound adjectives)	2	P26
10.	Practicals	Communication exercises	4	P10, P26
	Practicals	Listening exercises	2	P26
11.	Practicals	Translation exercises	4	P10, P26
	Practicals	Political and Official Matters (Direct democracy in Switzerland)	2	P26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
12.	Practicals	Political and Official Matters (Politics and participation in Germany; Political and economic misconduct)	4	P10, P26
	Practicals	Appositions (Features and types of appositions; comma usage)	2	P26
13.	Practicals	Nominal Style (Forms of nominal style; transforming nominalizations into verbal style)	4	P10, P26
	Practicals	Nominal Style (Prepositions in written language)	2	P26
14.	Practicals	Prepositions in written language Knowledge assessment through a mid-term exam	4	P10, P26
	Practicals	Communication exercises	2	P26
15.	Practicals	Listening exercises Analysis and correction of the mid-term exam Preparation for the oral exam	4	P10, P26
	Practicals	Translation exercises	2	P26
Note: Language Exercises II course builds upon Language Exercises I. The emphasis is on expanding the lexical and grammatical knowledge required for fluent oral and written communication, as well as revising and consolidating previously acquired grammatical knowledge. Acquired linguistic structures are applied in oral and written production through the discussion of assigned topics, written compositions, and oral and written presentations that involve factual descriptions and the argumentation of one's own views on the topics covered. The topics covered include planned language activities (speaking and writing exercises). Translation exercises from German into Croatian and vice versa are also an important component of this course. The texts selected for translation are aligned thematically with content previously covered in the course.				

GENERAL INFORMATION		
Lead instructor	All teaching instructors with a scientific-teaching title involved in delivering the course	
Course name	**WORK-BASED LEARNING AT A PARTNER INSTITUTION** (HZX008)	
Study programme	Double-major undergraduate study programme *German Language and Literature*	
Course status	Elective	
Year	3	
Semester	5, 6	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S+FW[9])	0+40+30+80

COURSE DESCRIPTION
Course aims
The aim of the course is expose students to work-based learning conditions at a partner institution and to enable them to independently identify and solve straightforward practical problems in a real working environment.
Course enrolment requirements

[9] Field work

Students are eligible to apply for the competition for internship before the start of the third year of the undergraduate study programme. In cases where the number of applicants exceeds the number of available placements at the partner institution, a selection procedure is conducted in accordance with the Rulebook on Business Partner Insttutions of the Faculty of Humanities and Social Sciences.

Intended course learning outcomes

Course learning outcomes:
Upon completion of this course, students will be able to:

- Apply the knowledge and skills acquired during the undergraduate studies to independently identify and solve straightforward, concrete problems in a real working environment.
- Prepare an internship report that clearly explains the tasks performed and includes relevant supporting documentation.

Individual learning outcomes:
Upon completion of this course, students will be able to:

- Describe the organization of the selected partner institution
- Identify challenges posed by the working environment and explain the processes used to address specific challenges
- Analyze concrete practical situations based on recent scientific sources
- Monitor, document, and evaluate processes within the partner institution
- Describe problems arising from specific work tasks at the partner institution and explain the processes implemented to resolve them.
- Document personal work-based learning experience and critically reflect on it

Course content

The internship entails specific work tasks under the guidance of a mentor from the partner institution and comprises 80 working hours. With the approval of the Faculty of Humanities and Social Sciences supervisor, the partner institution mentor plans the work tasks. The remaining 70 working hours are distributed as follows: mentoring (10 hours with a Faculty supervisor, 20 hours with the partner institution mentor), literature research (10 hours), preparation of the Work-Based Learning Report (20 hours), and preparation and presentation of the Report defense before the Faculty supervisor (10 hours).

Modes of delivery (mark the appropriate boxes with an X)	☐lectures ☒seminars and workshops ☒practicals ☐remote learning ☒field work	☒independent work ☒multimedia and network ☐laboratory ☒supervision ☒ e-learning (20%)

Student obligations

Students are required to
- comply with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.
- participate in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor's schedule, which enables the acquisition of learning outcomes outlined by the course.
- adhere to the time frames required to perform the internship.
- actively and constructively act at the partner institution and report to the supervisor during the performance of this course.
- develop and defend an Internship Report.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	

Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	X
Portfolio				Preparation and defence of the Internship Report	X		

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

The internship is assessed descriptively by supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The partner institution mentor continuously monitors the student`s attendance, diligence and performance in completing assigned tasks.
At the end of the internship, the mentor assigns one of two descriptive grades:

- The student has successfully completed the internship.
- The student has not successfully completed the internship.

If the internship is not successfully completed, the partner institution mentor must provide a written explanation, and the Faculty supervisor records a failing grade for the course.
If the mentor`s grade confirms successful completion, the Faculty supervisor reviews the internship report, discusses the student`s assignments and assigns one of the following grades:

- The student has successfully written and defended the internship report.
- The student has not successfully written and defended the internship report.

A negative grade must be justified in writing.
The internship is considered passed if both supervisors confirm successful completion of the internship and the internship report. When both grades are positive, the Faculty supervisor records the descriptive grade “Passed” in the Higher Education Institutions Information System (ISVU).
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following elements:
1. Practical work - 60%
2. Preparation and presentation of the report in accordance with the supervisors` instructions - 20%
3. consultations with supervisors and independent research - 20%

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
The specialist literature is defined by the mentor at the partner institution.		

Supplementary readings

The specialist literature is defined by the mentor at the partner institution.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

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

3. ANNEXES

1.1. learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	Define key concepts in the field of German language and literature and apply them effectively in further education and/or professional contexts
LO 2	Demonstrate command of the syntactic structures and lexical resources of standard German.
LO 3	Identify and analyse German-language texts across all functional styles.
LO 4	Translate contemporary texts from German into Croatian and vice versa.
LO 5	Produce texts in German in all functional styles.
LO 6	Demonstrate mastery of German phraseology.
LO 7	Use monolingual and bilingual dictionaries appropriately in the context of the German language.
LO 8	Use relevant professional and scholarly literature in German.
LO 9	Master the orthographic, prosodic, phonological, morphological, word-formation, syntactic, lexical-semantic, and stylistic norms of standard German.
LO 10	Define key linguistic concepts and terms of the core linguistic disciplines—phonology, morphology, syntax, and semantics—in the context of German.
LO 11	Define the fundamental characteristics of contemporary linguistic disciplines in the context of German, including psycholinguistics, pragmatics, cognitive linguistics, computational linguistics, and related fields.
LO 12	Distinguish and compare linguistic theories throughout history in the context of German.
LO 13	Apply various forms of public speaking effectively and present arguments persuasively in German.
LO 14	Prepare and organise a spoken message and deliver a presentation on a given topic in German.
LO 15	Explain lexicological and lexicographic terminology in the context of German.
LO 16	Define suprasentential linguistic units such as conversation, discourse, and text in the context of German.
LO 17	Define the major epochs, periods, and movements in the history of German literature.
LO18	Discuss major German authors and their literary works in German within their socio-historical context.
LO19	Interpret literary texts in German.
LO 20	Analyse the socio-cultural contexts of German-speaking countries across different historical periods.
LO 21	Apply reflective and critical methods in forming arguments about literary concepts, styles, poetics, literary value, and the influence of ideologies on literature in the context of German language and literature.

LO 22	Competently discuss literary theory using various research approaches applied in German-language literary studies.
LO 23	Express and substantiate personal interpretations of works of German literature, both orally and in writing.
LO 24	Explain and interpret the structure of the German language from both synchronic and diachronic perspectives.

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**	**LO 12**
Total number of courses for each LO	**17**	**22**	**2**	**7**	**6**	**3**	**7**	**10**	**11**	**6**	**3**	**3**
Introduction to the History of German Literature	+	+						+	+			
Introduction to Linguistics	+	+						+	+	+	+	+
Language Exercises I		+		+	+		+					
Sociolinguistics	+	+									+	+
Introduction to Rhetorics												
Introduction to German Literary Studies	+	+						+	+			
Morphology of the German Language	+	+						+	+	+		
Language Exercises II		+		+	+		+					
Introduction to Literary Interpretation	+	+						+				
The Culture and Civilization of the German-speaking Countries	+	+										
German Literature of the 18th Century	+	+						+	+			
German Syntax	+	+	+					+	+	+		+
Language Exercises III		+		+	+		+					
The Literary Opus of Marie von Ebner-Eschenbach	+	+										
The Fairy Tales of the Brothers Grimm	+	+										
German Literature of the 19th Century	+	+						+	+			
Semantics				+		+			+	+		
Language Exercises IV		+		+	+		+					
German Phraseology	+					+						

Stylistics of Language and Speech	+	+								+		
German Literature of the 20th Century I	+	+						+	+			
Introduction to Phonetics and Phonology									+			
Language Exercises V		+		+	+		+					
Effi Briest by Theodor Fontane: the Novel and the Film Adaptations	+	+										
Pragmalinguistics										+	+	
German Literature of the 20th Century II	+	+						+	+			
Lexicology and Lexicography of the German Language			+			+	+					
Language Exercises VI		+		+	+		+					

Learning outcomes of the study programme	**LO 13**	**LO 14**	**LO 15**	**LO 16**	**LO 17**	**LO 18**	**LO 19**	**LO 20**	**LO 21**	**LO 22**	**LO 23**	**LO 24**
Total number of courses for each LO	**7**	**7**	**1**	**2**	**5**	**7**	**7**	**7**	**8**	**5**	**9**	**3**
Uvod u povijest njemačke književnosti					+	+	+	+	+			
Introduction to the History of German Literature				+								+
Introduction to Linguistics	+											
Language Exercises I												
Sociolinguistics	+	+										
Introduction to Rhetorics							+	+		+	+	
Introduction to German Literary Studies												+
Morphology of the German Language	+											
Language Exercises II							+		+		+	
Introduction to Literary Interpretation						+		+				
The Culture and Civilization of the German-speaking Countries		+			+	+	+	+	+	+	+	
German Literature of the 18th Century												+

German Syntax	+											
Language Exercises III									+		+	
The Literary Opus of Marie von Ebner-Eschenbach									+		+	
The Fairy Tales of the Brothers Grimm		+			+	+	+	+	+	+	+	
German Literature of the 19th Century		+										
Semantics	+											
Language Exercises IV												
German Phraseology												
Stylistics of Language and Speech		+			+	+	+	+	+	+	+	
German Literature of the 20th Century I												
Introduction to Phonetics and Phonology	+											
Language Exercises V						+					+	
Effi Briest by Theodor Fontane: the Novel and the Film Adaptations				+								
Pragmalinguistics		+			+	+	+	+	+	+	+	
German Literature of the 20th Century II		+	+									
Lexicology and Lexicography of the German Language	+											
Language Exercises VI												

2.1. Instructors in the study programme

	Eldi Grubišić Pulišelić	**Mirjana Matea Kovač**	**Marijana Erstić**	**Sandra Lukšić**
CROSBI link	https://www.croris.hr/osobe/profil/26806	https://www.croris.hr/osobe/profil/27975	https://www.croris.hr/osobe/profil/28331	https://www.croris.hr/osobe/profil/34168
Title	full professor	full professor	associate professor	assistant professor
Field	humanities	humanities	humanities	humanities

Discipline	philology	philology	philology	philology
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	permanent	permanent	permanent	permanent
Percentage of employment at the higher education institution	100 %	100 %	100 %	100 %
Teaching load at the primary institution	867 WH	867 WH	906 WH	927 WH
Teaching load at external institutions	0	0	0	0
Estimated load in the new study programme	0	0	0	0
Estimated load at the primary institution	867 WH	867 WH	906 WH	927 WH
Estimated load at external institutions	0	0	0	0
Scientific and review papers[10] published in the last 5 years (total)	15	14	25	8
Professional papers[11] published in the last 5 years (total)	0	4	4	0
Total number of citations[12] (Scopus database only)	3	23	0	0
Total h-index[13] (Scopus	1	3	0	0

[10] Scientific and review publications include scientific and review articles published in journals, conference proceedings, and book chapters, as well as scientific and review monographs authored by the scholar.

[11] Professional publications include professional articles published in journals and conference proceedings, professional book chapters, and professional authored monographs.

[12] For citations and the h-index, the total number of citations excluding self-citations (not limited to the last five years) must be provided, along with the citation database used (Scopus).

[13] See previous note.

database only)				
Competitive project leader and/or team member (total)	0	0	0	0
Leader and/or team member in other projects (total)	1	0	1	1
List of courses taught in the programme	1. The Fairy Tales of the Brothers Grimm 2. The Literary Opus of Marie von Ebner-Eschenbach 3. The Culture and Civilization of the German-speaking Countries 4. German Literature of the 19th Century 5. German Literature of the 20th Century I 6. Introduction to Literary Interpretation 7. Introduction to German Literary Studies	1. Introduction to Phonetics and Phonology 2. German Phraseology 3. Lexicology and Lexicography of the German Language 4. Semantics 5. Introduction to Linguistics 6. Introduction to Rhetorics	1. German Literature of the 18th Century 2. *Effi Briest* by Theodor Fontane: the Novel and the Film Adaptations 3. Introduction to German Literary Studies 4. German Literature of the 20th Century II	1. Sociolinguistics 2. Morphology of the German Language 3. German Syntax 4. Stylistics of Language and Speech 5. Pragmalinguistics
List of completed teacher training courses	0	0	0	0

	Silvija Ugrina	**Irina Boban**
CROSBI link	/	/

Title	senior language instructor	language instructor
Field	humanities	humanities
Discipline	philology	philology
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	permanent	permanent
Percentage of employment at the higher education institution	100 %	100 %
Teaching load at the primary institution	1377 WH	1296 WH
Teaching load at external institutions	364,5 WH	0
Estimated load in the new study programme	0	0
Estimated load at the primary institution	1377 WH	1296 WH
Estimated load at external institutions	0	0
Scientific and review papers[14] published in the last 5 years (total)	4	3
Professional papers[15] published in the last 5 years (total)	2	0

[14] Scientific and review publications include scientific and review articles published in journals, conference proceedings, and book chapters, as well as scientific and review monographs authored by the researcher.
[15]Professional publications include professional articles published in journals and conference proceedings, professional book chapters, and professional authored monographs.

Total number of citations[16] (Scopus database only)	0	0
Total h-index[17] (Scopus database only)	0	0
Competitive project leader and/or team member (total)	0	0
Leader and/or team member in other projects (total)	1	0
List of courses taught in the programme	Language Exercises I Language Exercises II Language Exercises III Language Exercises IV Language Exercises V Language Exercises VI	Language Exercises I Language Exercises II Language Exercises III Language Exercises IV Language Exercises V Language Exercises VI
List of completed teacher training courses		- Teacher training for German language teachers at the county and local level - How to learn successfully in an online environment

[16]For citations and the h-index, the total number of citations excluding self-citations (not limited to the last five years) must be provided, along with the citation database used (Scopus).
[17] See previous note.