

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY UNDERGRADUATE STUDY PROGRAMME

Italian Language and Literature (double-major)

SPLIT, February 2026

GENERAL INFORMATION OF HIGHER EDUCATION

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

Number of ECTS points acquired on completion of study programme	90
Academic or professional title, i.e. academic degree	Bachelor (baccalaureaus/baccalaurea) of Arts (BA) in Italian Language and Literature (univ. bacc. philol. ital.)
Language of delivery	Croatian[1]
Place of delivery	Split
Type of delivery (in-person, hybrid, online)	Classroom-based
Enrolment quota (for students in regular and special status)	36 – regular status 2 - Croatian emigrants

[1] Courses are taught in Italian, with Croatian used where necessary. All courses within the field of Italian Studies are taught exclusively in Italian. Croatian is used in courses involving translation into or from Croatian.

1. INTRODUCTION

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

The undergraduate university study programme *Italian Language and Literature* was developed in accordance with the key strategic documents of the Faculty of Humanities and Social Sciences in Split: *the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*, *the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2026–2030 period*, and *the Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027)*. The study programme is aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split as it is designed to develop competencies that promote fundamental social and humanistic values and contribute to the advancement of knowledge, the promotion of ethics, tolerance, cooperation, inclusiveness, responsibility, and the general well-being of society (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030* https://www.ffst.unist.hr/_download/repository/RAZVOJNA%20STRATEGIJA%202026%20-%202030.pdf). At the same time, it prepares students for competent integration into the labour market and/or continuation of studies.

The undergraduate study programme *Italian Language and Literature* at the Faculty of Humanities and Social Sciences in Split is strategically important for two main reasons. First, comprehensive education in one of the official EU languages enhances the competence and competitiveness of Bachelor's degree holders. It provides them with the opportunity to compete in a broader labour market, including educational, cultural, and administrative institutions, publishing, media, tourism, and the translation sector. Second, the centuries-long interweaving of Croatian and Italian cultures, literatures, histories, and languages calls for the attention of a new generation of scholars who, through a contemporary and interdisciplinary approach, will be able to appreciate this shared heritage and contribute to its renewed cultural and economic development. The establishment and implementation of the undergraduate study programme *Italian Language and Literature* at the Faculty of Humanities and Social Sciences of the University of Split are therefore supported by multiple and well-founded considerations. The centuries-long interweaving of Croatian and Italian culture, history, and language, together with geographical proximity, has created a need within Croatian society for experts in Italian studies, as well as for professional translators and teachers of Italian as a foreign language. In Croatian schools, Italian has the status of a second foreign language and an elective subject in most counties and is officially taught from the early grades of primary school. The educational needs of the local community, the geopolitical position within the region, and the economic trends of the city and county, particularly in relation to tourism and the promotion of cultural heritage, all point to a need for competent Italianists. The study programme aims to equip future Italianists for employment beyond the educational system and prepare them for language mediation activities in the public and private sectors, in economic, administrative, and cultural institutions, as well as for work in the media and publishing sectors.

The undergraduate study programme *Italian Language and Literature* enables students to acquire humanities competencies grounded in contemporary linguistic, literary, and cultural knowledge. During their studies, students develop competencies required for employment in educational, public, and cultural institutions, as well as for continuing their studies in related graduate programmes. The study programme is designed to enable students to develop existing competencies and acquire new ones in the field of Italian studies. Upon completion of the undergraduate programme, Bachelor's degree holders possess a high level of language proficiency and well-developed communication skills, as well as the ability to understand and interpret content related to the Italian language, literature, and culture. They are also qualified to engage in language mediation activities in economic, administrative, and cultural institutions, as well as to work in the

media and publishing sectors. The programme's presence in the local and broader community is reflected in intensive scientific and teaching activities that contribute to the dissemination of new scientific knowledge in the field of Italian studies.

The undergraduate study programme *Italian Language and Literature* focuses on the acquisition and development of proficiency in Italian, the mastery of fundamental terminology and theoretical approaches in linguistics and literary studies, their application to the analysis of the Italian language and literary works written in Italian, and the acquisition of knowledge about literary periods, major representatives, and significant works.

Within the undergraduate study programme *Italian Language and Literature*, the quality of work of all participants in the teaching process — students, teachers, external associates, and supervisors at partner institutions — is continuously evaluated and improved. Lifelong learning, joint research activities involving teachers and students, and continuing professional development of teachers in teaching and scientific research are encouraged (*Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2026–2030 period*). The study programme maintains and further develops cooperation with the local and broader community across all areas of education and translation, while involving external partners in scientific research and teaching.

Since its establishment, the Department of Italian Language and Literature has cooperated with various institutions in the field of education, culture, tourism, language mediation, and translation, which are essential to the education of future Italianists and their employment. These include primary and secondary schools in Split and various cultural and professional associations, such as tourist guide associations, publishing houses, etc. Cooperation with the Association of Translators and Interpreters (hr. STIP), the Agency for Education, the Agency for Mobility and EU Programmes, the Ministry of Science, Education and Sports, the Italian Cultural Institute in Zagreb, and the Italian Consulate in Split is also significant for the implementation of practical training and familiarisation with the tasks of future Italianists. Students are encouraged to engage in humanitarian and volunteer work in the community and to participate in science popularisation programmes. Staff members of the Department of Italian Language and Literature continuously cooperate with the City of Split, Split-Dalmatia County, the Tourist Board, the Italian Community of the City of Split, and the Croatian-Italian Cultural Association “Dante Alighieri” Split.

Several professional associations operate in the Republic of Croatia and promote, through their activities, the importance of a scientific-research approach to addressing various issues in the field of philology. Teachers of the Department of Italian Language and Literature are active members of relevant professional associations in Croatia and abroad, including Croatian Association for Applied Linguistics (hr.HDPL), Croatian Philological Society (hr. HFD), Association of Teachers of Languages for Specific Purposes at Higher Education Institutions (hr. UNJSVU), *Associazione degli Italianisti*) (ADI), *Associazione Internazionale dei Professori di Italiano* (AIPI), *Associazione Internazionale di Studi di Lingua e Letteratura Italiana* (AISLI), *Società di Linguistica Italiana* (SLI), *Società Internazionale di Linguistica e Filologia* (SILFI), *American Association of Teachers of Italian* (AATI), and others.

The quality of the undergraduate study programme *Italian Language and Literature* at the Faculty of Humanities and Social Sciences in Split is demonstrated by the continuous and successful achievement of learning outcomes prescribed by the study programme, the interest of Bachelor’s degree holders in enrolling in graduate university studies at the same Faculty, and the high evaluation scores awarded to teachers and the study programme through the quality assurance procedures conducted by the Centre for Quality Assurance of the University of Split.

Since its inception, the undergraduate study programme has been critically reviewed, taking into account the alignment of envisaged workload with all forms of teaching. Necessary changes and improvements have been introduced in response to staffing conditions, teachers’ self-evaluation, and student evaluations. Modernity, dynamism, flexibility, and adaptability to actual labour market needs and contemporary teaching methods constitute the fundamental characteristics of the

undergraduate study programme *Italian Language and Literature* at the Faculty of Humanities and Social Sciences in Split. Incoming and outgoing mobility of students and teachers has increased the visibility of the undergraduate study programme *Italian Language and Literature* within the broader European context.

The quality of the study programme is ensured through the strategic goals of the *Development Strategy*, in accordance with which the offer of elective courses is continuously modernised based on student interests and labour market needs, cooperation with partner institutions is strengthened, workshops and popular-science events are organised, and incoming and outgoing mobility of teachers and students is continuously increased. Lifelong learning and close scientific and professional cooperation between students and teachers are encouraged.

The forms of teaching and teaching methods envisaged for the implementation of the undergraduate study programme *Italian Language and Literature* are based on contemporary paradigms of learning and education and the application of modern technologies and tools. The syllabi of all courses are based on contemporary sources, cover fundamental content from individual scientific disciplines, and incorporate recent scientific findings.

During the undergraduate study programme *Italian Language and Literature*, students acquire fundamental teaching and translation competencies through compulsory and elective courses delivered through lectures, seminars, and/or practical classes. The undergraduate study programme *Italian Language and Literature* enables students to acquire competencies primarily in the field of Italian studies, while the knowledge and skills acquired are also applicable in a broader cultural context. The undergraduate programme provides a basis for continuing education in graduate programmes for teachers and translators, as well as for future researchers.

The undergraduate study programme *Italian Language and Literature* is directed towards achieving a range of strategic goals, including the modernisation of existing study programmes at undergraduate, graduate, and postgraduate levels. In this context, a strategic plan for the Italian Language and Literature study programme for the 2023–2026 period has been developed. The plan envisages the continued development of the Department of Italian Language and Literature through the continuous monitoring of educational trends and the adaptation of the content and learning outcomes of compulsory and elective courses. It also includes cooperation with and hosting of guest lecturers, as well as the introduction of globally relevant topics, such as raising awareness of the impact of the COVID-19 pandemic on language, education, and literary expression. In accordance with the guidelines of the Ministry of Science and Education, the range of lifelong learning opportunities will be expanded through the development and introduction of lifelong learning programmes in the form of micro-qualifications in translation studies and programmes aimed at enhancing teaching competencies.

Teachers in the Department of Italian Language and Literature continuously work to strengthen their teaching competencies by participating in various professional development programmes organised by the parent institution, the University, University constituents, the Ministry, and various projects such as EU-SEA, Erasmus+, as well as other international projects and programmes. They also participate as speakers in professional conferences for teachers of Italian at county and national levels organised by the Agency for Education. At the parent Faculty, they participate in the organisation of scientific and professional conferences and workshops for mentors in schools cooperating with the Department of Italian Language and Literature.

The Department of Italian Language and Literature actively encourages student activities, motivates students to publish literary texts and professional articles in the field of Italian language and literature, monitors the work of student associations and the Student Council, and works together with students to improve student standards. This is reflected in students' active participation in science popularisation events, such as the Science Festival, Open Days of the Faculty of Humanities and Social Sciences, and the University Fair, work-based learning and training at partner institutions, cooperation with Faculty Centres, and the organisation and participation of students in Faculty events such as *Friendship in May* and *Advent at the Faculty*, as

well as literary evenings, concerts, choir performances, and other activities. The Department of Italian Language and Literature is also actively involved in events such as the Week of the Italian Language in the World, Days of Italian Culture, Week of Italian Cuisine, as well as various events aimed at promoting science and humanitarian activities such as fundraising and volunteering. To improve their language proficiency and gain direct contact with the Italian environment and society, the Department encourages students to attend Italian language and culture courses and seminars in Italy. They are also encouraged to participate in Erasmus+ mobility programmes related to Italian language and literature, as well as Erasmus BIP mobilities.

In an effort to promote interdisciplinary and transdisciplinary approaches to education and research in the field of lifelong learning and professional development, the Department of Italian Language and Literature, in cooperation with the Department of Croatian Language and Literature, organises workshops for supervisors of doctoral dissertations in the humanities under the auspices of the Postgraduate Doctoral Programme in Humanities, as well as various lectures, workshops, and other forms of education. Teachers in the Department of Italian Language and Literature encourage students to publish scientific and professional papers and to write and publish literary texts and scientific papers independently or in co-authorship.

The Department of Italian Language and Literature contributes to strengthening the scientific position of the Faculty within the Croatian and European research area. This is reflected through the continuous publication of scientific papers in Croatian A1 and A2 journals and international journals indexed in WoS, Scopus, and other relevant databases, as well as participation in international scientific conferences. To contribute to the development of the local and regional community through scientific and professional work in the fields of history, culture, art, and the promotion and preservation of the Croatian language and heritage, members of the Department of Italian Language and Literature serve on the editorial boards of scientific, professional, and literary journals published by university constituents and local cultural associations and institutions.

A strategic objective of the Department of Italian Language and Literature is to develop and enhance the Faculty's publishing activities. Accordingly, its members publish scientific and professional papers in the Faculty journal *Journal of the Faculty of Humanities and Social Sciences in Split*, publish conference proceedings from international scientific and professional conferences organised by the parent department or other departments, and publish monographs and edited volumes issued by the Faculty of Humanities and Social Sciences in Split.

Members of the Department of Italian Language and Literature coordinate cooperation with national and international partner institutions, participate in the organisation and implementation of internationally recognised Italian language proficiency examinations, PLIDA (*Progetto Lingua Italiana Dante Alighieri*), and coordinate students' classroom observations in schools and and other partner institutions as part of the teacher-training graduate university programme at the Department of Italian Language and Literature. Placement institutions for primary education include "Ravne njive" Primary School, "Pojišan" Primary School, "Spinut" Primary School, "Skalice" Primary School, "Knez Mislav" Primary School in Kaštel Sućurac, and "Ostrog" Primary School in Kaštel Lukšić. Placement institutions for secondary education include the I Language Gymnasium, II Language Gymnasium, V Gymnasium "Vladimir Nazor", III Gymnasium (Natural Science and Mathematics Gymnasium), the School of Tourism and Hospitality, and the School of Design, Graphics and Sustainable Construction in Split. Furthermore, teachers in the Department cooperate with the publishing house "Školska knjiga" as experts in the didactic-methodological design of educational content as part of a project to develop digital educational content for Italian language instruction. Teachers in the Department of Italian Language and Literature also cooperate with the National Centre for External Evaluation of Education by reviewing examination catalogues and examination tasks for the state Matura Exam in Italian as a foreign language, and participating in the supervision of the state Matura Exam process. To encourage and support the professional development of scientific-teaching, teaching, and associate staff, the Department of Italian Language and Literature has established the Chair of Italian Language, the Chair of Applied Linguistics, and the Chair of Italian Literature. These Chairs enable Department members to cooperate effectively and

purposefully within their respective fields and jointly contribute to improving the work of the Department.

In addition to the above, the Department of Italian Language and Literature participates in the implementation of workshops and seminars aimed at professional development, including workshops focused on enhancing teaching and research competencies, teaching methods, IT skills, management skills, EU project development, and project evaluation (https://www.ffst.unist.hr/znanost?@=23s88, https://www.ffst.unist.hr/znanost?@=23hqx#news_105132,https://www.ffst.unist.hr/znanost?@=23tm9#news_105132, https://www.ffst.unist.hr/dogadanja?@=23s8t).

Staff members of the Department of Italian Language and Literature serve on professional groups, committees, and boards within the Faculty, contributing their expertise to the Faculty's effective functioning and further development, and thereby enhancing the quality, organisation, and efficiency of work at all levels.

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 institutional preconditions for the comparability of the undergraduate study programme *Italian Language and Literature* with related accredited study programmes in the Republic of Croatia and the countries of the European Union are fulfilled in accordance with the applicable legal framework (*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 relevant university-level (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). The undergraduate study programme *Italian Language and Literature* is aligned with the general development strategy, action plans, and other relevant documents of the Faculty of Humanities and Social Sciences in Split. Previous improvements, amendments, and supplements to the programme documentation were based on the development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant at the time including the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2014–2018*, *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030*, *Self-analysis of the Faculty of Humanities and Social Sciences in Split 2014, Action Plan for Quality Improvement of the Faculty of Humanities and Social Sciences in Split after the re-accreditation 2014, Action Plan of the Faculty of Humanities and Social Sciences in Split 2019*, and *Action Plan of the Faculty of Humanities and Social Sciences in Split 2020*. New amendments and supplements to the programme are prepared in accordance with current and relevant Faculty documents including the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027*, and *Action Plan of the Faculty of Humanities and Social Sciences in Split 2025*. All listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije.

The undergraduate study programme *Italian Language and Literature* is comparable to related undergraduate study programmes in Italian Language and Literature in the Republic of Croatia and other European Union member states with terms of the study programme concept, content and organisational components, study dynamics, student mobility, and the number of ECTS credits students are required to acquire during their studies, which is essential for unhindered student mobility. The Department of Italian Language and Literature of the University of Split maintains successful cooperation with Italian studies programmes at Croatian universities in Zagreb, Zadar,

Rijeka, and Pula (http://www.ffzg.hr/, https://ffri.uniri.hr/, https://ffpu.unipu.hr/, https://www.unizd.hr/).
At the national level, the undergraduate study programme *Italian Language and Literature* is comparable to the related programme offered by the Department of Studies in Italian Language at the University of Pula (https://ffpu.unipu.hr/ffpu/studijski_programi/sveucilisni_diplomski_studiji/dvopredmetni_studiji/talijanski_jezik_i_knjizevnost). The programme In Pula and Zadar share with the Split programme a historical proximity to Italian culture, which is reflected in the comprehensive scope of the study programmes. The Split programme is also comparable to the undergraduate study programme *Italian Language and Literature* at the Faculty of Humanities and Social Sciences in Zagreb (https://www.ffzg.unizg.hr/talijan/?page_id=144), particularly in terms of the substantial overlap in the range of compulsory and elective courses.
The undergraduate study programme *Italian Language and Literature* is comparable to the *Corso di Laurea in Lettere* offered by the Department of Literature, Arts and Social Sciences (*Dipartimento di Lettere, Arti e Scienze Sociali*) at the "Gabriele d'Annunzio" University of Chieti–Pescara. The programme is characterised by a strong interdisciplinary and complementary approach to learning, with the principal objective of educating intellectually developed graduates with a strong humanistic orientation.
Students enrolled in the undergraduate study programme *Italian Language and Literature* participate in quality assurance processes and in the work of all designated bodies, committees, departments, and centres in accordance with national, university, and Faculty acts, regulations, and procedures. The welfare and specific needs of students are addressed by the Department of Italian Language and Literature, the Student Counselling Centre (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), and the Office for Student Affairs (https://www.ffst.unist.hr/za_studente/studentska_sluzba). The centres provide educational and counselling activities through confidential individual and/or group counselling, offering support and assistance to students in personal, academic, and professional contexts. This includes support in addressing personal difficulties, achieving academic success, improving study efficiency and quality of life, developing student potential, developing career planning and management skills, and connecting students with potential employers. The Office for Student Affairs provides students with timely information on their obligations and support throughout their studies by facilitating access to the necessary forms and administrative procedures.

For other student needs, including the resolution of student complaints and the protection of their rights, students may contact the Head of Department, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, the Student Ombudsperson of the Faculty of Humanities and Social Sciences, and the Student Ombudsperson of the University of Split. The Head of Department informs students of these options at the beginning of their studies. The undergraduate study programme *Italian Language and Literature* ensures impartiality and transparency in all procedures and defines mechanisms for handling complaints and other matters relevant to students. These mechanisms are based on the Code of Ethics and other documents that ensure ethical conduct in the planning and implementation of the study programme. They include mechanisms for the internal reporting of irregularities, the appointment of a confidential person, and 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.

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* and is based on the following documents:

- *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/images/50023323/Prirucnik%20kvalitete%20FFST%202025_22.12.(2).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)

as well as other key documents published 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, within the undergraduate study programme *Italian Language and Literature*, 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 under the following 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, i.e. methods of verifying if other student obligations have been met*, and *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences*. A more detailed description of each assessment element, together with additional instructions and guidelines for students, is available in the repository for each course.

Teachers involved in delivering the undergraduate study programme *Italian Language and Literature* regularly participate in scientific and professional conferences in Croatia and abroad, as well as in various forms of continuing professional development in general areas (e.g. historical linguistics, contemporary linguistics, glottodidactics, comparative literature, Italian literature, film) and specific areas of the discipline (e.g. contemporary educational technology, distance learning, counselling, methodological workshops, etc.). At the same time, they further develop their teaching competencies through programmes organised by the Faculty of Humanities and Social Sciences in Split and other institutions, covering areas such as contemporary learning and teaching strategies, the promotion of critical and creative thinking, etc. Records of professional development activities organised by the Faculty are maintained in the Faculty documentation, while participation

in other professional development activities is documented through certificates confirming active participation in scientific conferences, professional development programmes, and collaborative scientific research projects.
The undergraduate study programme *Italian Language and Literature* is fully defined and implemented within the Information System of Higher Education Institutions (hr. ISVU), which enables the collection, management, and processing of statistical data related to the organisation and implementation of study programmes, as well as reporting on such data.

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 Italian Language and Literature promotes curriculum flexibility through horizontal and vertical mobility. Horizontal mobility is enabled through the possibility of changing universities during the course of study, either by transferring to another study programme leading to the same qualification or by changing the study programme entirely. International mobility enables students to study for one semester or longer at foreign higher education institutions (https://www.ffst.unist.hr/medunarodna_suradnja). Students may also enrol in elective courses according to their interests within other study programmes at the Faculty of Humanities and Social Sciences in Split, as well as at other faculties of the University of Split, other higher education institutions in the Republic of Croatia, or abroad. Students enrolled in other study programmes at the Faculty of Humanities and Social Sciences may enrol in elective courses and attend classes in Italian within the undergraduate study programme *Italian Language and Literature,* provided that they have Italian language proficiency at levels B2 to C1. In terms of vertical mobility, upon completion of the undergraduate study programme *Italian Language and Literature*, Bachelor's degree holders may enrol in the double-major graduate university programme in Italian Studies with either a teaching or translation orientation at the Department of Italian Language and Literature of the Faculty of Humanities and Social Sciences in Split. They may also enrol in comparable graduate programmes at other universities in Croatia and abroad.

Recognition of foreign professional qualifications falls under the competence of the Ministry of Science, Education and Youth. Information on the recognition procedure is available at: https://mzom.gov.hr/odgoj-i-obrazovanje/priznavanje-inozemnih-strucnih-kvalifikacija-regulirane-profesije/priznavanje-inozemnih-strucnih-kvalifikacija-za-obavljanje-reguliranih-profesija-u-republici-hrvatskoj/3196.

Relevant rulebooks governing mobility include:
- *Rulebook on the Recognition and Evaluation of Prior Learning* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ffst.unist.hr/_download/repository/Pravilnik_o_priznavanju_prethodnog_ucenja_7-2022%5B1%5D.pdf
- *Rulebook on International Mobility of the University of Split* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ffst.unist.hr/_download/repository/Pravilnik_o_priznavanju_prethodnog_ucenja_7-2022%5B1%5D.pdf

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 study programme *Italian Language and Literature* is organised and delivered as a full-time double-major study programme and may be freely combined with other double-major undergraduate study programmes at the Faculty of Humanities and Social Sciences in Split. It lasts three years and comprises two semesters per academic year, for a total of six semesters. Each year of study carries 30 ECTS credits.

Applications for enrolment in the undergraduate study programme *Italian Language and Literature* are submitted through the website www.postani-student.hr. Information on the scores achieved in the evaluation of prior secondary school education, state Matura Exams, special achievements, and other information concerning enrolment in the study programme is published on the website www.postani-student.hr and the official Faculty website www.ffst.unist.hr within the Admission Call for each academic year. Requirements for enrolment in a higher year of study are defined by a Decision of the Faculty Council adopted for each academic year. Prerequisites for enrolment in individual courses are specified in the syllabi of the respective course.

The admission requirements for the undergraduate study programme *Italian Language and Literature* are completion of secondary education and the state Matura Exams in Croatian Language (A level), Foreign Language (B level), and Mathematics (B level). Upon completion of the undergraduate study programme *Italian Language and Literature*, Bachelor's degree holders may enrol in the graduate university study programme *Italian Studies* at the Faculty of Humanities and Social Sciences in Split or in comparable graduate programmes at various universities in Croatia and abroad. During their studies, students enrolled in the undergraduate study programme *Italian Language and Literature* may enrol in one elective course offered as part of another study programme at the Faculty of Humanities and Social Sciences in Split. The list of available courses is published on the Faculty website.

Competences acquired on completion of the study module and study programme

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

1. understand and use basic concepts in the field of Italian language and literature
2. analyse the development of the Italian language across different periods by using scientific and professional literature
3. identify major literary movements and place authors within the appropriate literary-historical context
4. independently interpret selected literary texts
5. analyse the social and cultural context of Italian society across different historical periods
6. apply critical methods to formulate their own interpretations of literary concepts, styles, poetics, and literary values, and to assess the influence of ideologies on the meaning and interpretation of texts
7. select appropriate research strategies in the field of literary theory
8. apply acquired knowledge to creative expression on topics related to Italian literature and language
9. compare lexical forms at the synchronic and diachronic levels
10. understand and use basic concepts in Italian phonetics, phonology, syntax, lexicon, semantics, and morphology
11. express themselves in writing and compose, read, and analyse texts representing different functional styles in Italian
12. conduct scientific research in the field of Italian language and literature
13. critically evaluate and compare research in the field of Italian language and literature
14. identify the characteristics of individual new media and evaluate their outputs, while providing an objective overview of the Italian media landscape.

Structure and form of delivery

The undergraduate study programme *Italian Language and Literature* lasts three years, comprising six semesters. In the first, second, and third semesters, students attend four compulsory courses in the field of Italian studies. In the fourth semester, in addition to four compulsory courses in the field of Italian studies, students may choose the optional course *Introduction to the Latin Language*. In the fifth semester, students attend three compulsory courses in the field of Italian studies and

one elective course. During the fifth semester, students may also undertake the *Work-based Learning at a Partner Institution* course, which is not included in the ECTS quota for elective courses and is not compulsory. Students who complete the course are awarded an additional 5 ECTS credits. In the sixth semester, students attend three compulsory courses and one elective course and undertake the preparation of the final thesis. The final thesis within the undergraduate double-major study programme carries 10 ECTS credits, i.e. 5 ECTS credits per field of study. Teaching is delivered through lectures, seminars, and practical classes, both at the Faculty and at partner institutions, in accordance with students' specific interests and learning outcomes. The syllabus for each course defines the modes of teaching delivery in accordance with the ECTS workload at course level, course learning outcomes, course content, student obligations, procedures and methods of assessment and grading of student work, and examination literature. All forms of teaching ensure an interactive student-centred teaching process aimed at achieving the learning outcomes. Instruction in courses within the field of Italian studies is conducted exclusively in Italian. Croatian is used in parts of instruction related to translation into Croatian or from Croatian. Instruction in the elective course *Introduction to the Latin Language* in the fourth semester is conducted in Croatian.

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	Successful completion of the fifth semester of the third year of study. In accordance with 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), students select and register the topic of their final thesis in consultation with their supervisor during the final year of study, and no later than the end of classes in the winter semester. The Department Council approves the thesis topic, supervisor, and thesis defence committee. To receive a positive assessment, students must submit a written thesis approved by the thesis defence committee, complete all exams, and fulfil all other obligations prescribed by the study programme.	
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	The final thesis consists of a review or original research paper under the supervision of a mentor. Following the supervisor`s approval and the formal registration of the thesis defence procedure, the written thesis is submitted for evaluation by two additional committee members. Both members must provide a positive evaluation of the written thesis for the student to proceed to the oral defence. The oral defence is conducted before a three-member committee. The preparation, evaluation and defence of the final thesis are governed 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 Italian Language and Linguistics	Andrea Rogošić, PhD, assistant professor	30	0	15	4	C
Theoretical Study of Italian Literature	Katarina Dalmatin, PhD, associate professor	30	0	30	4	C
Italian Language I – Module I	Monica Priante, PhD, language instructor	0	60	0	4	C
Language and Society	Magdalena Nigoević, PhD, full professor	15	0	30	3	C

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Phonology and Morphology of the Italian Language	Antonia Luketin Alfirević, PhD, assistant professor	30	0	15	4	C
Survey of Italian Literature – Module I	Antonela Marić, PhD, full professor	30	0	30	4	C
Italian Language I - Module II	Monica Priante, PhD, language instructor	0	60	0	4	C
Introduction to Literary Text Analysis	Katarina Dalmatin, PhD, associate professor	15	0	30	3	C

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Italian Lexicography and Lexicology	Snježana Bralić, PhD, associate professor	15	0	30	4	C
Italian Poetic Schools and Classics of Italian Medieval Literature	Antonela Marić, PhD, full professor	15	0	30	4	C
Italian Language II - Module I	Monica Priante, PhD, language instructor	0	60	0	4	C
Survey of Italian Literature – Module II	Srećko Jurišić, PhD, full professor	30	0	30	3	C

LIST OF COURSES						
Year of study: 2						
Semester: 4						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Italian Syntax	Snježana Bralić, PhD, associate professor	30	0	30	4	C
History of Italian Literature from Humanism and the Renaissance to Arcadia	Srećko Jurišić, PhD, full professor	15	0	30	4	C
Italian Language II – Module II	Monica Priante, PhD, language instructor	0	60	0	4	C
History of Italian Language	Maja Bezić, PhD, associate professor	15	0	30	3	C
Introduction to the Latin Language[2]	Inga Vilogorac Brčić, PhD, assistant professor	10	20	0	2	C/EI

LIST OF COURSES							
Year of study: 3							
Semester: 5							
COURSE	LEAD INSTRUCTOR	L	P	S	FW[3]	ECTS	STATUS
Literary Movements and Authors in Italy from Arcadia to Verismo	Nikica Mihaljević, PhD, full professor	30	0	30	0	4	C
Italian Language III – Module I	Maja Bilić, language instructor	0	60	0	0	4	C
Historical Grammar of Italian Language	Maja Bezić, PhD, associate professor	30	0	30	0	4	C
Romance Philology	Maja Bezić, PhD, associate professor	30	0	15	0	3	E
Italian between Norms and Usage	Snježana Bralić, PhD, associate professor	30	0	15	0	3	E
Italian Lexis Across the Centuries	Andrea Rogošić, PhD, assistant professor	30	0	15	0	3	E
Work-based Learning at a Partner Institution[4]	All teaching staff holding a scientific-teaching title who are involved in delivering the course	0	40	30	80	5	E

[2] The course Introduction to the Latin Language is compulsory for students who did not study Latin in secondary school.
[3] Fieldwork
[4] Work-based Learning at a Partner Institution – this elective course may be taken in either semester. It is not compulsory and does not count towards the ECTS requirement for elective courses. Students may apply for a work-based learning placement and earn an additional 5 ECTS credits upon completion.

LIST OF COURSES							
Year of study: 3							
Semester: 6							
COURSE	LEAD INSTRUCTOR	L	P	S	FW	ECTS	STATUS
20th Century Italian Literature	Nikica Mihaljević, PhD, full professor	15	0	30	0	3	C
Text and Discourse	Magdalena Nigoević, PhD, full professor	30	0	30	0	3	C
Italian Language III – Module II	Andrea Rogošić, PhD, assistant professor	0	45	0	0	2	C
Bachelor's Thesis[5]		0	0	0	0	5	C
Italian Literature from Neorealism to the End of the Twentieth Century	Katarina Dalmatin, PhD, associate professor	15	0	15	0	2	E
Theories of Communication Processes	Magdalena Nigoević, PhD, full professor	15	0	15	0	2	E
Italian Culture and Society	Andrea Rogošić, PhD, assistant professor	15	0	15	0	2	E
Work-based Learning at a Partner Institution[6]	All teaching staff holding a scientific-teaching title who are involved in delivering the course	0	40	30	80	5	E

2.2. Course description

Course name	Introduction to Italian Language and Linguistics					
ID	HZT001	Study year	1.			
Lecturer	Andrea Rogošić, PhD, assistant professor	ECTS workload	4.0			
Associates		Number of hours	L	S	E	P
			30	15	0	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The aim of the course is to acquire fundamental linguistic concepts in the field of the Italian language, as well as to identify, understand, and define linguistic approaches and schools, with particular emphasis on the Italian contribution.					
Enrolment requirements	There are no prerequisites.					

[5] The final thesis in a double-major undergraduate study programme carries 10 ECTS credits, i.e. 5 ECTS credits for each major.
[6] Work-based Learning at a Partner Institution – this elective course may be taken in either semester. It is not compulsory and does not count towards the ECTS requirement for elective courses. Students may apply for a work-based learning placement and earn an additional 5 ECTS credits upon completion.

<table>
<tr><td>Learning outcomes</td><td colspan="6">Upon completion of the course, students will be able to:
- classify, identify, and explain fundamental linguistic concepts, and support them with examples drawn from the field of the Italian language;
- interpret and distinguish the basic principles of contemporary linguistic theory, as well as describe and compare different linguistic approaches, with particular emphasis on the Italian contribution;
- apply linguistic theory and fundamental linguistic concepts to texts and examples in the Italian language.</td></tr>
<tr><td>Syllabus</td><td colspan="6">1. Linguistics as the science of language
2. Introduction to the basic terminology of general linguistics; explanation of the concepts of philology, linguistics, and grammar
3. Fundamental linguistic disciplines; comparison of Italian and Croatian terminology
4. The development of linguistic thought throughout history; Dante and his role in the development of linguistic thought in Italy
5. Language families and the genealogical classification of languages; the Indo-European language family and the languages of Europe
6. From Latin to Italian
7. Romània: Italian among the Romance languages
8. The first written texts in Italian; introduction to the Italian language question (questione della lingua)
9. The fundamental characteristics of human language in relation to other communication systems; the concept of linguistic universals
10. Ferdinand de Saussure; the social conditioning of language
11. Description of linguistic communication; Saussure’s speech circuit
12. The linguistic sign; the functional value of the linguistic sign and differential relations
13. Saussurean linguistic dichotomies Illustrated through examples from the Italian language
14. The arbitrariness of language and the linguistic sign; historical approaches to the question of linguistic arbitrariness and motivation
15. Functions of language (Jakobson)</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="2">☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="6">Students are required to attend lectures (80%) and seminars (80%), as well as to deliver an oral presentation as part of the seminar requirements, without the obligation to submit a written paper. Seminar presentations may also be conducted in pairs. Students are required either to pass two midterm examinations or to sit for the final written examination.</td></tr>
<tr><td rowspan="7">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td></td><td>☐</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">The final grade is based on students’ activity and participation in discussions during lectures and seminars (20%), the quality of the seminar presentation (20%), and performance in the written examination or midterm examinations (60%). Students are offered the possibility of completing the course assessment through midterm examinations during the semester. The assessment and grading criteria for individual components are described in the course repository.</td></tr>
</table>

Required literature	Title	Number of copies available	Availability via other media
	Berruto, G., & Cerruti, M. (2011). La linguistica. Un corso introduttivo. Torino: UTET De Agostini.	0	
	De Mauro, T. (1995). Storia linguistica dell'Italia unita. Roma-Bari: Editori Laterza.	1	
	Marasović-Alujević M. (2008). Introduzione allo studio della lingua italiana. Split, Sveučilište u Splitu, Filozofski fakultet.	5	
	Tekavčić, P. (1979). Uvod u lingvistiku za studente talijanskog jezika. Zagreb: Sveučilište u Zagrebu.	2	
Supplementary literature	Dardano, M. (2008). Nuovo manualetto di linguistica italiana. Bologna: Zanichelli. Dardano, M. – Trifone, P. (1989. i pretisci). Grammatica italiana con nozioni di linguistica. Bologna: Zanichelli. Graffi, G. & Scalise, S. (2002). Le lingue e il linguaggio. Introduzione alla linguistica. Bologna: Il Mulino. Lepschy, C. G. (1992). La linguistica del Novecento. Bologna: Il Mulino. Muljačić, Ž. (1991). Scaffale italiano. Avviamento bibliografico allo studio della lingua italiana. Firenze: La nuova Italia. Renzi, L. & Andreosi, A. (2003). Manuale di linguistica e filologia romanza. Bologna: Il Mulino. Tekavčić, P. (1970). Uvod u vulgarni latinitet. Zagreb: Sveučilište u Zagrebu.		
Quality assurance	- attendance and active participation in class, as well as successful completion of assigned tasks - student evaluation survey on the quality of teaching and teaching staff at the university level - successful completion of the examination and fulfillment of other obligations prescribed by the syllabus - individual consultations - students' self-assessment of achieved learning outcomes - peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	1. Introduction to the course content and objectives, assessment criteria, and course requirements. Linguistics as the science of language.	2	P5
Seminar	- distribution of seminar texts; analysis of everyday examples of language use	1	P5
Week: 2.			
Lectures	2. Introduction to the basic terminology of General Linguistics; explanation of the concepts of philology, linguistics, and grammar.	2	P5
Seminar	- analysis of fundamental linguistic concepts in the Italian language: lingua vs. linguaggio; elements of the communication channel illustrated through practical examples	1	P5
Week: 3.			
Lectures	3. Fundamental linguistic disciplines; comparison of Italian and Croatian terminology.	2	P5

Seminar	- application of the concepts of fundamental linguistic disciplines through practical tasks; contrastive analysis of Croatian and Italian terminology	1	P5
Week: 4.			
Lectures	4. The development of linguistic thought throughout history; Dante and his role in the development of linguistic thought in Italy.	2	P5
Seminar	- discussion on Dante's role in the development of the Italian language through the reading and analysis of selected passages	1	P5
Week: 5.			
Lectures	5. Language families and the genealogical classification of languages; the Indo-European language family and the languages of Europe.	2	P5
Seminar	- work with a map of language families; identification of Indo-European languages and their relationships	1	P5
Week: 6.			
Lectures	6. From Latin to Italian.	2	P5
Seminar	- analysis of the transition from Latin to Italian through selected examples; comparison of word forms; identification of phonological and morphological changes	1	P5
Week: 7.			
Lectures	7. Romània: Italian among the Romance languages.	2	P5
Seminar	- comparison of Romance languages; identification of similarities and differences between Italian, Spanish, French, and other languages at the lexical level	1	P5
Week: 8.			
Lectures	8. The first written texts in Italian; introduction to the Italian language question (questione della lingua).	2	P5
Seminar	- first midterm exam	1	P5
Week: 9.			
Lectures	9. The fundamental characteristics of human language in relation to other communication systems; the concept of linguistic universals.	2	P5
Seminar	- comparison with other communication systems (gestures, signs); work on examples of linguistic universals	1	P5
Week: 10.			
Lectures	10. Ferdinand de Saussure; the social conditioning of language.	2	P5
Seminar	- discussion on the social conditioning of language; analysis of various examples from everyday communication	1	P5
Week: 11.			
Lectures	11. Description of linguistic communication; Saussure's speech circuit.	2	P5
Seminar	- application of models of linguistic communication; analysis of communicative situations; presentation and explanation of the speech circuit	1	P5
Week: 12.			
Lectures	12. The linguistic sign; the functional value of the linguistic sign and differential relations.	2	P5
Seminar	- analysis of the signifier–signified relationship through practical tasks; differentiation of meaning in context using short texts	1	P5
Week: 13.			
Lectures	13. Saussurean linguistic dichotomies.	2	P5
Seminar	- langue/parole, synchrony/diachrony illustrated through examples from the Italian language	1	P5

Week: 14.			
Lectures	14. The arbitrariness of language and the linguistic sign; historical approaches to the question of linguistic arbitrariness and motivation.	2	P5
Seminar	- application of theories concerning the arbitrariness and motivation of the linguistic sign through the analysis of concrete examples from the Italian and Croatian languages (onomatopoeia, derivatives, compounds); discussion on degrees of motivation and the limits of arbitrariness	1	P5
Week: 15.			
Lectures	15. Functions of language (Jakobson).	2	P5
Seminar	Second midterm exam	1	P5

<table>
<tr><td>Course name</td><td colspan="5">Theoretical Study of Italian Literature</td></tr>
<tr><td>ID</td><td>HZT002</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Katarina Dalmatin, PhD, associate professor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to the main methodological approaches to the study of literature and to adopt the basic concepts of literary theory and related disciplines. This will enable students to independently apply them in the analysis of literary texts in the field of Italian literature. Through an insight into the historical overview of literary-critical theories and schools, with particular attention paid to Italian literary theory and criticism, students develop a critical, interdisciplinary approach to a literary work. Also, through reading and analyzing texts in the Italian language, students will develop linguistic competences and expand their vocabulary of the Italian language.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are no prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- recognize the main methodological approaches in the study of literature
- recognize the basic concepts of literary theory and related disciplines
- approach a literary work critically and interdisciplinary
- expand their vocabulary through reading texts in Italian.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
Week 1: Introduction to the course and overview of theoretical and critical literature. Attempts to define literature
Literature: Brioschi, F., Di Girolamo, C. (1984) Elementi della teoria letteraria, Milano, Principato, pp. 61-65.
Supplementary literature: Machiedo, M. (2002) On the modes of literature. Transitalian compendium. Zagreb: Croatian Philosophical Society, pp. 9-23.
Week 2: Areas of literary science, related sciences of literary theory
Literature: Brioschi, F., Di Girolamo, Costanzo (1984) Elementi della teoria letteraria, pp. 46-53.
Supplementary literature: Solar, M. (2001) Teorija književnosti, Zagreb: Školska knjiga, pp. 9-34.
Week 3/4: Literary theories in antiquity: Aristotle, Ars poetica
Literature: Segre,C. (1985) Avviamento all'analisi del testo letterario, Turin, Einaudi, pp. 280-292.
Supplementary reading: Beker, M. (1979) Literary theories in antiquity, In: History of literary theories. Zagreb: Liber University Press, pp. 17-25.; Aristotle (2005) On the art of poetry. trans. and ed. Dukat, Z. Zagreb: Školska knjiga.
Week 5/6: Rhetorical tradition, main representatives, division of rhetoric
Literature: Brioschi, F., Di Girolamo, Costanzo (1984) Elementi della teoria letteraria, pp. 70-78.; Dardano, M., Trifone, P. (1995) Grammatica italiana con nozioni di linguistica. Bologna, Zanichelli, pp. 710-712.
Additional reading: Beker, M. (1979) Literary theories in antiquity, In: History of literary theories. Zagreb: Liber University Press, pp. 17-25.
7th week: Italian Renaissance literary theory, interpretations, comments and criticisms of Aristotle's Poetics (L. Castelvetro, F. Petrić) Literature: Segre, C. (1985) Avviamento all'analisi del testo letterario, Turin, Einaudi, pp. 283-288.
Additional reading: Machiedo, M. (1996) On the modes of literature, 257-301. Beker, M. (1979) Renaissance and classicism. In: History of literary theories. Zagreb: Liber University Press, pp. 111-117);
Week 8: Historical context of the creation of the Italian state and national literature, anthology by F. De Sanctis
Literature: Brioschi, F., Di Girolamo, C. (1984) Elementi della teoria letteraria, Milan, Principato, pp. 50-53.</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">Supplementary literature: Čale, F., Zorić, M. (1974) History of World Literature IV, pp. 127-158.
Week 9: Positivism and its critique in aesthetics and criticism B. Crocea
Literature: Casadei, A. (2015) La critica letteraria contemporanea, Bologna, il Mulino, pp. 12-19.
Supplementary reading: Machiedo, M. (2002) In a philosophical key. In: On the modes of literature. Zagreb, Croatian Philosophical Society, pp. 167-206).
Week 10/11 Literature and psychoanalysis (S. Freud, C. Jung, J. Lacan)
Literature: Casadei, A. (2015) La critica letteraria contemporanea, pp. 45-51.
12. Formalism
Literature: Casadei, A. (2015) La critica letteraria contemporanea, pp. 97-100.
Supplementary reading: Beker, M. (1999) Contemporary literary theories. Zagreb: Liber University Press, pp. 11-56.
13. Structuralism
Literature: Casadei, A. (2015) La critica letteraria contemporanea, pp. 100-117.
Additional literature: Beker, M. (1999) Suvremene književne teorije. Zagreb: Liber University Press, pp. 11-56.
14. Narratology
Literature: Falaschi, G., Fedi, R. (1998) Avviamento alla letteratura italiana e manuale di stile, Edizioni Guerra, pp. 201-208.
Additional literature: Solar, M. (2001) Metodologija proučavanja književnosti. In: Teorija književnosti. Zagreb: Školska književnosti, pp. 289-292.
15. Semiotics and Theory of Reception (U. Eco)
References: Casadei, A. (2015) La critica letteraria contemporanea, pp. 127-132.
References: M. Solar (2001) Methodology of Literature Study. In: Theory of Literature, Zagreb: Liber University Publishing House, pp. 274-294.References: Beker, M. (1999) French New Criticism, Aesthetics of Reception. In: Contemporary Literary Theories. Zagreb: Liber University Publishing House, pp. 37-64, 89-98.
Seminars:
Seminars follow lectures thematically and are based on the analysis of texts related to the subject unit being studied (1 hour of seminar per week) and the presentation of students' seminar papers (1 hour of seminar per week).</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="6">Participate in the teaching process and regularly attend lectures and seminars (a prerequisite for taking the exam is attendance at a minimum of 80% of lectures and 80% of seminars).
2. Behave in accordance with ethical and scientific principles in higher education.
3. Participate in and carry out curricular and extracurricular activities.
4. Prepare a seminar paper according to pre-determined criteria (the seminar can be prepared in pairs).
5. Present the seminar paper with a Powerpoint presentation according to pre-determined criteria (the seminar can be prepared in pairs).</td></tr>
<tr><td rowspan="5">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td></td><td></td><td>☐</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td></td><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and</td><td colspan="6">In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the following elements:</td></tr>
</table>

<table>
<tr><td>evaluation of student work</td><td colspan="3">1. Written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to a written exam) – 60%
2. Prepared and presented seminar paper in accordance with the teacher's instructions – 40%
3. Activities in class, participation in discussions during classes and seminars – a maximum of 20% of the total number of points from individual midterms can be achieved. These points are added to the points achieved in written midterms.
The evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Casadei, A. (2015). La critica letteraria contemporanea. Bologna: il Mulino.</td><td>3</td><td></td></tr>
<tr><td>Brioschi, F. & Di Girolamo, C. (1996) Elementi della teoria letteraria. Milano: Principato.</td><td>2</td><td></td></tr>
<tr><td>Dardano, M. & Trifone, P. (2020) Grammatica italiana: con nozioni di linguistica. Bologna : Zanichelli.</td><td>1</td><td></td></tr>
<tr><td>Casadei, A. & Santagata M. (2007). Manuale di letteratura italiana contemporanea. Roma: Laterza. (selected chapters)</td><td>2</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Aristotel (2005). O pjesničkom umijeću. Zagreb: Školska knjiga.
Beker, M. (1999). Suvremene književne teorije. Zagreb: Matica hrvatska.
Beker, M. (1979). Povijest književnih teorija. Zagreb: SNL.
Biti, V. (2000). Pojmovnik suvremene književne i kulturne teorije. Zagreb: Matica hrvatska.
Croce, B. (1991). Estetika kao znanost izraza i opća lingvistika: teorija i historija. trans. Sanja Roić. Zagreb: Globus.
Čale, M. & Zorić. M. (1974). Povijest svjetske književnosti, IV. Zagreb: Mladost.
Falaschi, G. & Fedi, Roberto (1998) Avviamento alla letteratura italiana e manuale di stile. Milano: Rizzoli, 201-208.
Machiedo, M. (2002). O modusima književnosti. Translatijanistički kompendij. Zagreb: Hrvatsko filozofsko društvo.
Solar, M. (2001 or any other edition). Teorija književnosti. Zagreb: Školska knjiga.
Croce, B. (1991). Estetika kao znanost izraza i opća lingvistika: teorija i historija. trans. Sanja Roić. Zagreb: Globus.
Segre,C. (1985). Avviamento all'analisi del testo letterario. Torino, Einaudi.</td></tr>
<tr><td>Quality assurance</td><td colspan="3">Class attendance, class activity, success in completing assignments
- student survey on the quality of teaching and teachers at the university level
- passed exam and accomplished other obligations prescribed by the syllabus</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

<table>
<tr><td colspan="4">Syllabus</td></tr>
<tr><td>Class type</td><td>Topic</td><td>Teaching hours</td><td>Location</td></tr>
<tr><td colspan="4">Week: 1.</td></tr>
<tr><td>Lectures</td><td>Introduction to the course and overview of theoretical and critical literature. Attempts to define literature.</td><td>2</td><td>P5</td></tr>
<tr><td>Seminar</td><td>1. Seminar: Division of topics of seminar papers and agreement on:
2. a) methods of creating seminars and seminar presentations
3. b) deadlines for sending seminars and arrival dates for mandatory consultations
4. c) the date of presentation of the seminar paper.</td><td>2</td><td>P28</td></tr>
</table>

	5. A review of the bibliographic units in which the topic of the lecture and discussion is dealt with.		
Week: 2.			
Lectures	Areas of literary science, divisions, related sciences of literary theory.	2	P5
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with.	2	P28
Week: 3.			
Lectures	Literary Theories in Antiquity: Aristotle, "Ars Poetica" (Part 1).	2	P5
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with.	2	P28
Week: 4.			
Lectures	Literary Theories in Antiquity: Aristotle, "Ars Poetica" (Part 2).	2	P5
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers from the subject of the lecture.	2	P28
Week: 5.			
Lectures	Rhetorical tradition, main representatives, division of rhetoric. (part 1)	2	P5
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers from the subject of the lecture.	2	P28
Week: 6.			
Lectures	Rhetorical tradition, main representatives, division of rhetoric. (part 2)	2	P5
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers from the subject of the lecture.	2	P28
Week: 7.			
Lectures	Italian Renaissance literary theory, interpretations, commentaries and criticisms of Aristotle's Poetics (L. Castelvetro, F. Petrić).	2	P5
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers from the subject of the lecture.	2	P28
Week: 8.			
Lectures	The historical context of the creation of the italian state andnational literature, anthology by F. De Sanctis	2	P5
Seminar	1st midterm exam.	2	P28
Week: 9.			
Lectures	Positivism and its criticism in B. Croce's aesthetics and criticism.	2	P5
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers from the subject of the lecture.	2	P28
Week: 10.			
Lectures	Literature and psychoanalytic theories (S. Freud, C. Jung, J. Lacan). Archetypal criticism.	2	P5
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers from the subject of the lecture.	2	P28
Week: 11.			
Lectures	Critical-theoretical school of formalism. Main representatives, theses, works.	2	P5
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers.	2	

Week: 12.			
Lectures	Critical-theoretical school of structuralism and narratology. Main representatives, theses, works. Main tenets of narratology.	2	P28
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers.	2	P5
Week: 13.			
Lectures	Poststructuralist literary theory. Semiotics and reception theory (U. Eco).	2	P28
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers.	4	P5
Week: 14.			
Lectures	Poststructuralist literary theory. (Part 2)	2	P28
Seminar	A review of the bibliographic units in which the topic of the lecture and discussion is dealt with. Presentation of seminar papers.	2	
Week: 15.			
Seminar	2nd midterm exam.	2	p28
In the 14th week, a total of 4 hours of lectures are planned instead of 2 hours because the last lecture cannot be held in the last week of classes since the 2nd preliminary exam must already be held by then. Students must have at least 7 days available to study the last teaching unit.			

<table>
<tr><td>Course name</td><td colspan="3">Italian Language I – Module I</td></tr>
<tr><td>ID</td><td>HZT003</td><td>Study year</td><td>1.</td></tr>
<tr><td>Lecturer</td><td>Monica Priante, PhD, language instructor</td><td>ECTS workload</td><td>4.0</td></tr>
<tr><td>Associates</td><td></td><td>Number of hours</td><td>L S E P
0 0 60 0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td>12%</td></tr>
<tr><td colspan="4">Course description</td></tr>
<tr><td>Course aims</td><td colspan="3">The aim of the course is to familiarise students with the Italian phonological system as well as part of the morphological system (articles, nouns, adjectives, pronouns and prepositions) in order to establish the basic spelling rules and to be able to apply what has been learned through the morphological analysis of the aforementioned word classes. The course also aims to develop students' skills in speaking, listening, reading, writing and translating texts in Italian.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="3">There are no prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="3">Upon completing the course, students will be able to:
- read texts in Italian correctly and write from dictation (orthography)
- define phonological phenomena in Italian (elisione, troncamento, rafforzamento sintattico)
- distinguish Italian words by their accent
- classify articles, nouns, adjectives and pronouns in Italian
- change noun phrases from singular to plural and from masculine to feminine gender
- use stressed and unstressed forms of personal pronouns, compound pronouns, and the pronouns ci, ne and lo
- apply extended knowledge in oral and written communication, as well as in translating simpler texts from Croatian into Italian
- recognise and define the given word classes in an Italian text.</td></tr>
<tr><td>Syllabus</td><td colspan="3">The course uses the textbook UniversItalia 2.0 Volume 1 Level A1/A2 (Units 1–4).
Weeks 1–2.
Introduction to the course content, working methods and assessment.
Introduction to the Italian phonological system: the alphabet, phonemes and graphemes.
Unit 1: ‘Ciao, mi chiamo…’ Communication skills: acquiring greeting formulae and other conventional phrases when introducing oneself and others; asking for and giving personal information; explaining reasons for learning Italian; filling out a form.
Grammar: subject pronouns (singular), present indicative of regular verbs, the verbs “essere” and “chiamarsi” in the singular, prepositions (di, a, da, in, per), negation, definite and indefinite articles; nouns and adjectives (singular); interrogative pronouns.
Vocabulary: greetings, study programmes, names of countries and nationalities, numbers up to 100.
Weeks 3–5.
Unit 2: ‘Tu che cosa prendi?’
Communicative skills: asking after someone's health, ordering food and drinks in a café, telling the time, talking about personal eating habits, asking for and providing general information.
Grammar: present indicative of irregular verbs (essere, avere, fare, bere), plural nouns, adjectives and definite articles, prepositions with articles (a, da + article), expressing needs and desires with the conditional “vorrei”, third-conjugation verbs with the suffix -isc, relative pronouns (II).</td></tr>
</table>

	Vocabulary: hot and cold drinks, breakfast, the weather, days of the week, food and drink. Weeks 6–8 Revision. Test 1. Unit 3: 'Com'è la tua giornata?' Communication skills: talking about a typical day, habits and free time; discussing how often something is done; expressing likes and preferences; expressing possession. Grammar: reflexive verbs, irregular verbs in the present tense (andare, dare, uscire, rimanere, venire), modal verbs (potere, dovere, volere), double negation (non…mai), the verb "andare" with prepositions (a/ al/ in), the verb "piacere", unaccented indirect pronouns, possessive adjectives (I), plural nouns ending in -ca/-ga and -co/-go. Vocabulary: daily routine, a typical day, adverbs of time (always, often, sometimes, rarely, never). Weeks 9–11 Unit 4 'Che bella città!' Communicative skills: describing places, asking for and giving directions, finding your way around the street using a city plan and directions, describing a route, expressing gratitude, talking about the weather and the seasons. Grammar: the particle "ci", impersonal construction ("si" + verb), present indicative of the verb "sapere", unstressed direct pronouns, prepositions with articles, prepositions denoting place (fra, accanto a, di fronte a, davanti a, dietro). Vocabulary: city, weather, months and seasons, shops, describing a route, ordinal numbers, adverbs. Weeks 12–13 Unit 5 'Generazione Erasmus' Communication skills: talking about past events, recounting experiences of staying abroad (volunteering, a gap year after finishing secondary school), enquiring about a language course abroad. Grammar: past perfect tense verbs with regular participles, adverbs "già" / "non ancora", the verb "piacere" in the perfect tense, formation and use of adverbs (I), transitive and intransitive use of the verbs "cominciare", "finire" and "iniziare". Vocabulary: experiences abroad, time expressions for the past, phone conversations, enrolling in a language course Week 14 Revision and preparation for the test/ written exam. Week 15 Final revision. Test 2. Analysis and correction of the written exam. Preparation for the oral exam.

Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	☒ ☒Group work, presentations ☐ ☐ ☐
Student obligations	Attendance and active participation in the teaching process: 80%. Behave in accordance with ethical and academic principles in higher education. Participate in		

	teaching and extracurricular activities (individual and group) that enable the acquisition of the learning outcomes specified by the course. Pass the written exam (the equivalent of the written exam is 2 passed test) and achieve a minimum of 60% accuracy on the exam. Pass the oral exam.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade is determined based on the achievement of the following elements: - written exam, or two successfully passed tests (a passing grade in both tests is equivalent to the written exam) – 60% - oral exam – 20% - performance in completing individual and group assignments and participation in class – 20% The evaluation and grading criteria for each element are described in the course repository.					

Required literature	Title	Number of copies available	Availability via other media
	Piotti, D. – De Savorgnani G. (2018.) UniversItalia 2.0, livello A1/A2, Firenze: Alma Edizioni.	2	
	Trifone, P. - Palermo, M. (2000). Grammatica italiana di base, Bologna: Zanichelli	2	
	Patota, G. (2004). Grammatica di riferimento della lingua italiana per stranieri. Firenze: Le Monnier	2	
Supplementary literature	Dardano, M. – Trifone, P. (1997). La nuova grammatica della lingua italiana. Bologna: Zanichelli. Deanović, M.- Jernej, J. (1998). Talijansko-hrvatski rječnik. Zagreb: Školska knjiga Deanović, M.- Jernej, J. (1994). Hrvatsko-talijanski rječnik. Zagreb: Školska knjiga Dardano, M. – Trifone, P. (1997). La nuova grammatica della lingua italiana. Bologna: Zanichelli. GRADIT: De Mauro, T. (2000). Grande dizionario dell'uso. Torino: UTET. LO ZINGARELLI: Zingarelli, N. (2004). Vocabolario della lingua italiana. Bologna: Zanichelli.		
Quality assurance	- Attendance and participation, performance in completing assignments; - student survey on the quality of teaching and instructors at the university level; - passed exam and other obligations fulfilled as prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			

Language practicals	Introduction to the course content, working methods and assessment. Introduction to the Italian phonological system: the alphabet, phonemes and graphemes.	4	P2
Week: 2.			
Language practicals	Unit 1: ‘Ciao, mi chiamo…’ Communication skills: acquiring greeting formulae and other conventional phrases when introducing oneself and others; asking for and giving personal information; explaining reasons for learning Italian; filling out a form. Grammar: subject pronouns (singular), present indicative of regular verbs, the verbs “essere” and “chiamarsi” in the singular, prepositions (di, a, da, in, per), negation, definite and indefinite articles; nouns and adjectives (singular); interrogative pronouns. Vocabulary: greetings, study programmes, names of countries and nationalities, numbers up to 100.	4	P2
Week: 3.			
Language practicals	Unit 2: ‘Tu che cosa prendi?’ Communicative skills: asking after someone's health, ordering food and drinks in a café, telling the time, talking about personal eating habits, asking for and providing general information. Present indicative of irregular verbs (essere, avere, fare, bere).	4	P2
Week: 4.			
Language practicals	Unit 2: ‘Tu che cosa prendi?’ Communicative skills: asking after someone's health, ordering food and drinks in a café, telling the time, talking about personal eating habits, asking for and providing general information. Plural nouns, adjectives and definite articles, prepositions with articles (a, da + article), expressing needs and desires with the conditional “vorrei”.	4	P2
Week: 5.			
Language practicals	Unit 2: ‘Tu che cosa prendi?’ Communicative skills: asking after someone's health, ordering food and drinks in a café, telling the time, talking about personal eating habits, asking for and providing general information. Third-conjugation verbs with the suffix -isc, relative pronouns (II).	4	P2
Week: 6.			
Language practicals	Unit 3: ‘Com'è la tua giornata?’ Communication skills: talking about a typical day, habits and free time; discussing how often something is done; expressing likes and preferences; expressing possession. Reflexive verbs, irregular verbs in the present tense (andare, dare, uscire, rimanere, venire)	4	P2
Week: 7.			
Language practicals	Unit 3: ‘Com'è la tua giornata?’ Communication skills: talking about a typical day, habits and free time; discussing how often something is done; expressing likes and preferences; expressing possession. Modal verbs (potere, dovere, volere), double negation (non…mai), the verb “andare” with prepositions (a/ al/ in)	4	P2
Week: 8.			

Language practicals	Unit 3: ‘Com'è la tua giornata?’ Communication skills: talking about a typical day, habits and free time; discussing how often something is done; expressing likes and preferences; expressing possession. The verb “piacere”, unaccented indirect pronouns, possessive adjectives (I), plural nouns ending in -ca/-ga and -co/-go. Revision. Test 1.	4	P2
Week: 9.			
Language practicals	Unit 4 ‘Che bella città!’ Communicative skills: describing places, asking for and giving directions, finding your way around the street using a city plan and directions, describing a route, expressing gratitude, talking about the weather and the seasons. The particle “ci”, impersonal construction (“si” + verb).	4	P2
Week: 10.			
Language practicals	Unit 4 ‘Che bella città!’ Communicative skills: describing places, asking for and giving directions, finding your way around the street using a city plan and directions, describing a route, expressing gratitude, talking about the weather and the seasons. Present indicative of the verb “sapere”, unstressed direct pronouns.	4	P2
Week: 11.			
Language practicals	Unit 4 ‘Che bella città!’ Communicative skills: describing places, asking for and giving directions, finding your way around the street using a city plan and directions, describing a route, expressing gratitude, talking about the weather and the seasons. Prepositions with articles, prepositions denoting place (fra, accanto a, di fronte a, davanti a, dietro).	4	P2
Week: 12.			
Language practicals	Unit 5 ‘Generazione Erasmus’ Communication skills: talking about past events, recounting experiences of staying abroad (volunteering, a gap year after finishing secondary school), enquiring about a language course abroad. Past perfect tense verbs with regular participles, adverbs “già” / “non ancora”, the verb “piacere” in the perfect tense.	4	P2
Week: 13.			
Language practicals	Unit 5 ‘Generazione Erasmus’ Communication skills: talking about past events, recounting experiences of staying abroad (volunteering, a gap year after finishing secondary school), enquiring about a language course abroad. Formation and use of adverbs (I), transitive and intransitive use of the verbs “cominciare”, “finire” and “iniziare”.	4	P2
Week: 14.			
Language practicals	Revision and preparation for the test/ written exam.	4	P2
Week: 15.			
Language practicals	Final revision. Test 2. Analysis and correction of the written exam. Preparation for the oral exam.	4	P2
The course uses the textbook UniversItalia 2.0 Volume 1 Level A1/A2 (Units 1-4).			

<table>
<tr><td>Course name</td><td colspan="5">Language and Society</td></tr>
<tr><td>ID</td><td>HZT004</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Magdalena Nigoević, PhD, full professor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The student is expected to understand basic linguistic concepts, types of language stratification, language use and various functions of language within a social context. Particular attention will be given to the sociolinguistic competence in Italian language.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No preconditions.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">After this course students will be able to:
- define basic linguistics concepts
- demonstrate the possibilities of language choice
- explain the use of a different language variety in relation to a different social context
- describe language varieties
- recognize the approaches of studying language and language standardization;
- interpret the varieties of Italian contemporary language.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week
Lecture: Introducing students with the course content, format of instruction, responsibilities, grading and evaluation.
Seminar course: Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.

2nd week
Lecture: Basic linguistic concepts and issues. Language as a social phenomenon. Language as linguistic activity. Metalanguage of linguistics.
Seminar course: L’enigma del linguaggio umano (Giorgi 2010).

3rd week
Lecture: Language origin. Language functions.
Seminar course: Torre di Babele (Genesi 11, 1-9).

4th week
Lecture: Linguistic diversity. Classification of languages.
Seminar course: Le lingue del mondo (Graffi & Scalise 2002: 52-73).

5th week
Lecture: Language stratification.
Seminar course: Lingua e stratificazione sociale (Berruto 1995: 117-146).

6th week
Lecture: Standard language. Language of literature. Dialect. Variety.
Seminar course: Alcuni concetti sociolinguistici (comunità linguistica, reportorio linguistico, varietà di lingua, competenza comunicativa) (Berruto 1995: 67-85).

7th week
Lecture: Linguistic varieties. Differentiation and interaction of linguistic varieties.
Seminar course: La diversità linguistica (Duranti 2000: 56-71), Linguaggi, lingue e varietà linguistiche (Duranti 2000: 71-82).

8th week
Lecture: Varieties of the contemporary Italian language.
Seminar course: La situazione linguistica italiana, con la classificazione dei dialetti (Coveri 1998: 34-42; Dardano 1996: 170-188).

9th week
Lecture: Language contacts.</td></tr>
</table>

	Seminar course: Contatto linguistico (accomodamento, commutazione di codice, interferenza, code switching, sostrato/superstrato/adstrato, lingue franche, pidgin, creoli) (Santipolo 2002: 151-179). 10th week Lecture: Language and other aspects of human activities. Speech communities. Seminar course: Il parlare come azione sociale (Duranti 2000: 194-219). 11th week Lecture: Language planning. Standardization. Normativizations. Seminar course: La pianificazione linguistica. Lingue, società e istituzioni (Dell'Aquila & Iannaccaro 2004). 12th week Lecture: Relations among languages. Bilingualism. Multilingualism. Seminar course: Il bilinguismo (diasistema, le cause/l'acquisizione del bilinguismo, diglossia, dilalia, esempi italiani) (Santipolo 2002: 35-52; Berruto 1995: 227-250). 13th week Lecture: Language evolution. Language death. Seminar course: Le minoranze linguistiche (storiche e recenti) in Italia (Coveri 1998: 57-66; Dardano 1996: 170-188). 14th week Lecture: Language and identity. The importance of preserving language identity. Seminar course: L'italiano fuori d'Italia (Coveri 1998: 66-74, 168-172; Sobrero 2000: 411-456). 15th week Lecture: Discussion about language practises. Seminar course: Lingue nell'Unione Europea (Santipolo 2002: 86-103).

Teaching types	☒ Lectures		☐ Fieldwork		☐	
	☒ Seminars		☒ Independent work		☐	
	☐ Practicals		☒ Multimedia		☐	
	☐ Remote learning		☐ Laboratory		☐	
	☒ Blended learning		☐ Supervision			
Student obligations	Participate in classes: lectures 80%, seminars 80%. Conduct themselves in line with ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. Write and present a seminar paper in line with previously determined criteria. Pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests. Before taking the exam, students are required to prepare and present a seminar paper on one of the agreed topics. Make inquiries about missed classes during the course teacher's office hours or by consulting other students. Meet deadlines for activities within the course.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☐	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: - a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% - written and presented seminar paper in line with the course teacher's instructions – 30%					

<table>
<tr><td></td><td colspan="3">- activity in class, participation in discussions during class and seminars – 10%
The assessment and marking criteria of individual elements can be found in the course repository.</td></tr>
<tr><td rowspan="8">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Berruto, G. (1995). Fondamenti di sociolinguistica. Roma-Bari: Laterza.</td><td>0</td><td>1 available at the Department; care of course teacher</td></tr>
<tr><td>Dardano, M. (2005). Nuovo manualetto di linguistica italiana. Bologna: Zanichelli.</td><td>1</td><td></td></tr>
<tr><td>Glovacki-Bernardi, Z. (ed.) (20072). Uvod u lingvistiku. Zagreb: Školska knjiga. (Halwachs, Dieter W., Sociolingvistika 217-245).</td><td>1</td><td></td></tr>
<tr><td>Graffi, G. & Scalise, S. (2002). Le lingue e il linguaggio. Introduzione alla linguistica. Bologna: il Mulino.</td><td>0</td><td>1 available at the Department; care of course teacher</td></tr>
<tr><td>Simone, Raffaele (2003 [1° ed. 1990]). Fondamenti di linguistica. Roma-Bari: Gius. Laterza & Figli.</td><td>0</td><td>1 available at the Department; care of course teacher</td></tr>
<tr><td>Santipolo, M. (2002). Dalla sociolinguistica alla glottodidattica. Torino: UTET Libreria.</td><td>0</td><td>1 available at the Department; care of course teacher</td></tr>
<tr><td>Sobrero, A. A. (ed.) (2000). Introduzione all'italiano contemporaneo. La variazione e gli usi. Roma-Bari: Laterza.</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Bazzanella, C. (2005). Linguistica e pragmatica del linguaggio. Roma-Bari: Gius. Laterza & Figli.
Berruto, G. (2006). Corso elementare di linguistica generale. Nuova edizione. Torino: UTET.
Berruto, G. (2004). Prima lezione di sociolinguistica. Roma-Bari: Laterza.
Coulmas, F. (2005). Sociolinguistics. The Study of Speaker's Choices. Cambridge: Cambridge University Press.
Coveri L., Benucci, A., Diadori, P. (1984). La varietà dell'italiano. Manuale di sociolinguistica italiana. Roma: Bonacci.
D'Agostino, M. (2016). Sociolinguistica dell'Italia contemporanea (con esercizi a cura di Giuseppe Paternostro). Bologna: Il Mulino. Dell'Aquila, V. & Iannaccaro, G. (2004). La pianificazione linguistica. Lingue, società e istituzioni. Roma: Carocci.
Duranti, A. (2000). Antroplogia del linguaggio. Roma: Meltemi. [original ed.: 1997. Linguistic Anthropology. Cambridge: Cambridge University Press]
Giglioli P.P. & Fele G. (eds.) (2000). Linguaggio e contesto sociale. Roma: Mulino.
Hudson, R. A. (2003). Sociolinguistica. Roma: Mulino.
Kapović, M. (2011). Čiji je jezik? Zagreb: Algoritam.
Lo Duca, M. G. (2003). Lingua italiana ed educazione linguistica. Roma: Carocci.
Matasović, R. (2005). Jezična raznolikost svijeta: podrijetlo, razvitak, izgledi. Zagreb: Algoritam.
Škiljan, D. (1998). Jezična politika. Zagreb: Naprijed.</td></tr>
<tr><td>Quality assurance</td><td colspan="3">- Class attendance, class activity, successfully completing tasks.
- Student questionnaire on the quality of teaching and teachers at the university level.
- Passed exam and the fulfilment of the other obligations prescribed by the syllabus.</td></tr>
</table>

	- Individual consultations. - Students' self-assessment of the learning outcomes they achieved. - Collaborative assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introducing students with the course content, format of instruction, responsibilities, grading and evaluation.	1	P6
Seminar	Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.	2	P6
Week: 2.			
Lectures	Basic linguistic concepts and issues. Language as a social phenomenon. Language as linguistic activity. Metalanguage of linguistics.	1	P6
Seminar	L'enigma del linguaggio umano (Giorgi 2010).	2	P6
Week: 3.			
Lectures	Language origin. Language functions.	1	P6
Seminar	Torre di Babele (Genesi 11, 1-9).	2	P6
Week: 4.			
Lectures	Linguistic diversity. Classification of languages.	1	P6
Seminar	Le lingue del mondo (Graffi & Scalise 2002: 52-73).	2	P6
Week: 5.			
Lectures	Language stratification.	1	P6
Seminar	Lingua e stratificazione sociale (Berruto 1995: 117-146).	2	P6
Week: 6.			
Lectures	Standard language. Language of literature. Dialect. Variety.	1	P6
Seminar	Alcuni concetti sociolinguistici (comunità linguistica, repertorio linguistico, varietà di lingua, competenza comunicativa) (Berruto 1995: 67-85).	2	P6
Week: 7.			
Lectures	Linguistic varieties. Differentiation and interaction of linguistic varieties	1	P6
Seminar	La diversità linguistica (Duranti 2000: 56-71), Linguaggi, lingue e varietà linguistiche (Duranti 2000: 71-82).	2	P6
Week: 8.			
Lectures	Varieties of the contemporary Italian language.	1	P6
Seminar	La situazione linguistica italiana, con la classificazione dei dialetti (Coveri 1998: 34-42; Dardano 1996: 170-188). First midterm exam.	2	P6
Week: 9.			
Lectures	Language contacts.	1	P6
Seminar	Contatto linguistico (accomodamento, commutazione di codice, interferenza, code switching, sostrato/superstrato/adstrato, lingue franche, pidgin, creoli) (Santipolo 2002: 151-179).	2	P6
Week: 10.			
Lectures	Language and other aspects of human activities. Speech communities.	1	P6
Seminar	Il parlare come azione sociale (Duranti 2000: 194-219).	2	P6
Week: 11.			

Lectures	Language planning. Standardization. Normativizations.	1	P6
Seminar	La pianificazione linguistica. Lingue, società e istituzioni (Dell'Aquila & Iannaccaro 2004).	2	P6
Week: 12.			
Lectures	Relations among languages. Bilingualism. Multilingualism.	1	P6
Seminar	Il bilinguismo (diasistema, le cause/l'acquisizione del bilinguismo, diglossia, dilalia, esempi italiani) (Santipolo 2002: 35-52; Berruto 1995: 227-250).	2	P6
Week: 13.			
Lectures	Language evolution. Language death.	1	P6
Seminar	Le minoranze linguistiche (storiche e recenti) in Italia (Coveri 1998: 57-66; Dardano 1996: 170-188).	2	P6
Week: 14.			
Lectures	Language and identity. The importance of preserving language identity.	1	P6
Seminar	L'italiano fuori d'Italia (Coveri 1998: 66-74, 168-172; Sobrero 2000:411-456). Second midterm exam.	2	P6
Week: 15.			
Lectures	Discussion about language practises.	1	P6
Seminar	Lingue nell'Unione Europea (Santipolo 2002: 86-103). Final considerations.	2	P6

Course name	Phonology and Morphology of the Italian Language					
ID	HZT101	Study year	1.			
Lecturer	Antonia Luketin Alfirević, PhD, assistant professor	ECTS workload	4.0			
Associates		Number of hours	L	S	E	P
			30	15	0	0
Course status	Compulsory	Online percentage	0%			

Course description	
Course aims	The aim of the course is to acquaint students with the basic phonetic, phonological, and morphological concepts and norms of the Italian language, and to understand, analyze, and apply the acquired knowledge in oral and written communication in Italian.
Enrolment requirements	No prerequisites.
Learning outcomes	Upon completion of the course, students will be able to:define and interpret fundamental concepts in the fields of phonetics, phonology, and morphology of the standard Italian language;articulate correct speech units of the Italian language;name Italian phones;transcribe Italian phonemes;describe and categorize parts of speech in the Italian language;explain the theoretical foundations of derivational and inflectional morphology;independently apply acquired theoretical knowledge in writing and within the framework of morphological word analysis.
Syllabus	1. Introduction to phonetics and phonology; Language and speech; Functions of language 2. Sound production; The vocal apparatus 3. Phone / phoneme / grapheme 4. Classification of sounds; Phonological inventory of the Italian language 5. Differences between Italian and Croatian phonology 6. Minimal pairs, phonemes, and allophones 7. Distinctive features and their function 8. Suprasegmental phonology 9. Introduction to morphology 10. Types of morphemes by position, meaning, and function 11. Description and categorization of invariable parts of speech 12. Description and categorization of variable parts of speech 13. Basics of inflectional morphology 14. Basics of derivational morphology 15. Word-formation methods; Morphological parsing 16. Types of compound words

Teaching types					
	☒ Lectures	☐ Fieldwork	☐
	☒ Seminars	☒ Independent work	☐
	☒ Practicals	☒ Multimedia	☐
	☐ Remote learning	☐ Laboratory	☐
	☐ Blended learning	☐ Supervision	
Student obligations	Students are required to attend lectures (80%) and seminars (80%) and to give an oral presentation within the seminar using a PPT presentation, without the obligation to submit a written paper. They are required to either pass two mid-term exams or take the final written exam.		

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

	☐		
Assessment and evaluation of student work	The final grade is based on activity and participation in discussions during lectures and seminars (20%), the quality of the seminar paper (20%), and performance on the written exam or mid-terms (60%). Students are given the opportunity to pass the exam through mid-term exams during the semester. Evaluation and grading criteria for each element are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Dardano, M. (2009). Costruire parole. La morfologia derivativa dell'italiano. Bologna: Il Mulino.	1	
	Dardano, M. (2016). Nuovo manualetto di linguistica italiana. Seconda edizione. Bologna: Zanichelli. (cap. 2 La fonologia e cap. 3 La morfologia)	2	
	Calamai, S. (2008). L'italiano: suoni e forme. Roma: Carocci.	1	
	Marasović-Alujević,M.; Jurišić, S. (2010). Introduzione alla fonologia e alla morfologia della lingua italiana. Split: Filozofski fakultet.	2	
	Maturi, P. (2014). I suoni delle lingue, i suoni dell'italiano. Nuova introduzione alla fonetica. Bologna: Il Mulino.	1	
Supplementary literature	1. Canepari, L. (2003). Manuale di fonetica. München: Lincom Europa. 2. Costamagna, L. (2000). Insegnare e imparare la fonetica. Torino: Paravia scriptorium. 3. Pegoraro, C. (2020). Fonetica pratica della lingua italiana: come pronunciare corretamente l'italiano. Firenze: Alma edizioni. 4. Savoia, L. M. (2024). Fonetica e fonologia. Mente, linguaggio, suoni. Roma: Carocci.		
Quality assurance	- attendance and class participation, performance in completing tasks - student survey on the quality of teaching and teachers at the university level - passing the exam and fulfilling other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - peer review of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Familiarizing students with the course content, methods of work, methods of assessment, and final grade formation. Introduction to phonetics and phonology; Language and speech; Functions of language.	2	P26
Seminar	Familiarizing students with the seminar work methods and the required course literature; instructions on how to prepare and present seminar papers.	1	P28
Week: 2.			
Lectures	Articulation of sounds. The vocal apparatus.	2	P26
Seminar	The Italian vowel system. Rules and pronunciation exercises for Italian vowels.	1	P28
Week: 3.			
Lectures	Phone / phoneme / grapheme; Classification of sounds by place and manner of articulation.	2	P26

Seminar	The Italian consonant system. Rules and pronunciation exercises for Italian consonants.	1	P28
Week: 4.			
Lectures	Phonological inventory of the Italian language; Differences between the Italian and Croatian phonological systems.	2	P26
Seminar	Double consonants in the Italian language. Listening (recognition) and pronunciation of double consonants. Dictation.	1	P28
Week: 5.			
Lectures	Differences between Italian and Croatian phonology.	2	P26
Seminar	Contrastive analysis of the Italian and Croatian phonological systems.	1	P28
Week: 6.			
Lectures	Minimal pairs, phonemes and allophones.	2	P26
Seminar	The most important allophones of Italian phonemes and their comparison with Croatian allophones.	1	P28
Week: 7.			
Lectures	Distinctive features and their function. Suprasegmental phonology.	2	P26
Seminar	First midterm exam	1	P28
Week: 8.			
Lectures	Introduction to Morphology	2	P26
Seminar	Morphology: Scope and Basic Terminology	1	P28
Week: 9.			
Lectures	Types of Morphemes by Position, Meaning, and Function	2	P26
Seminar	Analysis of Various Morphemes and Comparison with Croatian Morphemes	1	P28
Week: 10.			
Lectures	Description and Classification of Invariable Words	2	P26
Seminar	Reading of Selected Texts and Analysis of Invariable Parts of Speech	1	P28
Week: 11.			
Lectures	Description and Classification of Variable Words	2	P26
Seminar	Reading of Selected Texts and Analysis of Variable Parts of Speech	1	P28
Week: 12.			
Lectures	Basics of Inflectional Morphology	2	P26
Seminar	Selected Readings and Morphological Analysis	1	P28
Week: 13.			
Lectures	Fundamentals of Derivational Morphology. Derivational Patterns and Analysis.	2	P26
Lectures	Reading of Selected Texts and Word Analysis by Word-Formation Type	1	P28
Week: 14.			
Lectures	Classification of Compound Words	2	P26
Seminar	Compounds as a Specific Form of Word Formation in Italian	1	P28
Week: 15.			
Lectures	Concluding Remarks and Revision for the 2nd Midterm Exam	2	
Seminar	2nd Midterm Exam	1	

<table>
<tr><td>Course name</td><td colspan="5">Survey of Italian Literature – Module I</td></tr>
<tr><td>ID</td><td>HZT102</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Antonela Marić, PhD, full professor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the most important representatives of Italian literature through a historical overview of literary production. The course will examine the socio-historical context in Italy, from the emergence of the earliest poetic schools to Goldoni’s theatrical reform. Students will learn to place selected Italian authors within their literary-historical context and, through understanding, analysis, and application of the acquired knowledge, will be able to interpret selected texts from the field of Italian literature and independently demonstrate mastery of the course content.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define and explain the fundamental literary movements and authors prescribed in Module I;
- place authors within the appropriate literary-historical context;
- independently interpret selected literary texts by Italian authors;
- independently apply the acquired theoretical knowledge through the interpretation of assigned texts from the field of Italian literature.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week – Geography and history: the beginnings of Italian literature, the administrative division of Italy, the significance of the regions, religious literature. The Sicilian School: poets, themes, culture. The Tuscan School: new centers, poetic activity, didactic poetry. Language: vernacular Latinism, philological issues, and Tuscany. The Dolce Stil Novo: the “old” style vs. the “new” style. Guido Guinizzelli: founder of Stilnovism. Cavalcanti, Cino, Lapo, Guittone. Guelf and Ghibelline Italy. Dante, Boccaccio, Petrarch. Biographical and bibliographical data. Authors in historical context.
2nd week – Humanism and the Renaissance. European and Mediterranean context. The system of Italian states and social dynamics. New ideals and new lifestyles. Humanistic education. Major centers of humanistic culture. Renaissance philosophy: Platonism, Aristotelianism, Stoicism – the return to antiquity. New and old literary genres: oratory, panegyric, epistles, dialogues. Epic poetry. Humanism in Florence. Cosimo de’ Medici. Leon Battista Alberti and the Certame Coronario. Intellectuals and writers, historians and chroniclers.
3rd week – Lorenzo de’ Medici. Life, political and cultural context. Literary works: poetry and love prose. Intellectuals and power. Giovanni Pico della Mirandola. Comic-realistic poetry and prose, pastoral literature. Humanism in other Italian centers (Venice, Rome, Milan, Perugia).
4th week – Matteo Maria Boiardo – biographical and bibliographical data and cultural context. Early works in Latin. Amorum libri tres. Pastorals. Orlando innamorato – presentation and structure of the work: tradition and influences.
5th week – Luigi Pulci – biographical and bibliographical data and cultural context. Frottole. Strambotti. Beca da Dicomano. Giostra. Morgante: structure of the work and context.
6th week – Angelo Poliziano – biographical and bibliographical data and cultural context. Translations. Sylva in scabiem. Rime. Stanze per la Giostra di Giuliano de’ Medici. Fabula d’Orfeo. Humanism in Southern Italy. Naples and the initiatives of Alfonso the Magnanimous. Iuniano Maio, Francesco Galeota, Ceccarella Minutolo, Giovanni Brancati. Accademia Pontaniana.
7th week – Jacopo Sannazaro – biographical and bibliographical data. Arcadia: classical tradition and modernist tendencies. Sonetti e canzoni and other works. The decline of Humanism. Comic, satirical, and burlesque poetry. Rustic literature and satire. Andrea da Barberino. Giovanni Gherardi da Prato. Masuccio</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">Salernitano. Sabadino degli Arienti. Forms of religious poetry, laude, new forms of religious drama. Girolamo Savonarola.
8th week – Science, philosophy, and art of the Renaissance – context. Niccolò Machiavelli – biographical and bibliographical data. Political thought and literary works. De Principatibus (Il Principe). Discorsi sopra la prima deca di Tito Livio. Dell’arte della guerra. Francesco Guicciardini. Genesis and structure of Storia d’Italia.
9th week – Court culture: Ferrara and the Este family – context. Ludovico Ariosto – biographical and bibliographical data. The beginnings of the theatrical genre: comedy. Prose and verse. Rime. Satire. Orlando furioso. Structure of the work. Sources: epic, romance, and intertextuality. Vision of the world, humanity, and irony.
10th week – Definition of literary genres. Theory of models and the principle of imitation. The debate on language. Context: Pietro Bembo. Prose della volgar lingua. Baldassare Castiglione. Il Libro del Cortegiano. Giovanni della Casa. Galateo. Historical context: the Reformation and Counter-Reformation. The Council of Trent (Concilio di Trento). Crisis of Humanism. Tragedy and comedy (Giovan Battista Giraldi Cinzio), novella (Sebastiano Erizzo).
11th week – Torquato Tasso – biographical and bibliographical data. Context and works: Discorsi dell’arte poetica. Aminta. Gerusalemme liberata
– structure of the work, characters, oscillation of registers. Giordano Bruno – context and ideology. Il Candelaio. Mannerism and Baroque. Vocabolario della Crusca and debates on language. Giovan Battista Marino. Genres. Epic, satire, burlesque. Alessandro Tassoni. La secchia rapita. Tommaso Campanella: reflections on beauty and poetry. Utopia as poetic dialogue. Città del sole. Galileo Galilei.
12th week – Theatre: new forms and theatrical techniques. Theatre and the people. Sacred drama. Commedia dell’Arte: troupes, actors, masks, dramaturgy. Stock characters. Tragedy: classical models and debates.
13th week – Theatre: from liturgical celebrations to the establishment of major theatres. Debate on traditional forms. Tragedy and melodrama. Pietro Metastasio.
14th week – The Enlightenment – culture of the Enlightenment. Giuseppe Parini – biographical and bibliographical data. Classical tradition and reformist attempts. Odes and translations. Social satire.
15th week – Carlo Goldoni – biographical and bibliographical data. Theatre reform. Comedy, tragicomedy, melodrama (La locandiera, La donna di garbo, La bottega del caffè).</td></tr>
<tr><td>Teaching types</td><td>☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="3">- behave in accordance with ethical and academic principles in higher education teaching;
- participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged by the course (80% attendance/participation);
- present a seminar paper according to previously established criteria (without the obligation to submit the paper in written form);
- pass the written exam (the equivalent of the written exam being two successfully completed midterm tests) and achieve a minimum of 50% accuracy on the exam/midterms;
- obtain information about classes missed during the instructor’s office hours and through communication with other students;
- adhere to the timeframes required for completing course activities;
- complete individual and group assignments in a timely and high-quality manner;
- actively and constructively participate in classes.</td></tr>
</table>

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

Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final course grade is determined based on the achievement of the following elements: 1. written exam, or successfully completed two midterm tests (a passing grade in both midterms is equivalent to the written exam) – 50% 2. preparation and presentation of a seminar paper in accordance with the instructor's guidelines – 30% 3. success in completing individual and group assignments – 10% 4. class participation and involvement in discussions during lectures and seminars – 10% The assessment and grading criteria for each component are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Malato, E. (a cura di) (1995). Storia della letteratura italiana. Dalle origini a Dante. Dante. Vol 2. Roma: Salerno.	1	
	Sbrilli, G., Treré, S., et. al. (2019). Voci d'autore, Firenze: Bulgarini.	1	
	Tellini, G. (2014). Letteratura italiana. Un metodo di studio. Milano: Mondadori.	1	
	Segre, C.& Martignoni, C. (1991-1992). Testi nella storia, La letteratura italiana dalle origini al Novecento. Milano: Mondadori.	1	
	Čale, F.& Zorić, M. (1991). Classici e moderni della letteratura italiana. Zagreb: Liber	1	

Supplementary literature	Anselmi, G.M.& Ferratini, P. (2001). Letteratura italiana: secoli ed epoche. Roma: Carocci. Chines, L.&Vasotti, C. (2001). Che cos'è un testo letterario. Roma: Carocci. Dotti, U. (1991). Storia della letteratura italiana. Bari: Laterza. Segre, C. (1999). Avviamento all'analisi del testo letterario. Torino: Einaudi.
Quality assurance	- class attendance, participation in class, and success in completing assignments; - student evaluation survey on the quality of teaching and instructors at the university level; - passing the exam and fulfilling other obligations prescribed by the syllabus; - individual consultations; - students' self-assessment of achieved learning outcomes; - peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			

Lectures	1st week – Geography and history: the beginnings of Italian literature, the administrative division of Italy, the significance of the regions, religious literature. The Sicilian School: poets, themes, culture. The Tuscan School: new centers, poetic activity, didactic poetry. Language: vernacular Latinism, philological issues, and Tuscany. The Dolce Stil Novo: the "old" style vs. the "new" style. Guido Guinizzelli: founder of Stilnovism. Cavalcanti, Cino, Lapo, Guittone. Guelf and Ghibelline Italy. Dante, Boccaccio, Petrarch. Biographical and bibliographical data. Authors in historical context.	2	
Lectures	2nd week – Humanism and the Renaissance. European and Mediterranean context. The system of Italian states and social dynamics. New ideals and new lifestyles. Humanistic education. Major centers of humanistic culture. Renaissance philosophy: Platonism, Aristotelianism, Stoicism – the return to antiquity. New and old literary genres: oratory, panegyric, epistles, dialogues. Epic poetry. Humanism in Florence. Cosimo de' Medici. Leon Battista Alberti and the Certame Coronario. Intellectuals and writers, historians and chroniclers.	2	
Lectures	3rd week – Lorenzo de' Medici. Life, political and cultural context. Literary works: poetry and love prose. Intellectuals and power. Giovanni Pico della Mirandola. Comic-realistic poetry and prose, pastoral literature. Humanism in other Italian centers (Venice, Rome, Milan, Perugia).	2	
Lectures	4th week – Matteo Maria Boiardo – biographical and bibliographical data and cultural context. Early works in Latin. Amorum libri tres. Pastorals. Orlando innamorato – presentation and structure of the work: tradition and influences.	2	
Lectures	5th week – Luigi Pulci – biographical and bibliographical data and cultural context. Frottole. Strambotti. Beca da Dicomano. Giostra. Morgante: structure of the work and context.	2	
Lectures	6th week – Angelo Poliziano – biographical and bibliographical data and cultural context. Translations. Sylva in scabiem. Rime. Stanze per la Giostra di Giuliano de' Medici. Fabula d'Orfeo. Humanism in Southern Italy. Naples and the initiatives of Alfonso the Magnanimous. Iuniano Maio, Francesco Galeota, Ceccarella Minutolo, Giovanni Brancati. Accademia Pontaniana.	2	
Lectures	7th week – Jacopo Sannazaro – biographical and bibliographical data. Arcadia: classical tradition and modernist tendencies. Sonetti e canzoni and other works. The decline of Humanism. Comic, satirical, and burlesque poetry. Rustic literature and satire. Andrea da Barberino. Giovanni Gherardi da Prato. Masuccio Salernitano. Sabadino degli Arienti. Forms of religious poetry, laude, new forms of religious drama. Girolamo Savonarola.	2	
Lectures	8th week – Science, philosophy, and art of the Renaissance – context. Niccolò Machiavelli – biographical and bibliographical data. Political thought and literary works. De Principatibus (Il Principe). Discorsi sopra la prima deca di Tito Livio. Dell'arte della guerra. Francesco Guicciardini. Genesis and structure of Storia d'Italia.	2	
Lectures	9th week – Court culture: Ferrara and the Este family – context. Ludovico Ariosto – biographical and bibliographical data. The beginnings of the theatrical genre: comedy. Prose and verse. Rime. Satire. Orlando furioso. Structure of the	2	

	work. Sources: epic, romance, and intertextuality. Vision of the world, humanity, and irony.		
Lectures	10th week – Definition of literary genres. Theory of models and the principle of imitation. The debate on language. Context: Pietro Bembo. Prose della volgar lingua. Baldassare Castiglione. Il Libro del Cortegiano. Giovanni della Casa. Galateo. Historical context: the Reformation and Counter-Reformation. The Council of Trent (Concilio di Trento). Crisis of Humanism. Tragedy and comedy (Giovan Battista Giraldi Cinzio), novella (Sebastiano Erizzo).	2	
Lectures	11th week – Torquato Tasso – biographical and bibliographical data. Context and works: Discorsi dell'arte poetica. Aminta. Gerusalemme liberata – structure of the work, characters, oscillation of registers. Giordano Bruno – context and ideology. Il Candelaio. Mannerism and Baroque. Vocabolario della Crusca and debates on language. Giovan Battista Marino. Genres. Epic, satire, burlesque. Alessandro Tassoni. La secchia rapita. Tommaso Campanella: reflections on beauty and poetry. Utopia as poetic dialogue. Città del sole. Galileo Galilei.	2	
Lectures	12th week – Theatre: new forms and theatrical techniques. Theatre and the people. Sacred drama. Commedia dell'Arte: troupes, actors, masks, dramaturgy. Stock characters. Tragedy: classical models and debates.	2	
Lectures	13th week – Theatre: from liturgical celebrations to the establishment of major theatres. Debate on traditional forms. Tragedy and melodrama. Pietro Metastasio.	2	
Lectures	14th week – The Enlightenment – culture of the Enlightenment. Giuseppe Parini – biographical and bibliographical data. Classical tradition and reformist attempts. Odes and translations. Social satire.	2	
Lectures	15th week – Carlo Goldoni – biographical and bibliographical data. Theatre reform. Comedy, tragicomedy, melodrama (La locandiera, La donna di garbo, La bottega del caffè).	2	

<table>
<tr><td>Course name</td><td colspan="3">Italian Language I – Module II</td></tr>
<tr><td>ID</td><td>HZT103</td><td>Study year</td><td>1.</td></tr>
<tr><td>Lecturer</td><td>Monica Priante, PhD, language instructor</td><td>ECTS workload</td><td>4.0</td></tr>
<tr><td>Associates</td><td></td><td>Number of hours</td><td>L S E P
0 0 60 0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td>12%</td></tr>
<tr><td colspan="4">Course description</td></tr>
<tr><td>Course aims</td><td colspan="3">The aim of the course is to acquire knowledge of the Italian language (B1) according to the Council of Europe's CEF and to develop linguistic competences in all 4 skills. The student will know the formation and use of all tenses of the indicative, subjunctive, conditional and imperative in Italian, and will be able to categorise verbs, conjunctions and adverbs and analyse them morphologically. They will be able to use tenses in indirect speech and conditional sentences, as well as to convert sentences in Italian from the active to the passive and impersonal form, and will be able to orally and in writing translate an appropriate text from Italian and into Italian.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="3">There are no prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="3">Upon completing the course, students will be able to:
- acquire knowledge of the Italian language (B1) according to the Council of Europe's CEF,
- develop linguistic competence in all 4 skills,
- know the formation and use of all tenses of the indicative, subjunctive, conditional, and imperative in the Italian language, categorize verbs, conjunctions, and adverbs and perform their morphological analysis,
- use tenses in indirect speech as well as transform sentences in the Italian language from active to passive and impersonal form, and orally and in writing translate an appropriate text from Italian and into Italian.</td></tr>
<tr><td>Syllabus</td><td colspan="3">The course uses the textbooks UniversItalia 2.0 Volume 1 Level A1/A2 (Units 5-8) + Nuovo Contatto B1 (Selected parts from Units 1 and 5)
Weeks 1-3
Introduction to the course content, revision.
Unit 6: ‘Acquisti per ogni occasione’
Communication skills: talking about holidays, writing a shopping list, buying groceries, describing and buying clothes.
Grammar: partitive article, particle "ne”, agreement of past participles with pronouns in the accusative and the particle “ne”, the verbs “sapere” and “potere”, the imperative (tu) with pronouns, demonstrative adjectives “questo/quello”, the adjective “bello”.
Vocabulary: public holidays and celebrations, shopping, groceries (II), adverbs of quantity, clothing, fabrics and materials, colours.
Week 4-6
Unit 7: ‘Coinquilino cercasi’
Communication skills: politely expressing requests and wishes, formulating a hypothesis, describing a flat, writing and understanding real estate advertisements, arranging an appointment to view a flat.
Grammar: future tense, present conditional, progressive present (“stare” + gerundio), relative pronouns “che” and “cui”, use and formation of adverbs (II).
Vocabulary: types of houses, flats and rooms, real estate advertisements, descriptions of flats, numbers up to a billion, furniture.
Weeks 7-9
Revision. Test 1. Analysis and correction of the Test.</td></tr>
</table>

	Unit 8: ‘Non c'era una volta’ Communication skills: describing past situations and habits, talking about childhood memories, describing someone's appearance and character, talking about one's own family. Grammar: imperfect tense, imperfect tense with “mentre”, use of the imperfect and perfect tenses, indefinite personal pronouns in the accusative, prepositions, the use of the definite article with possessive adjectives before relatives (II). Vocabulary: the internet and social media, appearance and character, family members. Week 10 Nuovo Contatto, Unit 1: ‘Che cosa è successo?’ Communication skills: reporting on current events. Grammar: opposition between the perfect and imperfect tenses, using the pluperfect tense. Recognition of verbs in "passato remoto". Vocabulary: TV and news, describing people (appearance and personality). Weeks 11-13 Nuovo Contatto, Unit 5: ‘Che problema c'è?’ Communication skills: expressing opinions about one's relationships with others (family, partner, flatmates), explaining one's reasons and defending one's views, writing a complaint letter, recounting past experiences. Grammar: present subjunctive vs. present indicative, passive voice. Vocabulary: letters of complaint, formal expressions, family, society and social changes. Week 14 Revision and preparation for the test/ written exam. Week 15 Final revision. Test 2. Analysis and correction of the Test 2. Preparation for the oral exam.

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

Student obligations	Attendance and active participation in the teaching process: 80%. Behave in accordance with ethical and academic principles in higher education. Participate in teaching and extracurricular activities (individual and group) that enable the acquisition of the learning outcomes specified by the course. Pass the written exam (the equivalent of the written exam is 2 passed test) and achieve a minimum of 60% accuracy on the exam. Pass the oral exam.

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

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade is determined based on the achievement of the following elements: written exam, or two successfully passed tests (a passing grade in both tests is equivalent to the written exam) – 60% oral exam – 20%

	performance in completing individual and group assignments and participation in class – 20% The evaluation and grading criteria for each element are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Bozzone Costa, R – Ghezzi, C. – Piantoni, M. (2015). Nuovo Contatto B1, Torino: Loescher	1	
	Piotti, D. – De Savorgnani G. (2018.) UniversItalia 2.0, livello A1/A2, Firenze: Alma Edizioni.	1	
	Sensini, M. (2017). Le parole e i testi. Milano: A. Mondadori	1	
	Trifone, P. - Palermo, M. (2000). Grammatica italiana di base. Bologna: Zanichelli.	1	
Supplementary literature	Dardano, M. – Trifone, P. (1997). La nuova grammatica della lingua italiana. Bologna: Zanichelli. Deanović, M.- Jernej, J. (1998). Talijansko-hrvatski rječnik. Zagreb: Školska knjiga. Deanović, M.- Jernej, J. (1994). Hrvatsko-talijanski rječnik. Zagreb: Školska knjiga. GRADIT: De Mauro, T. (2000). Grande dizionario dell'uso. Torino: UTET. Patota, G. (2004). Grammatica di riferimento della lingua italiana per stranieri. Firenze: Le Monnier. Lo Zingarelli: Zingarelli, N. (2004). Vocabolario della lingua italiana. Bologna: Zanichelli.		
Quality assurance	Attendance and participation, performance in completing assignments; student survey on the quality of teaching and instructors at the university level; passed exam and other obligations fulfilled as prescribed by the syllabus; individual consultations; student self-assessment of achieved learning outcomes; collaborative assessment of the implementation and quality of the teaching process;		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Language practicals	Introduction to the course content, revision.	4	P2
Week: 2.			
Language practicals	Unit 6: ‘Acquisti per ogni occasione’ Communication skills: talking about holidays, writing a shopping list, buying groceries, describing and buying clothes. Grammar: partitive article, particle "ne”, agreement of past participles with pronouns in the accusative and the particle “ne”.	4	P2
Week: 3.			
Language practicals	Unit 6: ‘Acquisti per ogni occasione’ Communication skills: talking about holidays, writing a shopping list, buying groceries, describing and buying clothes. Grammar: the verbs “sapere” and “potere”, the imperative (tu) with pronouns, demonstrative adjectives “questo/quello”, the adjective “bello”.	4	P2
Week: 4.			

Language practicals	Unit 7: ‘Coinquilino cercasi’ Communication skills: politely expressing requests and wishes, formulating a hypothesis, describing a flat, writing and understanding real estate advertisements, arranging an appointment to view a flat. Grammar: future tense.	4	P2
Week: 5.			
Language practicals	Unit 7: ‘Coinquilino cercasi’ Communication skills: politely expressing requests and wishes, formulating a hypothesis, describing a flat, writing and understanding real estate advertisements, arranging an appointment to view a flat. Grammar: present conditional, progressive present (“stare” + gerundio).	4	P2
Week: 6.			
Language practicals	Unit 7: ‘Coinquilino cercasi’ Communication skills: politely expressing requests and wishes, formulating a hypothesis, describing a flat, writing and understanding real estate advertisements, arranging an appointment to view a flat. Grammar: relative pronouns “che” and “cui”, use and formation of adverbs (II).	4	P2
Week: 7.			
Language practicals	Revision. Test 1. Analysis and correction of the Test.	4	P2
Week: 8.			
Language practicals	Unit 8: ‘Non c'era una volta’ Communication skills: describing past situations and habits, talking about childhood memories, describing someone's appearance and character, talking about one's own family. Grammar: imperfect tense, imperfect tense with “mentre”, use of the imperfect and perfect tenses, indefinite personal pronouns in the accusative.	4	P2
Week: 9.			
Language practicals	Unit 8: ‘Non c'era una volta’ Communication skills: describing past situations and habits, talking about childhood memories, describing someone's appearance and character, talking about one's own family. Grammar: prepositions, the use of the definite article with possessive adjectives before relatives (II).	4	P2
Week: 10.			
Language practicals	Nuovo Contatto, Unit 1: ‘Che cosa è successo?’ Communication skills: reporting on current events. Grammar: opposition between the perfect and imperfect tenses, using the pluperfect tense. Recognition of verbs in "passato remoto".	4	P2
Week: 11.			
Language practicals	Nuovo Contatto, Unit 5: ‘Che problema c'è?’ Communication skills: expressing opinions about one's relationships with others (family, partner, flatmates), explaining one's reasons and defending one's views, writing a complaint letter, recounting past experiences. Grammar: present subjunctive vs. present indicative.	4	P2
Week: 12.			
Language practicals	Nuovo Contatto, Unit 5: ‘Che problema c'è?’ Communication skills: expressing opinions about one's relationships with others (family, partner, flatmates),	4	P2

	explaining one's reasons and defending one's views, writing a complaint letter, recounting past experiences. Grammar: present subjunctive vs. present indicative.		
Week: 13.			
Language practicals	Nuovo Contatto, Unit 5: ‘Che problema c'è?’ Communication skills: expressing opinions about one's relationships with others (family, partner, flatmates), explaining one's reasons and defending one's views, writing a complaint letter, recounting past experiences. Grammar: passive voice.	4	P2
Week: 14.			
Language practicals	Revision and preparation for the test/ written exam.	4	P2
Week: 15.			
Language practicals	Final revision. Test 2. Analysis and correction of the colloquium. Preparation for the oral exam.	4	P2
The course uses the textbooks UniversItalia 2.0 Volume 1 Level A1/A2 (Units 5-8) + Nuovo Contatto B1 (Selected parts from Units 1 and 5)			

<table>
<tr><td>Course name</td><td colspan="5">Introduction to Literary Text Analysis</td></tr>
<tr><td>ID</td><td>HZT104</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Katarina Dalmatin, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to adopt the main concepts of narratology, versification and stylistics in the Italian language and to introduce students to the development of individual lyrical, epic literary genres, fictional and non-fictional prose genres (novels, short stories, essays, travelogues, diaries, etc.) and dramatic genres in Italian literature throughout the centuries. Students are trained to independently read and interpret texts in the Italian language and develop a sense of interpretative layering.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are no prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- adopt the main concepts of narratology, metrics/versification, stylistics
- become capable of recognizing the content and formal elements of fictional and non-fictional prose texts (novels, short stories, essays, travelogues, diaries, etc.)
- develop the ability to independently analyze poetic and narrative texts in the original
- expand vocabulary through reading and interpreting texts in the Italian language
- develop feelings for the interpretive layering of the text
- develop communication skills through discussions
- develop presentation skills through presenting seminar papers with powerpoint presentations.</td></tr>
<tr><td>Syllabus</td><td colspan="5">LECTURES
Week 1: Basic elements of poetry analysis
Week 2: Italian metrics and specificities of Italian versification, verse (types), rhyme types, stanzas
Week 3: Structure of the main poetic forms in Italian poetry (sonnet, madrigal, ode, canzone..)
Week 4: Stylistic analysis (review of rhetorical figures by category)
Week 5: Italian lyric poetry through the centuries (main representatives, works)
Required reading for the first five lectures::
Internal script
Briosci, F., Di Girolamo, C. (1984) Elementi della teoria letteraria. Milano. Principato, pp. 105-162.
Dardano, M., Trifone, P. (1999 or any other edition) La lingua italiana, Bologna: Zanichelli, pp. 411-436, 428-436.
Petronio, G. (1999) L'attività letteraria in Italia. Palermo: Palumbo. (selected chapters)
Week 6: Elements of narratological analysis of narrative texts: plot/summary, author/narrator, focalization aspects.
Week 7: Elements of character analysis, character functions.
Week 8: Representation of time and space in narrative texts and their functions
Week 9: Narrative techniques of presenting characters' speech and thoughts (directed and non-directed speech)
Week 10: Narrative techniques of presenting characters' speech and thoughts (free non-directed speech, interior monologue)
Required reading:
Panebianco , B., Pullega, P. (1997) Il lettore consapevole, Manuale di analisi del testo narrativo. Bologna: Clio. (theoretical chapters)
Week 11: Italian epic, main representatives, works.
Week 12: Genesis and development of the novella in Italian literature, main representatives, works.</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">Week 13: Genesis and development of the Italian novel, main representatives, works.
Week 14: Tragedy, comedy and drama in Italian literature. Main representatives, works.
Week 15: Non-fiction literary genres in Italian literature: essay, diary, travelogue, autobiography, memoir. Main representatives, works. Literature:
Petronio, G. (1999) L'attività letteraria in Italia. Palermo: Palumbo (selected chapters).
Guglielmino, S., Grosser, H. (1992) Il sistema letterario. Milano, Principato. (selected chapters).

SEMINARS:
Seminars follow the lectures thematically and are based on the analysis of selected poetic and narrative texts from Italian literature. From the first to the fifth week, a corpus of fifteen poems is analyzed (authors: F. Petrarca, U. Foscolo, G. Pascoli, G., G. D'Annuzio, G. Ungaretti). From the sixth to the eleventh week, short stories and excerpts or selected chapters from novels that students were required to read during the first semester and pass their comprehension tests in consultations are discussed. There are four texts in total (the short story Una voce by L. Pirandello; excerpts from novels: L, Sciascia, Il giorno della civetta (1961), U. Eco, Il nome della rosa (1980), G. Tomasi di Lampedusa Il Gattopardo (1958). From the eleventh to the fifteenth week, the first chapter from the novel I. Svevo La coscienza di Zeno and excerpts from two dramatic texts by L. Pirandello are analyzed.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td><td colspan="2">☒ Continuous assessment
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="6">1. Participate in the teaching process and regularly attend lectures and seminars (a prerequisite for taking the exam is attendance at a minimum of 80% of lectures and 80% of seminars).
2. Behave in accordance with ethical and scientific principles in higher education teaching.
3. Participate in and carry out teaching and extracurricular activities (read theoretical texts and prepare for discussion and work at the seminar, read literary texts in Italian, take unknown words from the dictionary and prepare for translation of texts into Croatian and analysis at seminars, etc.).
4. Inform yourself about the classes you missed during consultations with the teacher and with other students.
5. Pass the written exam (two passed midterms are equivalent to the written exam) and achieve a minimum of 50% accuracy on the exam/midterms.
6. Pass an oral exam (the equivalent of an oral exam is passing a translation of a novella by L. Pirandello during the semester in consultations and regular active participation in seminars while gaining points from the analysis of individual literary texts).</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☒</td></tr>
<tr><td>Seminar paper</td><td>☐</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☒</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td>Continuous assessment</td><td>☒</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td colspan="2"></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the following elements:
1. Written exam, or two written midterm exams successfully passed (a positive grade from both midterm exams is equivalent to a written exam) – 66%</td></tr>
</table>

	2. Oral exam (equivalent to an oral exam is a successfully passed translation of a selected literary text during consultations and active participation in the seminar work (analysis of literary texts) with prior preparation at home – 34% The evaluation and grading criteria for individual elements are described in the course repository		
Required literature	Title	Number of copies available	Availability via other media
	Dardano, M. & Trifone, P. (1999). La lingua italiana. Bologna: Zanichelli, 411-423; 428-436.	1	
	Panebianco , B., Pullega, P. (1997). Il lettore consapevole, Manuale di analisi del testo narrativo. Bologna: Clio.	2	
	Giovannetti, P. (2001) La letteratura italiana moderna e contemporanea. Roma: Carocci editore.	2	
Supplementary literature	Briosci, F. & Di Girolamo, C. (1996). Elementi di teoria letteraria. Milano: Principato. Guglielmino, S. & Grosser, H. (1992). Il sistema letterario. Milano: Principato.		
Quality assurance	Class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Basic elements of poetry analysis.	1	P2
Seminar	A review of bibliographic units related to the theoretical part of the course and to poems and excerpts/chapters from prose literary works that will be analyzed in the seminars. Agreement regarding the method of work in the seminars, the timing of the analysis of individual literary texts and the way of passing the exam.	2	P2
Week: 2.			
Lectures	Italian metrics and specific features of Italian versification. (part 1)	1	P2
Seminar	Paraphrases of selected poems by D. Alighieri, F. Petrarca and U. Foscolo. Introduction to their works in which the poems were published and their poetics.	2	P2
Week: 3.			
Lectures	Italian metrics and specific features of Italian versification (part 2).	1	P2
Seminar	Analyses of thematic, formal (metrical) and stylistic elements of selected poems by D. Alighieri and F. Petrarca.	2	P2
Week: 4.			
Lectures	The structure of the main poetic forms in Italian poetry. Elements of stylistic analysis (review of rhetorical figures by category).	1	P2
Seminar	Analyses of thematic, formal (metrical) and stylistic elements of selected poems by D. Alighieri and F. Petrarca.	2	P2

Week: 5.			
Lectures	Italian poetry through the centuries - poetic characteristics, main representatives and their works. (Part 1)	1	P2
Seminar	Analyses of thematic, formal (metrical) and stylistic elements of selected poems by D. Alighieri and F. Petrarca.	2	P2
Week: 6.			
Lectures	Italian poetry through the centuries - poetic characteristics, main representatives and their works. (Part 2)	1	P2
Seminar	Analyses of thematic, formal (metrical) and stylistic elements of selected poems by G. Pascoli.	2	P2
Week: 7.			
Lectures	Elements of narratological analysis of narrative texts: author/narrator, focalization aspects, elements of character analysis, character functions.	1	P2
Seminar	Review of materials for the 1st midterm exam. Familiarization with the structure of the 1st preliminary exam test and solving a sample test.	2	P2
Week: 8.			
Lectures	Presentation of time and space in narrative texts and their function.	1	P2
Seminar	1th midterm exam.	2	P2
Week: 9.			
Lectures	Narrative techniques for presenting characters' speech and thoughts (direct and indirect speech, free indirect speech, internal monologue).	1	P2
Seminar	Narratological analysis of the short story "Andreuccio from Perugia" by G. Boccaccio.	2	P2
Week: 10.			
Lectures	History of Italian epic and novel, overview by centuries - main representatives and works. (Part 1.)	1	P2
Seminar	Narratological analysis of an excerpt from the novel " The Day of the Owl " by L. Sciascia.	2	P2
Week: 11.			
Lectures	Italian epic - main representatives and works. (Part 2)	1	P2
Seminar	Narratological analysis of an excerpt from the novel "The Leopard" by T. di Lampedusa.	2	P2
Week: 12.			
Lectures	Genesis and development of the short story in Italian literature, main representatives, works.	1	P2
Seminar	Narratological analysis of the short story "The Voice" by L. Pirandello.	2	P2
Week: 13.			
Lectures	.Genesis and development of the Italian novel, main representatives, works.	1	P2
Seminar	Narratological analysis of the novella "The Voice" by L. Pirandello. (Part 2.)	2	P2
Week: 14.			
Lectures	Tragedy, comedy and drama in Italian literature. Main representatives, works.	2	P2
Seminar	Review of lectures for the 2nd preliminary exam. Familiarization with the structure of the test for the 2st preliminary exam and solving a sample test.	2	P2
Week: 15.			
Lectures		0	P2
Seminar	2. midterm exam.	2	P2
In the 14th week, there will be two lecture hours instead of one because the lecture from the last teaching unit cannot be held in the last week since the 2nd midterm exam is already being written in			

the same week. This additional lecture hour in the 14th week of classes will be held in a special time slot.

<table>
<tr><td>Course name</td><td colspan="5">Italian Lexicography and Lexicology</td></tr>
<tr><td>ID</td><td>HZT201</td><td>Study year</td><td colspan="4">2.</td></tr>
<tr><td>Lecturer</td><td>Snježana Bralić, PhD, associate professor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the fundamental characteristics of Italian lexicography and lexicology, and to define the basic terminological concepts and fields of research. Through the presentation of recent scientific achievements in dictionary compilation and methods of dictionary use, students will develop an awareness of the use and proper consultation of monolingual, bilingual, electronic, and online dictionaries. Through practical examples from Italian monolingual dictionaries, students acquire the knowledge and ability to actively use dictionary content in the field of the Italian language. By classifying word-formation processes within the framework of lexicology, gaining a more comprehensive understanding of the Italian lexicon, and examining recent phraseological and lexical materials, students acquire knowledge of the fundamental word-formation processes in the Italian language.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No requirements.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define and explain the fundamental concepts in the fields of Italian lexicology and lexicography;
- apply word-formation and semantic analysis to words in the Italian language;
- identify, explain, and provide examples of derivatives, compounds, and loanwords in the Italian language;
- classify and compare linguistic phenomena at the lexical level in the Italian language;
- distinguish and analyze linguistic phenomena at the lexicographical level in the Italian language;
- analyze lexical categories in texts of contemporary Italian.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week – Introductory lecture (bibliographic guidelines, course structure, terminological clarifications). New directions in lexicographic practice and the affirmation of lexicology as an independent scientific discipline.

2nd week – Introduction to the use of Italian dictionaries: monolingual (general-use), bilingual, etymological, and dictionaries of synonyms, idioms, and proverbs. Example of graphical instructions for the proper use of dictionaries.

3rd week– Lexicographic techniques and procedures. Macrostructure and microstructure of dictionaries. The issue of lexicographic definition.

4th week – Structure of a dictionary entry (using the example of an Italian monolingual dictionary): etymology, dating, pronunciation and transcription, variant forms, grammatical labels, morphological and semantic sections, synonyms, antonyms, derivatives and compounds, figurative forms, adverbs ending in -mente, idioms, and proverbs.

5th week– The development of the Italian lexicon. From Latin to the Italian language. Relationships between words through examples of synonymy, antonymy, homonymy, polysemy, and hypernymy.

6th week – Word analysis in synchrony. Word formation and types of word formation in contemporary Italian. Definition of affixes: prefixes, suffixes, infixes, and interfixes. Reference linguistic model: standard Italian.

7th week – Word formation through suffixation. Derivatives according to the functional criterion of lexical fields: nine types of derivatives. From the base category to the derived category. Types of derivatives: diminutives, augmentatives, pejoratives, and hypocoristics.</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">8th week – Word formation through prefixation. Prefixal formations: nouns, adjectives, and verbs. Classification of prefixes according to meaning: temporal, spatial, and conceptual. Parasynthetic formations.
9th week – Compounds and compound word formation. Classification of compounds according to syntactic category: compound nouns, compound adjectives, and compound verbs. Contemporary types of compounds.
10th week – Word formation using prefixoids and suffixoids (elements of Latin and Greek origin in the formation of scientific and technical terminology). Syntactic word formation without affixes (conversion). Abbreviations, acronyms, and acronymic formations.
11th week – Loanwords: integrated and non-integrated. Types and features of loanwords: semantic calques and translation calques. Loanwords adopted “out of necessity” and loanwords adopted “out of luxury.” Internal borrowing.
12th week – Foreign and new words. Foreignisms, neologisms, and hybrid compounds.
13th week– Lexical and semantic fields. Lexical semantics. Grouping words according to semantic relations. Denotation and connotation.
14th week – Italian phraseology: idioms and proverbs. Transferred and figurative meanings of words. Collocations.
15th week – Lexical innovations of the new millennium. Socially and culturally conditioned lexis.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="2">☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="6">Class attendance and active participation in the teaching process: 80% attendance in lectures and 80% attendance in seminars.
Preparation of a seminar paper and passing a written exam. Possibility of taking the exam through midterm tests.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td></td><td>☐</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">The final course grade consists of three components: the exam (70%), the seminar paper (20%), and class participation (10%).
Class participation includes the regular completion of assigned tasks and participation in discussions.
The seminar paper must be submitted in written form.
The exam consists of two parts, which may be taken through midterm tests.
The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Adamo, G. & Della Valle, V. (2020). Le parole del lessico italiano. Roma: Carocci.</td><td>3</td><td></td></tr>
<tr><td colspan="3">Dardano, M. (1996). Manualetto di linguistica italiana, Bologna: Zanichelli. (chapters: „La formazione delle parole”, pp. 208-241; „Il lessico”, pp. 242-269).</td><td>1</td><td></td></tr>
</table>

	Della Valle, V. (2005). Dizionari italiani: storia, tipi, struttura. Roma: Carocci.	1	
	Marello, C. (1996). Le parole dell'italiano. Lessico e dizionari. Bologna: Zanichelli.		the professor has the book
	Micheli, M. Silvia. (2020). La formazione delle parole. Roma: Carocci.		the professor has the book
	Zingarelli, N. (2025). Vocabolario della lingua italiana. Bologna: Zanichelli.	7	
Supplementary literature	Adamo, G. & Della Valle, V. (2003). Neologismi quotidiani. Un dizionario a cavallo del millennio (1998-2003). Firenze: Leo S. Olschki. Antonelli, G. (2023). La vita delle parole. Il lessico dell'italiano tra storia e società. Bologna: Il Mulino. De Mauro, T. & Mancini, F. &Vedovelli, M. & Voghera, M. (1993). Lessico di frequenza dell'italiano parlato (LIP). Milano: Etas Libri. De Mauro, T. & Mancini, M. (2001). Dizionario moderno. Parole straniere nella lingua italiana. Milano: Garzanti. Devoto, G. & Oli, G. C. (2025). Il dizionario della lingua italiana. Firenze: Le Monnier. Giovanardi, C. (2005). Lessico e formazione delle parole. Studi offerti a Maurizio Dardano per il suo 70o compleanno. Firenze: Franco Cesati Ed. Menac, A. & Vučetić, Z. (1995). Hrvatsko-talijanski frazeološki rječnik. Zagreb: Zavod za lingvistiku Filozofskoga fakulteta Sveučilišta u Zagrebu. Peša Matracki, I. (2012). Formazione delle parole e formazione delle parole in italiano. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, FF-press. Serianni, L. & Della Valle, V. & Patota, G. (1993). L'italiano. Milano: Archimede. (chapters: „Il lessico", pp. 706-713; „Il vocabolario: istruzioni per l'uso", pp. 717-730.		
Quality assurance	- Class attendance, class participation, and successful completion of assignments. - Student survey on the quality of teaching and instructors at the university level. - Passed exam and fulfillment of other obligations prescribed by the syllabus. - Individual consultations. - Students' self-assessment of achieved learning outcomes. - Collaborative evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture (bibliographic guidelines, course structure, terminological clarifications). New directions in lexicographic practice and the affirmation of lexicology as an independent scientific discipline.	1	P2
Seminar	Familiarization with the course plan, requirements, and literature. Instructions for preparing a seminar paper and conducting independent research.	2	P2
Week: 2.			
Lectures	Introduction to the use of Italian dictionaries: monolingual (general-use), bilingual, etymological, and dictionaries of synonyms, idioms, and proverbs. Example of graphical instructions for the correct use of dictionaries.	1	P2
Seminar	Practical use of different types of dictionaries (monolingual, bilingual, etymological, dictionaries of	2	P2

	synonyms, etc.) and exercises on studying graphical instructions for dictionary use.		
Week: 3.			
Lectures	Lexicographic techniques and procedures. Macrostructure and microstructure of dictionaries. The issue of lexicographic definition.	1	P2
Seminar	Work with dictionaries: critical analysis of lexicographic definitions.	2	P2
Week: 4.			
Lectures	Structure of a dictionary entry (using the example of an Italian monolingual dictionary): etymology, dating, pronunciation and transcription, variant forms, grammatical labels, morphological and semantic sections, synonyms, antonyms, derivatives and compounds, figurative forms, adverbs ending in -mente, idioms, and proverbs.	1	P2
Seminar	Analysis of a dictionary entry using the example of an Italian monolingual dictionary (identification of grammatical labels, etymology, idioms, etc.).	2	P2
Week: 5.			
Lectures	The development of the Italian lexicon. From Latin to the Italian language. Relationships between words illustrated through synonymy, antonymy, homonymy, polysemy, and hypernymy.	1	P2
Seminar	Practical examples of synonymy, antonymy, homonymy, and polysemy. Text-based exercises.	2	P2
Week: 6.			
Lectures	Word analysis in synchrony. Word formation and types of word formation in contemporary Italian. Definition of affixes: prefixes, suffixes, infixes, and interfixes. Reference linguistic model: standard Italian language.	1	P2
Seminar	Morphological analysis of words; affixes in contemporary standard Italian. Text-based exercises.	2	P2
Week: 7.			
Lectures	Word formation through suffixation. Derivatives according to the functional criterion of lexical fields: nine types of derivatives. From the basic category to the derived category. Types of derivatives: diminutives, augmentatives, pejoratives, and hypocoristics.	1	P2
Seminar	Practical exercise in derivation through nine functional types. Analysis of meaning change in diminutives and pejoratives. Text-based exercises.	2	P2
Week: 8.			
Lectures	Word formation through prefixation. Prefixal formations: nouns, adjectives, and verbs. Classification of prefixes according to meaning: temporal, spatial, and conceptual. Parasynthetic formations.	1	P2
Seminar	Classification of prefixes according to meaning (spatial, temporal, and conceptual) using concrete examples of nouns, adjectives, and verbs. Text-based exercises.	2	P2
Week: 9.			
Lectures	Compounds and compound word formation. Classification of compounds according to syntactic category: compound nouns, compound adjectives, and verbs. Contemporary types of compounds.	1	P2
Seminar	Analysis and formation of contemporary Italian compounds; distinguishing the morphological structures	2	P2

	of compound nouns, adjectives, and verbs. Text-based exercises.		
Week: 10.			
Lectures	Word formation using prefixoids and suffixoids (elements of Latin and Greek origin in the formation of scientific and technical terms). Syntactic word formation without affixes (conversion). Abbreviations, acronyms, and acronymic formations.	1	P2
Seminar	Analysis of scientific terminology (prefixoids/suffixoids). Identification and formation of acronyms in the standard language. Text-based exercises.	2	P2
Week: 11.			
Lectures	Loanwords: non-integrated and integrated. Types and characteristics of loanwords: semantic calques and translation calques. Loanwords “out of necessity” and loanwords “out of luxury.” Internal borrowing.	1	P2
Seminar	Classification of loanwords using examples; distinguishing semantic and translation calques. Text-based exercises.	2	P2
Week: 12.			
Lectures	Foreign and new words. Foreignisms, neologisms, and hybrid compounds.	1	P2
Seminar	Identification and acquisition of new words in contemporary Italian; analysis of hybrid formations. Text-based exercises.	2	P2
Week: 13.			
Lectures	Lexical and semantic field. Lexical semantics. Grouping words according to semantic relations. Denotation and connotation.	1	P2
Seminar	Creation of schematic representations of lexical fields; exercises in distinguishing denotative and connotative meaning. Text-based exercises.	2	P2
Week: 14.			
Lectures	Italian phraseology: idioms and proverbs. Transferred and figurative meanings of words. Collocations.	1	P2
Seminar	Practical exercises in acquiring and using Italian idioms, proverbs, and common collocations. Text-based exercises.	2	P2
Week: 15.			
Lectures	Lexical innovations of the new millennium. Socially and culturally conditioned lexis.	1	P2
Seminar Teaching is conducted through lectures and seminar classes. In seminars, knowledge acquired in lectures is applied through intensive practical work, corpus analysis, and exercises on concrete lexical and	Discussion and analysis of socially and culturally conditioned lexis based on the latest examples from everyday Italian usage. Synthesis of all covered topics and preparation for the final assessment.	2	P2

lexicographic units of the Italian language. Each seminar session is designed as an extension of the lecture, during which students, through individual and group work, apply theoretical concepts to authentic linguistic materials.			

<table>
<tr><td>Course name</td><td colspan="5">Italian Poetic Schools and Classics of Italian Medieval Literature</td></tr>
<tr><td>ID</td><td>HZT202</td><td>Study year</td><td colspan="4">2.</td></tr>
<tr><td>Lecturer</td><td>Antonela Marić, PhD, full professor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the development and beginnings of Italian literature and with the most important representatives of Italian literature in the thirteenth and fourteenth centuries. Students will examine the socio-historical context in Italy, from the emergence of the earliest poetic forms and schools and their most significant representatives to the Italian classics and pre-humanists Dante, Petrarch, and Boccaccio. Students will learn to place selected authors within their literary-historical context in Italy and, by applying the acquired knowledge, will learn to interpret selected texts from Italian literature and independently demonstrate mastery of the course content.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define poetic forms;
- provide an overview of the development of poetic schools in Italian literature;
- critically read and interpret poetic forms and their authors within the field of Italian literature;
- place authors within the appropriate literary-historical context in Italy;
- independently interpret selected Italian literary texts;</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Lectures
Geography and history: the beginnings of Italian literature, the administrative division of Italy, the significance of the regions, religious literature, the Sicilian School: poets, themes, culture. The Tuscan School: new centers, poetic activity, didactic poetry.
Seminar
The Sicilian School: poets, themes, culture. The Tuscan School: poets, themes, culture.
2. Lectures
Language: vernacular Latinism, philological issues and Tuscany. The Dolce Stil Novo: Guido Guinizzelli, founder of Stilnovism. Cavalcanti, Cino, Lapo, Guittone.
Seminar
Guido Guinizzelli: Al cor gentil repara sempre amore. Guido Cavalcanti: Rime: Li mie’ foll’occhi, che prima guardaro; Avete ’n vo’ li fior’ e la verdura.
3. Lectures
Comic-realistic poetry. Cecco Angiolieri.
Seminar
Cecco Angiolieri. Reading and interpretation of the sonnets: Tre cose solamente mi so’ in grado; S’i’ fosse foco, arderei ’l mondo.
4. Lectures
Dante and the historical context. Florence in the 13th century. Dante Alighieri and the Dolce Stil Novo. Works: Rime, Convivio, De vulgari eloquentia, Monarchia, Vita Nova.
Seminar
Works: Rime, Convivio, De vulgari eloquentia, Monarchia, Vita Nova: reading and interpretation.
5. Lectures
Dante Alighieri and the project of the Divine Comedy: allegorical structure of the work, interpretation of symbols, dates and historical context, reflection of the work in European literature. The Divine Comedy as a new poetic expression: culture and ideology.
Seminar
Canto I – reading and interpretation.</td></tr>
</table>

	6. Lectures Dante Alighieri and the project of the Divine Comedy: allegorical structure of the work, interpretation of symbols, dates and historical context, reflection of the work in European literature. The Divine Comedy as a new poetic expression: culture and ideology. Seminar Canto I – reading and interpretation. 7. Lectures Dante Alighieri: Divine Comedy. Inferno: Proemio, First Circle. Seminar Second Circle, Canto V – reading and interpretation of Francesca da Rimini and Paolo Malatesta. 8. Lectures Dante Alighieri: Divine Comedy. Inferno: Second Circle. Seminar Second Circle, Canto V – reading and interpretation of Francesca da Rimini and Paolo Malatesta. 9. Lectures Dante Alighieri: Divine Comedy. Inferno, Ninth Circle. Seminar Inferno – Ninth Circle: Canto XXXIII: interpretation of Count Ugolino. 10. Lectures Francesco Petrarch. Cultural and historical context. Life and works. Canzoniere. Seminar Interpretation of the sonnet: Chiare, fresche e dolci acque. 11. Lectures Francesco Petrarch: Canzoniere. Seminar Interpretation of the sonnets: O cameretta che già fosti un porto; Passa la nave mia colma d'oblio. 12. Lectures Giovanni Boccaccio. Life and works. The novella: structure and characteristics. Comparison: Novellino, Trecentonovelle, and Decameron. Thematic, formal, and conceptual aspects of the Decameron. The Boccaccian novella tradition in subsequent centuries. Seminar Giovanni Boccaccio: reading and interpretation of Ser Ciappelletto. 13. Lectures Giovanni Boccaccio: novellas. Seminar Giovanni Boccaccio: reading and interpretation of Ser Ciappelletto. 14. Lectures Giovanni Boccaccio: novellas. Seminar Giovanni Boccaccio: reading and interpretation of Federigo degli Alberighi and His Falcon. 15. Lectures Giovanni Boccaccio: novellas. Seminar Giovanni Boccaccio: reading and interpretation of Andreuccio da Perugia.

Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐ ☐
Student obligations	- behave in accordance with ethical and academic principles in higher education teaching;		

<table>
<tr><td></td><td colspan="6">- participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged by the course (80% attendance/participation);
- present a seminar paper according to previously established criteria (without the obligation to submit the paper in written form);
- pass the written exam (the equivalent of the written exam being two successfully completed midterm tests) and achieve a minimum of 50% accuracy on the exam/midterms;
- obtain information about classes missed during the instructor’s office hours and through communication with other students;
- adhere to the timeframes required for completing course activities;
- complete individual and group assignments in a timely and high-quality manner;
- actively and constructively participate in classes.</td></tr>
<tr><td rowspan="7">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☒</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td></td><td>☐</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">In accordance with the course learning outcomes and student obligations, the final course grade is determined based on the achievement of the following elements:
- written exam, or successfully completed two midterm tests (a passing grade in both midterms is equivalent to the written exam) – 50%
- preparation and presentation of a seminar paper in accordance with the instructor’s guidelines – 30%
- success in completing individual and group assignments – 10%
- class participation and involvement in discussions during lectures and seminars – 10%</td></tr>
<tr><td rowspan="7">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Eco, U. (2020), Storia della bruttezza, Milano: Bompiani.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Sbrilli, G., Treré, S., et. al. (2019). Voci d'autore, Firenze: Bulgarini.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Malato, E. (a cura di) (1995). Storia della letteratura italiana. Dalle origini a Dante. Dante. Vol 2. Roma: Salerno</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Segre, C.& Martignoni, C. (1991-1992). Testi nella storia, La letteratura italiana dalle origini al Novecento. Milano: Mondadori</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Čale, F.& Zorić, M. (1991). Classici e moderni della letteratura italiana. Zagreb: Liber</td><td>0</td><td colspan="2"></td></tr>
<tr><td colspan="3">Petronio, G. (1999). L'attività letteraria in Italia. Palermo: Palumbo</td><td>5</td><td colspan="2"></td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Anselmi, G.M.& Ferratini, P. (2001). Letteratura italiana: secoli ed epoche. Roma: Carocci.
Chines, L.&Vasotti, C. (2001). Che cos'è un testo letterario. Roma: Carocci.
Dotti, U. (1991). Storia della letteratura italiana. Bari: Laterza.
Segre, C. (1999). Avviamento all'analisi del testo letterario. Torino: Einaudi.</td></tr>
<tr><td>Quality assurance</td><td colspan="6">The assessment and grading criteria for each component are described in the course repository.
- class attendance, participation in class, and success in completing assignments;
- student evaluation survey on the quality of teaching and instructors at the university level;
- passing the exam and fulfilling other obligations prescribed by the syllabus;</td></tr>
</table>

	- individual consultations; - students' self-assessment of achieved learning outcomes; - peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	1. Lectures Geography and history: the beginnings of Italian literature, the administrative division of Italy, the significance of the regions, religious literature, the Sicilian School: poets, themes, culture. The Tuscan School: new centers, poetic activity, didactic poetry. Seminar The Sicilian School: poets, themes, culture. The Tuscan School: poets, themes, culture.	2	
Lectures	2. Lectures Language: vernacular Latinism, philological issues and Tuscany. The Dolce Stil Novo: Guido Guinizzelli, founder of Stilnovism. Cavalcanti, Cino, Lapo, Guittone. Seminar Guido Guinizzelli: Al cor gentil repara sempre amore. Guido Cavalcanti: Rime: Li mie' foll'occhi, che prima guardaro; Avete 'n vo' li fior' e la verdura.	2	
Lectures	3. Lectures Comic-realistic poetry. Cecco Angiolieri. Seminar Cecco Angiolieri. Reading and interpretation of the sonnets: Tre cose solamente mi so' in grado; S'i' fosse foco, arderei 'l mondo.	2	
Lectures	4. Lectures Dante and the historical context. Florence in the 13th century. Dante Alighieri and the Dolce Stil Novo. Works: Rime, Convivio, De vulgari eloquentia, Monarchia, Vita Nova. Seminar Works: Rime, Convivio, De vulgari eloquentia, Monarchia, Vita Nova: reading and interpretation.	2	
Lectures	5. Lectures Dante Alighieri and the project of the Divine Comedy: allegorical structure of the work, interpretation of symbols, dates and historical context, reflection of the work in European literature. Seminar Canto I – reading and interpretation.	2	
Lectures	6. Lectures Dante Alighieri and the project of the Divine Comedy: allegorical structure of the work, interpretation of symbols, dates and historical context, reflection of the work in European literature. Seminar Canto I – reading and interpretation.	2	
Lectures	7. Lectures Dante Alighieri: Divine Comedy. Inferno: Proemio, First Circle.	2	

	Seminar Second Circle, Canto V – reading and interpretation of Francesca da Rimini and Paolo Malatesta.		
Lectures	8. Lectures Dante Alighieri: Divine Comedy. Inferno: Second Circle. Seminar Second Circle, Canto V – reading and interpretation of Francesca da Rimini and Paolo Malatesta.	2	
Lectures	9. Lectures Dante Alighieri: Divine Comedy. Inferno, Ninth Circle. Seminar Inferno – Ninth Circle: Canto XXXIII: interpretation of Count Ugolino.	2	
Lectures	10. Lectures Francesco Petrarca. Cultural and historical context. Life and works. Canzoniere. Seminar Interpretation of the sonnet: Chiare, fresche e dolci acque.	2	
Lectures	11. Lectures Francesco Petrarca: Canzoniere. Seminar Interpretation of the sonnets: O cameretta che già fosti un porto; Passa la nave mia colma d'oblio.	2	
Lectures	12. Lectures Giovanni Boccaccio. Life and works. The novella: structure and characteristics. Comparison: Novellino, Trecentonovelle, and Decameron. Thematic, formal, and conceptual aspects of the Decameron. The Boccaccian novella tradition in subsequent centuries. Seminar Giovanni Boccaccio: reading and interpretation of Ser Ciappelletto.	2	
Lectures	13. Lectures Giovanni Boccaccio: novellas. Seminar Giovanni Boccaccio: reading and interpretation of Ser Ciappelletto.	2	
Lectures	14. Lectures Giovanni Boccaccio: novellas. Seminar Giovanni Boccaccio: reading and interpretation of Federigo degli Alberighi and His Falcon.	2	
Lectures	15. Lectures Giovanni Boccaccio: novellas. Seminar Giovanni Boccaccio: reading and interpretation of Andreuccio da Perugia.	2	

<table>
<tr><td>Course name</td><td colspan="3">Italian Language II – Module I</td></tr>
<tr><td>ID</td><td>HZT203</td><td>Study year</td><td>2.</td></tr>
<tr><td>Lecturer</td><td>Monica Priante, PhD, language instructor</td><td>ECTS workload</td><td>4.0</td></tr>
<tr><td>Associates</td><td></td><td>Number of hours</td><td>L S E P
0 0 60 0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td>0%</td></tr>
<tr><td colspan="4">Course description</td></tr>
<tr><td>Course aims</td><td colspan="3">The aim of the course is to familiarize students with the fundamental characteristics of noun phrases according to the following topics:
- Il sintagma nominale
Il nome come testa del sintagma
- I modificatori prenominali
Articoli-funzione referenziale, Dimostrativi-funzione deittica, Quantificatori–quantificazione del SN, Possessivi – relazione di appartenenza.
- La definitezza
Definitezza, specificità, animatezza (categorie referenziali), SN determinati, indeterminati specifici, indeterminati non-specifici, Articolo definito, Articolo indefinito, Articolo partitivo, Assenza dell'articolo con i SN definito,i SN senza articolo.
- I modificatori postnominali
a. Sintagma aggettivale: Accordo dell'aggettivo, Posizione dell'aggettivo e interpretazione semantica, Aggettivi di relazione, Modificatori dell'aggettivo.
b. Sintagma preposizionale come complemento del SN: Preposizioni proprie e improprie, Complementi della preposizione, Ordine dei SP nel SN, Ordine reciproco dei SA e dei SP.
- Pronominalizzazione del SN</td></tr>
<tr><td>Enrolment requirements</td><td colspan="3">Passed exam: Italian Language I – Module 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="3">Upon completing the course, students will be able to:
- understand the structure of noun phrases in Italian,
- correctly use noun phrases in Italian,
- apply nominal phrases in communication in Italian,
- correctly use the nominal categories of definiteness, referentiality, attributivity and predicate-nominality in Italian.</td></tr>
<tr><td>Syllabus</td><td colspan="3">The course uses the textbook UniversItalia 2.0 Volume 2 Level B1/B2 (Units 1-4).

Weeks 1-3
Introduction to the course content, method of attendance and assessment.

Unit 1: ‘Godiamoci la vita!’
Communication skills: giving advice and instructions, talking about sports, recreational activities and hobbies, inviting friends to do things together in your free time, arranging appointments by phone, describing minor health problems.

Grammar: real conditional sentences, verbs expressing necessity (bisogna, ci vuole, avere bisogno di), 'si impersonale' with adjectives and nouns, irregular plural forms of some nouns, imperative: first-person plural, formal imperative (Lei), imperative pronouns.

Vocabulary: wellbeing, sport and hobbies, free time, the human body, minor health problems and self-help.

Weeks 4-6
Unit 2: ‘Viaggiando s'impara’

Communication skills: talking about travelling and holidays, describing travel habits, listing advantages and disadvantages, recounting an experiences.

Grammar: relative pronouns "che” and “cui”, the relative pronoun “chi”, the possessive adjective “proprio”, "gerundio presente", narrating past events: the imperfect and perfect tenses (I).</td></tr>
</table>

	Vocabulary: useful items and equipment for travelling, types of travel, holiday accommodation. Week 7 Revision. Test 1. Analysis and correction of the test. Week 8-10 Unit 3: 'Raccontami una storia!' Communication skills: talking about films and books, expressing your own opinion about a film, making suggestions and counter-suggestions, comparing, recounting past experiences. Grammar: word formation: negative prefixes "s"- and "in"-, adjectives ending in "-bile"; the comparative superlative; modal verbs in the imperfect and perfect tenses, using past tenses in narration, the imperfect and perfect (II): sentences with "mentre", the comparative and superlative, the pluperfect, the use and agreement of past tenses. Vocabulary: cultural events, film and literary genres, film professions, useful vocabulary for talking about film. Week 11-13 Unit 4 "Uno sguardo al futuro" Communication skills: discussing values, dreams and life plans; discussing family and society; expressing and justifying one's own opinion. Grammar: future tense I, future tense II, present Subjunctive: forms and use with verbs of thinking, will, desire and some impersonal expressions, explicit and implicit forms in subordinate clauses, indefinite pronouns and adjectives. Vocabulary: useful vocabulary for formulating personal goals, family models, work, mobility and new technologies. Week 14 Revision and preparation for the test 2/written exam. Week 15 Final revision. Test 2. Analysis and correction of the test. Preparation for the oral exam.

Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	Attendance and active participation in the teaching process: 80%. Behave in accordance with ethical and academic principles in higher education. Participate in teaching and extracurricular activities (individual and group) that enable the acquisition of the learning outcomes specified by the course. Pass the written exam (the equivalent of the written exam is 2 passed test) and achieve a minimum of 60% accuracy on the exam. Pass the oral exam.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and	In accordance with the learning outcomes of the course and student obligations, the final grade is determined based on the achievement of the following elements:					

evaluation of student work	- written exam, or two successfully passed tests (a passing grade in both tests is equivalent to the written exam) – 60%; - oral exam – 20% ; - performance in completing individual and group assignments and participation in class – 20%. The evaluation and grading criteria for each element are described in the course repository		
Required literature	Title	Number of copies available	Availability via other media
	Piotti, D., Carrara,E, De Savorgnani G. (2018). UniversItalia 2.0, livello B1/B2, Firenze: Alma Edizioni.	1	
	Salvi, G.; Vanelli, L. (2004). Nuova grammatica italiana. Bologna: il Mulino.	1	
Supplementary literature	Schwarze, Ch. (2009). Grammatica della lingua italiana. Roma: Carocci, Manuali universitari		
Quality assurance	- Attendance and participation, performance in completing assignments; - student survey on the quality of teaching and instructors at the university level; - passed exam and other obligations fulfilled as prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process".		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Language practicals	Introduction to the course content, method of attendance and assessment.	4	P2
Week: 2.			
Language practicals	Unit 1: ‘Godiamoci la vita!’ Communication skills: giving advice and instructions, talking about sports, recreational activities and hobbies, inviting friends to do things together in your free time, arranging appointments by phone, describing minor health problems. Grammar: real conditional sentences, verbs expressing necessity (bisogna, ci vuole, avere bisogno di), 'si impersonale' with adjectives and nouns.	4	P2
Week: 3.			
Language practicals	Unit 1: ‘Godiamoci la vita!’ Communication skills: giving advice and instructions, talking about sports, recreational activities and hobbies, inviting friends to do things together in your free time, arranging appointments by phone, describing minor health problems. Grammar: irregular plural forms of some nouns, imperative: first-person plural, formal imperative (Lei), imperative pronouns.	4	P2
Week: 4.			
Language practicals	Unit 2: ‘Viaggiando s'impara’ Communication skills: talking about travelling and holidays, describing travel habits, listing advantages and disadvantages, recounting an experiences.	4	P2

	Grammar: relative pronouns "che" and “cui”, the relative pronoun “chi”.		
Week: 5.			
Language practicals	Unit 2: ‘Viaggiando s'impara’ Communication skills: talking about travelling and holidays, describing travel habits, listing advantages and disadvantages, recounting an experiences. Grammar: narrating past events: the imperfect and perfect tenses (I).	4	P2
Week: 6.			
Language practicals	Unit 2: ‘Viaggiando s'impara’ Communication skills: talking about travelling and holidays, describing travel habits, listing advantages and disadvantages, recounting an experiences. Grammar: the possessive adjective “proprio”, "gerundio presente".	4	P2
Week: 7.			
Language practicals	Revision. Test 1. Analysis and correction of the test.	4	P2
Week: 8.			
Language practicals	Unit 3: ‘Raccontami una storia!’ Communication skills: talking about films and books, expressing your own opinion about a film, making suggestions and counter-suggestions, comparing, recounting past experiences. Grammar: word formation: negative prefixes "s"- and "in"-, adjectives ending in "-bile"; the comparative superlative.	4	P2
Week: 9.			
Language practicals	Unit 3: ‘Raccontami una storia!’ Communication skills: talking about films and books, expressing your own opinion about a film, making suggestions and counter-suggestions, comparing, recounting past experiences. Grammar: modal verbs in the imperfect and perfect tenses, using past tenses in narration, the imperfect and perfect (II): sentences with “mentre”.	4	P2
Week: 10.			
Language practicals	Unit 3: ‘Raccontami una storia!’ Communication skills: talking about films and books, expressing your own opinion about a film, making suggestions and counter-suggestions, comparing, recounting past experiences. Grammar: the comparative and superlative, the pluperfect, the use and agreement of past tenses.	4	P2
Week: 11.			
Language practicals	Unità 4 ‘Uno sguardo al futuro’ Communication skills: talking about values, dreams and life plans, talking about family and society, expressing and justifying one’s own opinion. Grammar: the simple future and the future perfect.	4	P2
Week: 12.			
Language practicals	Unit 4 ‘Uno sguardo al futuro’ Communication skills: discussing values, dreams and life plans; discussing family and society; expressing and justifying one's own opinion. Grammar: future tense I, future tense II, present Subjunctive: forms and use with verbs of thinking, will, desire and some impersonal expressions.	4	P2

Week: 13.			
Language practicals	Unit 4 ‘Uno sguardo al futuro’ Communication skills: discussing values, dreams and life plans; discussing family and society; expressing and justifying one's own opinion. Grammar: future tense I, future tense II, present Subjunctive: explicit and implicit forms in subordinate clauses, indefinite pronouns and adjectives.	4	P2
Week: 14.			
Language practicals	Revision and preparation for the test/ written exam.	4	P2
Week: 15.			
Language practicals	Final revision. Test 2. Analysis and correction of the colloquium. Preparation for the oral exam.	4	P2
The course uses the textbook UniversItalia 2.0 Volume 2 Level B1/B2 (Units 1-4).			

<table>
<tr><td>Course name</td><td colspan="5">Survey of Italian Literature – Module II</td></tr>
<tr><td>ID</td><td>HZT204</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Srećko Jurišić, PhD, full professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to acquire knowledge about the main characteristics of individual literary periods of Italian literature (from the 18th to the 21st century), as well as about the formal, thematic, and stylistic specificities of works by prominent Italian authors (including topics such as “the periodization of literature,” “literary trends,” “places of literature,” “literary modernity,” “literary geohistory,” “postcolonial Italian literature,” “Italian-style crime fiction,” etc.).
During seminars, students are encouraged to participate in discussions, engage in research work, and adopt a critical approach to literary texts, thereby developing the ability to analyze Italian literary texts of the corresponding period and broadening their understanding of the poetics of the analyzed Italian authors.
Throughout the module, students are trained for future independent work in the study of Italian literature.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed course “Overview of the Italian Literature” – Module 1</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completing the course the students will be able to:
-competently identify, analyze, and compare the main characteristics of individual literary periods of Italian literature (from the 18th to the 21st century),
-critically approach individual authors and their bodies of work within given contexts in the Italian language,
functionally apply acquired knowledge through critical reflection within discussions conducted in Italian,
- write a critical text in Italian (seminar paper, etc.).</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Giuseppe Parini
2. Vittorio Alfieri
3. Cesare Beccaria
4. Giacomo Leopardi
5. Ugo Foscolo
6. Alessandro Manzoni
7. Ippolito Nievo
8. Giosuè Carducci
9. Giovanni Verga
10. Giovanni Pascoli
11. Gabriele d'Annunzio
12. Luigi Pirandello
13. Italo Svevo
14. Futurismo
15. Carlo Emilio Gadda

Note:
The seminars thematically follow the lectures and are based on the analysis and translation of texts related to the course unit being covered.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td><td>☐
☐
☐
☐</td></tr>
</table>

Student obligations	Class attendance – required attendance rate: 80% (maximum of 3 absences); mandatory presentation of a seminar paper without the obligation to submit a written version; essay.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☒	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☐	Project	☒	Participation in class	☐
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Continuous assessment of knowledge through classroom discussions, seminar paper presentation, and essay. The percentage weighting of individual components in the final grade is as follows: class participation (10%), seminar paper (30%), essay (30%), oral exam (30%). Students take the exam in written form by submitting a final essay. The assessment and grading criteria for individual components are described in the course repository.					

Required literature	Title	Number of copies available	Availability via other media
	Anselmi, G. M. - P. Ferrattini, P. (2001). Letteratura italiana. Secoli ed epoche. Roma: Carocci.	1	yes
	Chines, L. - Varotti, C. (2005). Che cos'è un testo letterario? Roma: Carocci.	1	yes
	Ruozzi, G.; Tellini, G. (2020). Didattica della letteratura italiana. Riflessioni e propste applicative, Firenze: Le Monnier	1	yes
	Ruozzi, G.; Tellini, G. (2024). Filologia della letteratura italiana. Firenze: Le Monnier	1	yes
	Roda, V. (2005). Manuale di Italianistica. Bologna: Bononia University Press.	1	yes
	Segre, C. - Martignoni, C. (1991-1992). Testi nella storia. La letteratura italiana dalle origini al Novecento. Milano: Mondadori.	1	yes

Supplementary literature	Anselmi, G. M., Cottignoli, A., Pasquini. E., (1996). Breviario dei classici italiani. Guida all'interpretazione di testi esemplari da Dante a Montale. Milano: Bruno Mondadori. Anselmi, G. M. (2001). Profilo storico della letteratura italiana. Firenze: Sansoni. Anselmi, G. M. - Ruozzi, G. (a cura di). (2003). Luoghi della letteratura italiana. Milano: Bruno Mondadori.
Quality assurance	- class attendance, classroom participation, and success in completing assignments - student survey on the quality of teaching and instructors at the university level - passed exam and fulfillment of other obligations prescribed by the syllabus - individual consultations - students' self-assessment of achieved learning outcomes - peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	1. Giuseppe Parini - Giuseppe Parini and the Enlightment;	2	
Seminar	1. Giuseppe Parini - Giuseppe Parini and the Enlightment;	2	
Week: 2.			
Lectures	2. Vittorio Alfieri - Vittorio Alfieri and the renewal of the tragedy	2	

Seminar	2. Vittorio Alfieri - Vittorio Alfieri and the renewal of the tragedy	2	
Week: 3.			
Lectures	3. Cesare Beccaria - Cesare Beccaria and the Enlightenment reformism	2	
Seminar	3. Cesare Beccaria - Cesare Beccaria and the Enlightenment reformism	2	
Week: 4.			
Lectures	4. Giacomo Leopardi - Giacomo Leopardi tra il classicismo e il romanticismo;	2	
Seminar	4. Giacomo Leopardi - Giacomo Leopardi between Classicism and Romanticism;	2	
Week: 5.			
Lectures	5. Ugo Foscolo - Ugo Foscolo and the poetry of exile;	2	
Seminar	5. Ugo Foscolo - Ugo Foscolo and the poetry of exile;	2	
Week: 6.			
Lectures	6. Alessandro Manzoni - Alessandro Manzoni and the national novel	2	
Seminar	6. Alessandro Manzoni - Alessandro Manzoni and the national novel	2	
Week: 7.			
Lectures	7. Ippolito Nievo - Ippolito Nievo and the historical novel	2	
Seminar	7. Ippolito Nievo - Ippolito Nievo and the historical novel	2	
Week: 8.			
Lectures	8. Giosué Carducci - Carducci and the poetry of the new Italy	2	
Seminar	8. Giosué Carducci - Carducci and the poetry of the new Italy	2	
Week: 9.			
Lectures	9. Giovanni Verga - Giovanni Verga and the Verismo;	2	
Seminar	9. Giovanni Verga - Giovanni Verga and the Verismo;	2	
Week: 10.			
Lectures	10. Giovanni Pascoli - Pascoli and the Symbolism;	2	
Seminar	10. Giovanni Pascoli - Pascoli and the Symbolismo;	2	
Week: 11.			
Lectures	11. Gabriele d'Annunzio - d'Annunzio and the Decadentism;	2	
Seminar	11. Gabriele d'Annunzio - d'Annunzio and the Decadentism;	2	
Week: 12.			
Lectures	12. Luigi Pirandello - Pirandello within the Modernism;	2	
Seminar	12. Luigi Pirandello - Pirandello within the Modernism;	2	
Week: 13.			
Lectures	13. Italo Svevo - Svevo: writing oneself	2	
Seminar	13. Italo Svevo - Svevo: writing oneself	2	
Week: 14.			
Lectures	14. Futurismo - Futurist writing	2	
Seminar	14. Futurismo - Futurist writing	2	
Week: 15.			
Lectures	15. Carlo Emilio Gadda;	2	
Seminar	15. Carlo Emilio Gadda;	2	

<table>
<tr><td>Course name</td><td colspan="3">Italian Syntax</td><td colspan="4"></td></tr>
<tr><td>ID</td><td>HZT301</td><td>Study year</td><td colspan="4">2.</td></tr>
<tr><td>Lecturer</td><td>Snježana Bralić, PhD, associate professor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="7">Course description</td></tr>
<tr><td>Course aims</td><td colspan="6">The aim of the course is to familiarize students with the basic concepts and areas of interest of Italian syntax as a branch of grammar and linguistics, and to enable them to understand, analyze, and produce the fundamental sentence structure and sentence constituents of simple and complex sentences, as well as to understand and analyze word relationships within sentences in the Italian language.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="6">Passed courses:
Italian Language I – Module 1
and
Italian Language I – Module 2.</td></tr>
<tr><td>Learning outcomes</td><td colspan="6">Upon completion of the course, students will be able to:
- identify and interpret syntactic levels in the Italian language;
- recognize and explain concepts and phenomena of syntactic analysis in the field of the Italian language;
- understand the principles of sentence formation theory in the Italian language;
- distinguish and interpret the relationship between the general and the individual in Italian-language texts;
- classify and compare linguistic phenomena at the syntactic level in the Italian language;
- analyze syntactic categories in texts of contemporary Italian.</td></tr>
<tr><td>Syllabus</td><td colspan="6">1st week – Presentation of the course plan and syllabus, bibliographic guidelines. Scope and aims of syntax. Syntactic relations between words in a sentence.
2nd week – Introduction to syntax based on general linguistic assumptions. Brief historical overview and discussion of contemporary linguistic theories in syntax.
3rd week – Function of words in a sentence. Logical analysis. Grammatical analysis. The concept of the syntagm. Types of syntagms.
4th week – Definition of the sentence. Hierarchical sentence structure and immediate constituents.
5th week – Verb valency. Semantic and pragmatic interpretations of syntactic structures.
6th week – Syntax of the simple sentence. Classification of sentences. Structure of the simple sentence: subject and predicate. Nominal and verbal predicate.
7th week – Direct and indirect object. Attribute. Apposition. Adverbial modifiers.
8th week – From simple to complex sentences. Basic structure and syntactic features.
9th week – Syntax of complex sentences. Coordination. Subordination. Classification of compound sentences.
10th week– Compound (coordinated) sentences. Text-based exercises.
11th week – Classification of subordinate clauses. Criteria for their categorization.
12th week – Types of subordinate clauses (part one). Text-based exercises.
13th week – Types of subordinate clauses (part two). Text-based exercises.
14th week – Conditional clauses. Direct and indirect speech. Text-based exercises.
15th week – Structural tendencies in the syntax of contemporary Italian. Emphatic and neutral word order.</td></tr>
</table>

Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐ ☐
Student obligations	Class attendance and active participation in the teaching process: 80% attendance in lectures and 80% attendance in seminars. Preparation of a seminar paper (which may be written in pairs) and passing a written exam. The exam may be taken through midterm tests.		

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

Assessment and evaluation of student work	The final course grade consists of three components: the exam (70%), the seminar paper (20%), and class participation (10%). Class participation includes the regular completion of assigned tasks and participation in discussions. The exam consists of two parts, which may be taken through midterm tests. The assessment and grading criteria for individual components are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Dardano, M. & Trifone, Pietro. (2016). La lingua italiana. Una grammatica completa e rigorosa. Bologna: Zanichelli.	1	
	De Roberto, E. (2023). La sintassi della frase complessa. Bologna: Il Mulino.		the professor has the book
	Graffi, G. (2021). Introduzione alla sintassi. Roma: Carocci	1	
	Graffi, G. (2021). La frase: l'analisi logica. Roma: Carocci.		the professor has the book
	Sensini, M. (1997). La grammatica della lingua italiana. Milano: Mondadori.	1	
	Serianni, L. (con la collaborazione di A. Castelvecchi) (1989). Grammatica italiana. Italiano comune e lingua letteraria. Torino: UTET.	1	

Supplementary literature	Berruto, G. (1998). Sociolinguistica dell'italiano contemporaneo. Carocci: Roma. D'Achille, P. (2019). L'italiano contemporaneo. Bologna: Il Mulino. Peša Matracki, I. (2017). Sintassi dell'italiano contemporaneo, Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, FF-press. Sabatini, F. (2016). Lezioni di italiano. Milano: Mondadori. Sensini, M. (1999). Il sistema della lingua. Milano: Arnoldo Mondadori Scuola. Serianni, L. & Della Valle, V. & Patota, G. (1993). L'italiano. Milano: Archimede.
Quality assurance	- Class attendance, class participation, and successful completion of assignments. - Student survey on the quality of teaching and instructors at the university level. - Passed exam and fulfillment of other syllabus requirements. - Individual consultations. - Students' self-assessment of achieved learning outcomes.

	- Peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Presentation of the course plan and syllabus, bibliographic guidelines. Scope and aims of syntax. Syntactic relations between words in a sentence.	2	P2
Seminar	Familiarization with the literature and tools for analysis. Identification of basic syntactic units in the text. A model of sentence analysis at the morphological and syntactic levels.	2	P2
Week: 2.			
Lectures	Introduction to syntax based on general linguistic assumptions. Brief historical overview and discussion of contemporary linguistic theories in syntax.	2	P2
Seminar	Influence of different linguistic schools. Practical application of theoretical concepts. Translation and morphosyntactic analysis of sentences.	2	P2
Week: 3.			
Lectures	Function of words in a sentence. The concept of analysis. Logical analysis (Analisi logica). Grammatical analysis (Analisi grammaticale). The concept of the syntagm. Types of syntagms.	2	P2
Seminar	Identification of nominal, adjectival, verbal, adverbial, and prepositional phrases (sintagma nominale, sintagma aggettivale, sintagma verbale, sintagma avverbiale, sintagma preposizionale). Exercises in logical and grammatical analysis. Translation and analysis of sentences and sentence constituents.	2	P2
Week: 4.			
Lectures	Definition of the sentence. Hierarchical sentence structure and immediate constituents.	2	P2
Seminar	Breaking down sentences into immediate constituents using tree diagrams/structural trees. Translation and logical analysis of sentences and sentence constituents.	2	P2
Week: 5.			
Lectures	Verb valency. Semantic and pragmatic interpretations of syntactic structures.	2	P2
Seminar	Analysis of verb valency (from avalent to trivalent verbs). Translation and analysis of sentences and sentence constituents.	2	P2
Week: 6.			
Lectures	Syntax of the simple sentence (La sintassi della frase semplice). Classification of sentences. Structure of the simple sentence: subject and predicate. Nominal and verbal predicate.	2	P2
Seminar	Distinguishing between nominal and verbal predicates in text. Practical application of theoretical concepts through translation and logical sentence analysis (Analisi logica della proposizione).	2	P2
Week: 7.			

Lectures	Direct and indirect object (oggetto diretto, oggetto indiretto). Attribute (attributo). Apposition (apposizione). Adverbial modifiers (complementi).	2	P2
Seminar	Analysis of direct and indirect objects, attributes, apposition, and adverbial modifiers in a sentence. Practical application of theoretical concepts through translation and logical sentence analysis (Analisi logica della proposizione).	2	P2
Week: 8.			
Lectures	From the simple sentence to the complex sentence. Basic structure and syntactic features.	2	P2
Seminar	Analysis of sentences at the boundary between simple and complex sentences (e.g., sentences with periphrastic forms). Translation and logical sentence analysis (Analisi logica della proposizione).	2	P2
Week: 9.			
Lectures	Syntax of the complex sentence (La frase complessa o il periodo). Coordination (La coordinazione). Subordination (La subordinazione).	2	P2
Seminar	Distinguishing between independent and dependent clauses using textual examples. Translation and sentence analysis (Analisi del periodo).	2	P2
Week: 10.			
Lectures	Compound sentences. Classification of coordinated clauses (Le proposizioni coordinate). Text-based exercises.	2	P2
Seminar	Analysis of coordinated clauses (le copulative, le disgiuntive, le avversative, le conclusive, le esplicative, le correlative). Translation and logical analysis of the sentence (Analisi del periodo).	2	P2
Week: 11.			
Lectures	Classification of subordinate clauses (Le proposizioni subordinate). Criteria for their categorization.	2	P2
Seminar	Exercises in identifying and using conjunctions and introducing criteria for the classification of subordinate structures. Translation and sentence analysis (Analisi del periodo).	2	P2
Week: 12.			
Lectures	Types of subordinate clauses (part one). Text-based exercises.	2	P2
Seminar	Analysis of subordinate clauses: completive clauses (subject clauses, object clauses, declarative clauses, indirect interrogative clauses).	2	P2
Week: 13.			
Lectures	Types of subordinate clauses (part two). Text-based exercises.	2	P2
Seminar	Analysis of relative, causal, final, consecutive, concessive, and temporal clauses (le relative, le causali, le finali, le consecutive, le concessive, le temporali). Translation and sentence analysis (Analisi del periodo).	2	P2
Week: 14.			
Lectures	Types of subordinate clauses (part three). Conditional sentences. Direct and indirect speech. Text-based exercises.	2	P2
Seminar	Translation and sentence analysis (le condizionali, le comparative, le modali, le avversative, le esclusive, le eccettuative, le limitative).	2	P2

	Analysis of conditional sentences (periodo ipotetico) and transformation of direct speech into indirect speech.		
Week: 15.			
Lectures	Structural tendencies in the syntax of contemporary Italian. Emphatic and neutral word order.	2	P2
Seminar	Analysis of marked (emphatic) structures (right dislocation, left dislocation, cleft sentence) in contemporary Italian. Application of theoretical concepts through translation and logical sentence analysis. Synthesis of the covered topics and preparation for the final assessment.	2	P2
Lectures focus on the acquisition of theoretical concepts, while seminar classes deepen theoretical knowledge through practical work, which includes translating sentences from Croatian into Italian and analyzing simple and complex sentences in the Italian language, with an emphasis on logical sentence analysis (analisi logica della proposizione; analisi logica del periodo).			

<table>
<tr><td>Course name</td><td colspan="5">History of Italian Literature from Humanism and the Renaissance to Arcadia</td></tr>
<tr><td>ID</td><td>HZT302</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Srećko Jurišić, PhD, full professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to acquire theoretical knowledge and examine the characteristics that distinguish the literature of Humanism and the Renaissance in Italy. In this way, students become acquainted with the features of the studied periods of Italian literature and, through the analysis of chapters and works by individual authors, critically approach literary texts and gain insight into and the ability to analyze Italian literary texts of the given period.
Students develop the ability to distinguish the characteristics that define the Italian literature covered during this module. They also become familiar with a critical approach to literary texts in the Italian language and acquire the ability to analyze Italian literary texts of the corresponding epoch, as well as insight into the poetics of the analyzed authors.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- identify, compare, and analyze the fundamental characteristics of Italian Renaissance literature and discuss them in Italian,
- critically approach the culture of that epoch and recognize its artistic, political, philosophical, and ideological complexity,
- interpret and translate texts by authors of that period,
- write a critical text related to the course content.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1.The historical and social situation in Italy at the beginning of the 15th century.
2. The main characteristics of Humanism and its authors. The emergence of the heroic epic and its development through the work of Luigi Pulci. Anti-classicism.
3. Matteo Maria Boiardo and his literary opus.
4. Ludovico Ariosto and the heroic epic.
5. The distinctiveness of Torquato Tasso.
6. The state of society and literature in Italy at the beginning of the 16th century.
7. Characteristics of the Renaissance.
8. The emergence of the first grammars. The importance of the debate on language (Pietro Bembo).
9. The concept of Classicism in Italy and the new literary genres that emerged (Baldassare Castiglione).
10. Niccolò Machiavelli and his literary opus.
11. The crisis of the Renaissance and the influence of the Church on culture.
12. The role of science, philosophy, and politics in literature (Galileo Galilei).
13. Characteristics of the Baroque (the Italian Baroque novel).
14. Giambattista Marino and his literary opus.
15. Commedia dell’arte.

Note:
The seminars thematically follow the lectures and are based on the analysis and translation of texts related to the course unit being covered.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td><td>☐
☐
☐
☐</td></tr>
</table>

Student obligations	Active participation in classes and fulfillment of the prescribed obligations. Required class attendance: 80% (maximum of 3 absences). Lectures are conducted in a frontal teaching format with an interactive approach involving students, alongside seminars, discussions, and consultations. During classes, maximum student participation is encouraged through various activities and assignments.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☒	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☐	Project	☒	Participation in class	☐
		☐		☐		☐
		☐				
Assessment and evaluation of student work	Written and oral presentation of a seminar paper, essay. The percentage weighting of individual components in the final grade is as follows: class participation (10%), seminar paper (30%), essay (30%), oral exam (30%). Students take the exam in written form by submitting a final essay. The assessment and grading criteria for individual components are described in the course repository.					

Required literature	Title	Number of copies available	Availability via other media
	Ruozzi, G.; Tellini, G. (2020). Didattica della letteratura italiana. Riflessioni e propste applicative. Firenze: Le Monnier	1	yes
	Ruozzi, G.; Tellini, G. (2024). Filologia della letteratura italiana. Firenze: Le Monnier.	1	yes
	Anselmi, G. M., (2001). Profilo storico della letteratura italiana. Firenze: Sansoni.	1	yes
	Asor Rosa, A. (a cura di), Letteratura italiana. Torino: Einaudi (any edition)	1	yes
	Malato, M. (1995). Storia della letteratura italiana. voll. III, IV, V, Roma: Salerno.	1	yes
	Segre, C. - Martignoni, C. (1991-1992). Testi nella storia. La letteratura italiana dalle origini al Novecento. Milano: Mondadori.	1	yes

Supplementary literature	None.
Quality assurance	- class attendance, classroom participation, and success in completing assignments - student survey on the quality of teaching and instructors at the university level - passed exam and fulfillment of other obligations prescribed by the syllabus - individual consultations - students' self-assessment of achieved learning outcomes - peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	1. The historical and social situation in Italy at the beginning of the 15th century.	1	
Seminar	1. The historical and social situation in Italy at the beginning of the 15th century.	2	
Week: 2.			

Lectures	2. The main characteristics of Humanism and its authors. The emergence of the heroic epic and its development through the work of Luigi Pulci. Anti-classicism.	1	
Seminar	2. The main characteristics of Humanism and its authors. The emergence of the heroic epic and its development through the work of Luigi Pulci. Anti-classicism.	2	
Week: 3.			
Lectures	3.Matteo Maria Boiardo and his literary opus.	1	
Seminar	3. Matteo Maria Boiardo and his literary opus.	2	
Week: 4.			
Lectures	4. Ludovico Ariosto and the heroic epic.	1	
Seminar	4. Ludovico Ariosto and the heroic epic.	2	
Week: 5.			
Lectures	5. The distinctiveness of Torquato Tasso.	1	
Seminar	5. The distinctiveness of Torquato Tasso.	2	
Week: 6.			
Lectures	6. The state of society and literature in Italy at the beginning of the 16th century.	1	
Lectures	6. The state of society and literature in Italy at the beginning of the 16th century.	2	
Week: 7.			
Lectures	7. Characteristics of the Renaissance.	1	
Seminar	7. Characteristics of the Renaissance.	2	
Week: 8.			
Lectures	8. The emergence of the first grammars. The importance of the debate on language (Pietro Bembo).	1	
Seminar	8. The emergence of the first grammars. The importance of the debate on language (Pietro Bembo).	2	
Week: 9.			
Lectures	9. The concept of Classicism in Italy and the new literary genres that emerged (Baldassare Castiglione).	1	
Seminar	9. The concept of Classicism in Italy and the new literary genres that emerged (Baldassare Castiglione).	2	
Week: 10.			
Lectures	10. Niccolò Machiavelli and his literary opus.	1	
Seminar	10. Niccolò Machiavelli and his literary opus.	2	
Week: 11.			
Lectures	11. The crisis of the Renaissance and the influence of the Church on culture.	1	
Seminar	11. The crisis of the Renaissance and the influence of the Church on culture.	2	
Week: 12.			
Lectures	12. The role of science, philosophy, and politics in literature (Galileo Galilei).	1	
Seminar	12. The role of science, philosophy, and politics in literature (Galileo Galilei).	2	
Week: 13.			
Lectures	13. Characteristics of the Baroque (the Italian Baroque novel).	1	
Seminar	13. Characteristics of the Baroque (the Italian Baroque novel).	2	
Week: 14.			
Lectures	14. Giambattista Marino and his literary opus.	1	
Seminar	14. Giambattista Marino and his literary opus.	2	
Week: 15.			
Lectures	15. Commedia dell'arte.	1	
Seminar	15. Commedia dell'arte.	2	

<table>
<tr><td>Course name</td><td colspan="5">Italian Language II – Module II</td></tr>
<tr><td>ID</td><td>HZT303</td><td>Study year</td><td colspan="4">2.</td></tr>
<tr><td>Lecturer</td><td>Maja Bilić, senior language instructor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>60</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to the basic characteristics of verbs in the Italian language according to the following content:
1. La forma dei verbi: tema, desinenza, radice (morfologia)
a) Radice tematica e vocale tematica
b) Classi flessionali o coniugazioni
c) Flessione regolare e flessione irregolare
d) Basi tematiche
e) Allomorfia tematica
f) Allotropia tematica
g) Allotropia desinenziale
2. Classificazione lessicale dei verbi (semantica)
a) Verbi durativi e non durativi
b) Verbi non-durativi: i puntuali e i trasformativi
c) Verbi durativi: gli stativi (permanenti e non-permanenti)
d) Verbi durativi: i continuativi
e) Verbi durativi: i risultativi
f) Verbi telici
g) Classificazione dei tipi d'azione
3. Verbi transitivi e verbi non transitivi
a) Verbi intransitivi ed inaccusativi
b) Verbi intransitivi ed ergativi
4. Persona, numero, modo, tempo, aspetto
a) La natura deittica del sistema verbale italiano
b) Tempi verbali deittici
c) Tempi verbali anaforici
d) L'uso dei tempi verbali dell'indicativo
e) Aspetto verbale e complementi di tempo
f) Aspetto e azione verbale</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Passed exam: Italian Language I - Module 2.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- understand the structure of verbs and verb phrases in the Italian language,
- correctly use verb tenses in deictic and non-deictic use in the Italian language,
- apply verb tenses and moods in all communication situations in the Italian language,
- express themselves accurately in writing and orally in the Italian language.</td></tr>
<tr><td>Syllabus</td><td colspan="5">The following texbook is used: UniversItalia 2.0, Volume 2, Livello B1/B2 (Units 5-8)
1. week
Course introduction.
Practicing and refreshing of previously learned grammar structures.

Week 2-4
Unità 5. Che progetti hai?
Communication: describing personal goals and qualifications, expressing wishes, hopes and plans, understanding job advertisements, writing CVs and job applications, preparing for job interviews.

Grammar: job names: feminine gender formation, past conditional, word formation: some suffixes, passive formation (with auxiliary verbs 'essere', 'venire' and 'andare'), verbs 'conoscere' and 'sapere' in the imperfect and perfect tenses, imperfect subjunctive - formation and use, conditional clauses (real and possible conditional clauses).</td></tr>
</table>

	Vocabulary: masculine and feminine profession names, education, work experience, internship and employment. 5.-7. week Unità 6. Mille e un'Italia Communication: talking about languages and dialects, describing education, talking about intercultural relations, describing some aspects of one's own country. Grammar: passato remoto, narrating past events using passato remoto and imperfect, using the past conditional to express the future in the past, complex subjunctive mood tenses: 'congiuntivo passato' e 'congiuntivo trapassato', using the subjunctive tenses in subordinate clauses. Vocabulary: superstition, school and childhood, sociocultural aspects of a place or country Week 8 - 11 First midterm exam, analysis, correction. Unità 7. A misura d'uomo Communication: describing positive or negative aspects of a place, discussing gastronomic culture, describing consumer habits, making assumptions. Grammar: subjunctive after "si dice" and "si dicono", double pronouns, unreal conditional sentences for the present and past. Vocabulary: cities, infrastructure, services and quality of life, food and 'made in Italy' products, trade and consumption, buying organic and local products. Week 12-13: Unità 8. Tesori d'Italia Communication: discussing the positive and negative aspects of tourism, taking a position for or against something, discussing the protection of artistic and natural heritage, discussing unfulfilled assumptions. Grammar: preposition 'da' + infinitive to express necessity, 'come se' + subjunctive, verbs 'conoscere' and 'sapere' in imperfect and perfect tenses, sequence of tenses and moods, direct/indirect speech. Vocabulary: mass and sustainable tourism, useful conjunctions for structuring presentations, Italian places, volunteer work. Week 14: Revision and practicing for the second midterm exam. Week 15: 2nd midterm exam. Analysis and correction. Oral exam simulation.

Teaching types	☐ Lectures		☐ Fieldwork		☐	
	☐ Seminars		☒ Independent work		☐	
	☒ Practicals		☐ Multimedia		☐	
	☐ Remote learning		☐ Laboratory		☐	
	☐ Blended learning		☐ Supervision			
Student obligations	Attendance and active participation in the teaching process: 80%. Behave in accordance with ethical and scientific principles in higher education teaching. Participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of planned learning outcomes. Pass a written exam (equivalent to the written exam are 2 passed midterm exams) and achieve a minimum of 60% accuracy on the final exam/midterm exams. Pass an oral exam.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒

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

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements: - written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to the written exam) – 60% - oral exam – 20% - success in solving individual and group tasks and class activity – 20% The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Bozzone Costa R., Ghezzi C. , Piantoni M. (2017). Nuovo Contatto B2, Torino: Loescher Editore.	1	
	Piotti, De Savorgnani. Carrara (2018). Universitalia 2.0 B1/B2. Firenze: Alma edizioni.	2	
	Salvi, G.; Vanelli, L. (2004). Nuova grammatica italiana. Bologna: il Mulino.	1	
	Sciascia, L. (2000). A ciascuno il suo. Milano: Adelphi (22ª ediz., pp. 132).	0	
Supplementary literature	Dardano, M.; Trifone, P. (1985). La lingua italiana. Zanichelli: Bologna, pp. 192-246. Garigliano, P. (2011). Trattato di grammatica italiana e analisi logica. Editore CUECM. Salvi, G.; Vanelli, L. (2004), Nuova grammatica italiana. Bologna: il Mulino.		
Quality assurance	- Class attendance, class activity, success in completing assignments. - Student survey of the evaluation of teaching work at the university level. - Passed the exam and fulfilled other obligations prescribed by the syllabus. - Individual consultations - Student self-assessment of achieved learning outcomes. - Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Language practicals	Course introduction. Practicing and refreshing of previously learned grammar structures.	4	P2
Week: 2.			
Language practicals	Unità 5. Che progetti hai? Communication: describing personal goals and qualifications, expressing wishes, hopes and plans, understanding job advertisements, writing CVs and job applications, preparing for job interviews. Grammar: job names: feminine gender formation, past conditional.	4	P2
Week: 3.			
Language practicals	Unità 5. Che progetti hai? Communication: describing personal goals and qualifications, expressing wishes, hopes and plans, understanding job	4	P2

	advertisements, writing CVs and job applications, preparing for job interviews. Grammar: word formationsome suffixes, passive voice (with auxiliary verbs 'essere', 'venire' and 'andare')		
Week: 4.			
Language practicals	Unità 5. Che progetti hai? Communication: describing personal goals and qualifications, expressing wishes, hopes and plans, understanding job advertisements, writing CVs and job applications, preparing for job interviews Grammar: verbs 'conoscere' and 'sapere' in the imperfect and perfect tenses, imperfect subjunctive - formation and use, conditional clauses (real and possible conditional clauses).	4	P2
Week: 5.			
Language practicals	Unità 6. Mille e un'Italia Communication: talking about languages and dialects, describing education, talking about intercultural relations, describing some aspects of one's own country. Grammar: passato remoto, narrating past events using passato remoto and imperfect.	4	P2
Week: 6.			
Language practicals	Unità 6. Mille e un'Italia Communication: talking about languages and dialects, describing education, talking about intercultural relations, describing some aspects of one's own country. Grammar: use of the past conditional to express the future in the past.	4	P2
Week: 7.			
Language practicals	Unità 6. Mille e un'Italia Communication: talking about languages and dialects, describing education, talking about intercultural relations, describing some aspects of one's own country. Grammar: complex subjunctive mood tenses: 'congiuntivo passato' e 'congiuntivo trapassato', using the subjunctive tenses in subordinate clauses.	4	P2
Week: 8.			
Language practicals	First midterm exam, analysis, correction.	4	P2
Week: 9.			
Language practicals	Unità 7. A misura d'uomo Communication: describing positive or negative aspects of a place, discussing gastronomic culture, describing consumer habits, making assumptions. Grammar: subjunctive after "si dice" and "si dicono".	4	P2
Week: 10.			
Language practicals	Unità 7. A misura d'uomo Communication: describing positive or negative aspects of a place, discussing gastronomic culture, describing consumer habits, making assumptions. Grammar: double pronouns.	4	P2
Week: 11.			
Language practicals	Unità 7. A misura d'uomo Communication: describing positive or negative aspects of a place, discussing gastronomic culture, describing consumer habits, making assumptions. Grammar: unreal conditional sentences for the present and past.	4	P2

Week: 12.			
Language practicals	Unità 8. Tesori d'Italia Communication: discussing the positive and negative aspects of tourism, taking a position for or against something, discussing the protection of artistic and natural heritage, discussing unfulfilled assumptions. Grammar: preposition 'da' + infinitive to express necessity, 'come se' + subjunctive, verbs 'conoscere' and 'sapere' in imperfect and perfect tenses.	4	P2
Week: 13.			
Language practicals	Unità 8. Tesori d'Italia Communication: discussing the positive and negative aspects of tourism, taking a position for or against something, discussing the protection of artistic and natural heritage, discussing unfulfilled assumptions. Grammar: sequence of tenses and moods, direct/indirect speech.	4	P2
Week: 14.			
Language practicals	Revision and preparation for the second midterm exam.	4	P2
Week: 15.			
Language practicals	2nd midterm exam. Analysis and correction of the exam. Preparation for the oral exam.	4	P2

<table>
<tr><td>Course name</td><td colspan="3">History of Italian Language</td></tr>
<tr><td>ID</td><td>HZT906</td><td>Study year</td><td>2.</td></tr>
<tr><td>Lecturer</td><td>Maja Bezić, PhD, associate professor</td><td>ECTS workload</td><td>3.0</td></tr>
<tr><td>Associates</td><td></td><td>Number of hours</td><td>L S E P
15 30 0 0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td>10%</td></tr>
<tr><td colspan="4">Course description</td></tr>
<tr><td>Course aims</td><td colspan="3">The aim of the course is to familiarize students with the periodization of the history of the Italian language and with the stages of its development from the time of Vulgar Latin and the first documents written in Italian up to the present day. Acquiring insight into the different periods of the history of the Italian language, as well as analyzing texts from individual periods, will contribute to a greater awareness and better understanding of the connection between the development of the Italian language and extralinguistic factors, namely the historical, social, and cultural circumstances in which the Italian language emerged.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="3">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="3">Upon completion of the course, students will be able to:
- define and explain concepts related to the origin, evolution, and history of the Italian language;
- distinguish between and compare the stages of evolution of the Italian language;
- list the most important literary and linguistic works that contributed to the emergence and formation of the Italian literary language and explain their significance;
- identify and explain linguistic structures typical of individual periods in the history of the Italian language;
- explain the influence of extralinguistic factors on the origin and evolution of the Italian language.</td></tr>
<tr><td>Syllabus</td><td colspan="3">1st week: Introduction to the course requirements and an overview of the history of the Italian language.
2nd week: Classical and Vulgar Latin during the Roman Empire.
3rd week: From the barbarian invasions to the first documents written in Italian.
4th week: The first documents and the first literary texts in the Italian language.
5th week: The 13th century (Il Duecento) and the Sicilian School of Poetry.
6th week: The 14th century (Il Trecento) and the emergence of the Italian literary language.
7th week: Le Tre Corone: Dante Alighieri, Francesco Petrarca and Giovanni Boccaccio.
8th week: The 15th century (Il Quattrocento) and Humanism (Latin Humanism and Vernacular Humanism).
9th week: The 16th century (Il Cinquecento), the question of the Italian language and Pietro Bembo.
10th week: The 17th century (Il Seicento) and Accademia della Crusca.
11th week: The 18th century (Il Settecento) and the philosophy of language of Melchiorre Cesarotti.
12th week: The first half of the 19th century (Il Primo Ottocento) and debates on the Italian language.
13th week: The second half of the 19th century (Il Secondo Ottocento) and the linguistic revolution of Alessandro Manzoni.
14th week: The 20th century (Il Novecento) and the linguistic unification of Italy.
15th week: The Italian language in Italy today.</td></tr>
<tr><td>Teaching types</td><td>☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning</td><td>☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory</td><td>☐
☐
☐
☐</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">☐ Blended learning</td><td colspan="2">☐ Supervision</td><td></td></tr>
<tr><td>Student obligations</td><td colspan="6">Attendance and active participation in the teaching process: 80% attendance in lectures and 80% attendance in seminars.
Preparation of a seminar paper and passing the written exam. Possibility of taking the exam through midterm tests.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td></td><td>☐</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">The final grade consists of three components: the exam (70%), the seminar paper (20%), and class participation (10%).
Class participation includes the regular completion of assigned tasks and participation in discussions.
The seminar paper is presented orally and submitted in written form.
The exam consists of two parts, which may be taken through midterm exams.
The assessment and grading criteria for the individual components are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Marazzini, C. (2010). La lingua italiana. Storia, testi, strumenti. Bologna: Il Mulino.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Marazzini, C. (2006). La storia della lingua italiana attraverso i testi. Bologna: Il Mulino.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Marazzini, C. (2002). La lingua italiana. Profilo storico. Bologna: Il Mulino.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Migliorini, B. (2002). Storia della lingua italiana. Bologna: Bompiani.</td><td>1</td><td colspan="2"></td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Bruni, F. (1999). L'italiano. Elementi di storia della lingua e della cultura. Torino: UTET.
Bruni, F. (2002). L'italiano letterario nella storia. Bologna: Il Mulino.
Dardano, M. (2005). Nuovo manualetto di linguistica italiana. Bologna: Zanichelli.
De Mauro, T. (2001). Storia linguistica dell’Italia unita. Roma–Bari: Laterza.
De Mauro, T. (2014). Storia linguistica dell’Italia repubblicana. Roma–Bari: Editori Laterza.
Frosini, G. (a cura di) (2020). Storia dell'italiano. La lingua, i testi. Roma: Salerno editrice.
Lotti, G. (2000). L'avventurosa storia della lingua italiana. Dal latino al telefonino. Bologna: Bompiani.
Manni. P. (2016). Il Trecento toscano. La lingua di Dante, Petrarca e Boccaccio. Bologna: il Mulino.
Marcato, C. (2002). Dialetto, dialetti e italiano. Bologna: il Mulino
Patota, G. (2017). La quarta corona. Bologna: il Mulino.
Salvi, G. – Renzi, L. (a cura di) (2010). Grammatica dell’italiano antico, I–II. Bologna: Il Mulino.
Serianni, L. (1999). Il secondo Ottocento: dall’Unità alla prima guerra mondiale. Bologna: il Mulino.
Serianni, L. (a cura di) (2001). La lingua nella storia d'Italia. Roma: Società Dante Alighieri.
Serianni, L. (2013). Storia dell’italiano nell’Ottocento. Bologna: il Mulino.
Serianni, L. – Trifone, P. (a cura di) (1994). Storia della lingua italiana, I–III. Torino: Giulio Einaudi editore.
Tesi, R. (2005). Storia dell’italiano. La lingua moderna e contemporanea. Bologna: Zanichelli.</td></tr>
</table>

	Trifone, P. - Picchiorri, E. - Zarra, G. (2023). L'italiano nella storia. Lingua d'uso e di cultura. Milano: Mondadori.
Quality assurance	Class attendance, class participation, and success in completing assignments. Student survey on the quality of teaching and teachers at the university level. Passed exam and fulfillment of other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of achieved learning outcomes. Collaborative evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introduction to the course requirements, working methods and literature. Introduction to the basics of the history of the Italian language.	1	P2
Seminar	Introduction to the seminar requirements, working methods and literature. Discussion based on a brief diachronic overview of the key concepts, authors, and works that marked the history of the Italian language.	2	P2
Week: 2.			
Lectures	Classical and Vulgar Latin during the Roman Empire.	1	P2
Seminar	Viewing and analysis of a documentary film in which Italian philologists and authors discuss the most important topics related to the history of the Italian language.	2	P2
Week: 3.			
Lectures	From the barbarian invasions to the first documents written in Italian.	1	P2
Seminar	Analysis of the linguistic map of Italy: the Italian language in Italy and abroad, minority and foreign languages in Italy and the dialectal division of Italy.	2	P2
Week: 4.			
Lectures	The first documents and the first literary texts in the Italian language.	1	P2
Seminar	Analysis of the first documents and texts written in Italian: "Indovinello Veronese", "Placiti Campani", "Confessione di Norcia" and "Iscrizione di San Clemente". Instructions for the preparation and presentation of the seminar paper.	2	P2
Week: 5.			
Lectures	The 13th century (Il Duecento) and the Sicilian School of Poetry.	1	P2
Seminar	Analysis of a poem by the Provencal troubadour Raimbaut de Vaqueiras and the lauda "Cantico delle creature" by Saint Francis of Assisi. Examination of the manuscripts preserving copies of the texts of the Sicilian School of Poetry and analysis of one of the preserved texts written in the original Sicilian dialect.	2	P2
Week: 6.			
Lectures	The 14th century (Il Trecento) and the emergence of the Italian literary language.	1	P2
Seminar	Analysis of a sonnet from the "Canzoniere" by Francesco Petrarca and an excerpt from the "Decameron" by Giovanni	2	P2

	Boccaccio, with reference to Croatian translations and to the manuscripts of the two authors.		
Week: 7.			
Lectures	Le Tre Corone: Dante Alighieri, Francesco Petrarca and Giovanni Boccaccio.	1	P2
Seminar	Analysis of the opening part of Canto I of Dante's "Inferno", with reference to Croatian translations and to the manuscripts preserving Dante's "Divina Commedia". Discussion of the adjectives "illustre, aulico, curiale, cardinale" used by Dante Alighieri to describe the Italian language in his work "De vulgari eloquentia". Student presentations on the assigned topic.	2	P2
Week: 8.			
Lectures	The 15th century (Il Quattrocento) and Humanism (Latin Humanism and Vernacular Humanism).	1	P2
Seminar	Analysis of the first Italian grammar by Leon Battista Alberti, with reference to the manuscript. Student presentations on the assigned topic.	2	P2
Week: 9.			
Lectures	The 16th century (Il Cinquecento), the question of the Italian language and Pietro Bembo.	1	P2
Seminar	Midterm exam. Student presentations on the assigned topic.	2	P2
Week: 10.			
Lectures	The 17th century (Il Seicento) and the Accademia della Crusca.	1	P2
Seminar	Examination of the structure and basic principles of Pietro Bembo's grammar "Prose della volgar lingua" and discussion of Bembo's views on the Italian language and on the language of Dante Alighieri, Francesco Petrarca and Giovanni Boccaccio. Comparison of the structure and content of dictionary entries in the first monolingual dictionary of the Italian language "Vocabolario della Crusca" (1612), and entries in a contemporary monolingual Italian dictionary (e.g. Treccani Online). Student presentations on the assigned topic.	2	
Week: 11.			
Lectures	The 18th century (Il Settecento) and the philosophy of language of Melchiorre Cesarotti.	1	P2
Seminar	Analysis of the ideas on the characteristics of language presented in "Saggio sulla filosofia delle lingue" by Melchiorre Cesarotti, and discussion of their relevance today. Student presentations on the assigned topic.	2	P2
Week: 12.			
Lectures	The first half of the 19th century (Il Primo Ottocento) and debates on the Italian language.	1	P2
Seminar	Examination of the revisions of a passage from the 1840 edition of "I promessi sposi" by Alessandro Manzoni and discussion of Manzoni's model of the Italian language. Student presentations on the assigned topic.	2	P2
Week: 13.			
Lectures	The second half of the 19th century (Il Secondo Ottocento) and the linguistic revolution of Alessandro Manzoni.	1	P2
Seminar	Analysis of the critiques by Graziadio Isaia Ascoli addressed to Alessandro Manzoni and discussion of Ascoli's views on the Italian language. Student presentations on the assigned topic.	2	P2

Week: 14.			
Lectures	The 20th century (Il Novecento) and the linguistic unification of Italy.	1	P2
Seminar	Analysis of the concept of “nuovo italiano nazionale” by Pier Paolo Pasolini and discussion of Pasolini’s reflections on the Italian language presented in a television interview and in the article “Nuove questioni linguistiche”. Student presentations on the assigned topic.	2	P2
Week: 15.			
Lectures	The Italian language in Italy today.	1	P2
Seminar	Midterm exam.	2	P2

<table>
<tr><td>Course name</td><td colspan="5">Introduction to the Latin Language</td></tr>
<tr><td>ID</td><td>HZY003</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Inga Vilogorac Brčić, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">2.0</td></tr>
<tr><td>Associates</td><td>Jure Hrgović, MSc</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td></td><td>10</td><td>0</td><td>20</td><td>0</td></tr>
<tr><td>Course status</td><td>C/EI</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to the Latin alphabet, sounds and accents, and to the traditional and classical pronunciation of the Latin language. The aim is to teach them the basics of Latin grammar; changeable parts of speech (nouns, verbs, adjectives, numerals, pronouns), declension, conjugation, comparison of adjectives, then invariable parts of speech and sentence types in order to be able to translate simpler texts. The aim is also to enrich oratory skills with Latin paremiologisms and to practice the correct pronunciation of Latin words and sentences.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">no conditions</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- Read Latin correctly
- List and define parts of speech
- Decline and conjugate Latin words
- Compare adjectives
- Recognize the significance of Latin paremiologisms in the speeches of statesmen
- Recognize the educational and didactic nature of Latin paremiology
- Identify Croatian words of Latin origin
- Identify internationalisms of Latin origin
- Better understanding of the Croatian language
- Develop oratory skills</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Latin language system; reading shorter Latin texts
2. Variable parts of speech
3. Reading and translating shorter Latin texts
4. Declinations
5. Conjugations
6. Verb forms
7. Verb adjectives, adverbs, moods
8. Adjectives. Comparison of adjectives
9. Numbers
10. Pronouns
11. Invariable parts of speech
12. Simple and simple-extended sentences
13. Independent-complex sentences
14. Dependent-complex sentences
15. Paremiology</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="5">1. Attendance at classes and seminars
Note:
- Attendance at the course is not included in the grade, but is a prerequisite for taking the exam.
- Attendance at lectures – minimum 80%, seminars – minimum 80%.</td></tr>
</table>

	2. Inform yourself about the classes that the student has missed during consultations with teachers and other students. 3. Respect the ethical and scientific principles of the higher education institution. 4. Adhere to the time frames required for performing activities					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☒	Essay	☐
	Seminar paper	☐	Midterm exam	☒	Oral exam	☒
	Written exam	☐	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	1. Activity in class, participation in discussions during classes and seminars – 10% 2. Prepared and presented paper – 10% 3. Written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to the written exam) – 40% 4. Oral exam – 40% (The criteria for evaluating and grading individual elements are described in the course repository.)					

Required literature	Title	Number of copies available	Availability via other media
	Gortan V., Gorski, O., Pauš, P., (1995 or any other edition) Elementa Latina, Zagreb: Školska knjiga.	5	
	Knezović, P.; Demo, Š. (2005): Latinski jezik – Scylla Zagreb: Hrvatski studiji Sveučilišta u Zagrebu.	5	

Supplementary literature	Gortan V., Gorski, O., Pauš, P., (2005): "Latinska gramatika", 12th edition, Zagreb: Školska knjiga. (chapters relevant to the course content). Pejčinović, P. (1955 and 1957) "Initia Latina". Sarajevo. Pejčinović, P, (1955 and 1957) "Vox Latina". Sarajevo. Salopek, D.; Škiljan, D.; Šešelj, Z., "Orbis Romanus", Zagreb: Profil Internacional. Žepić, M. (1979 or any other edition) "Latinsko-hrvatski ili srpski rječnik". Zagreb: Školska knjiga.
Quality assurance	- Class attendance, class activity, success in completing assignments. - Student survey on the quality of teaching and teachers at the university level. - Exam passed and other obligations prescribed by the syllabus fulfilled. - Individual consultations. - Student self-assessment of achieved learning outcomes. - Collaborative assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Latin language system; reading shorter Latin texts	1	
Week: 2.			
Lectures	Variable parts of speech	1	
Week: 3.			
Lectures	Reading and translating shorter Latin texts	1	
Week: 4.			
Lectures	Declensions	1	
Week: 5.			
Lectures	Conjugations	1	
Week: 6.			
Lectures	Verb forms	1	

Language practicals	Verb forms	2	
Week: 7.			
Lectures	Participles, gerunds, moods	1	
Language practicals	Participles, gerunds, moods	2	
Week: 8.			
Lectures	Adjectives, comparison of adjectives	1	
Language practicals	Adjectives, comparison of adjectives	2	
Week: 9.			
Lectures	Numerals, pronouns	1	
Language practicals	Numerals, pronouns	2	
Week: 10.			
Lectures	Invariable parts of speech	1	
Language practicals	Invariable parts of speech	2	
Week: 11.			
Language practicals	Simple and expanded simple sentences	2	
Week: 12.			
Language practicals	Compound sentences (coordination)	2	
Week: 13.			
Language practicals	Compound sentences (coordination)	2	
Week: 14.			
Language practicals	Complex sentences (subordination)	2	
Week: 15.			
Language practicals	Paremiology	2	

<table>
<tr><td>Course name</td><td colspan="5">Literary Movements and Authors in Italy from Arcadia to Verismo</td></tr>
<tr><td>ID</td><td>HZT401</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td>Nikica Mihaljević, PhD, full professor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce to students the main characteristics of the literary period taking place in Italy in the 17th and 18th century as well as to teach the students how to approach critically a literary text and how to acquire the competences for the autonomous analysis of the literary texts ot this period.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Having attended the following courses:
Theoretical Study of Italian Literature
Survey of Italian literature – module I
Survey of Italian literature – module II</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">After this course students will be able to:
1) to analyse the socio-historical and cultural circumstances in the Italian society of 18th and 19th century;
2) to recognize literary movements and styles of different authors of the Italian 18th and 19th century;
3) to differentiate literary styles of different authors of the Italian 18th and 19th century;
4) to compare different styles of the authors of the Italian 18th and 19th century;
5) to analyse autonomously and interpret literary texts in the field of Italian literature of 18th and 19th century.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week:
Lessons: Introducing the students to the content of the course. Socio-historical situation in Italy in the period of Arcadia. Theatre in Italy in the 17th century. “Commedia dell'Arte“.
Seminars: Economic and social development in Italy (and in Europe in general) in the 18th century.
2nd week:.
Lessons: The age of Enlightenment in Italy: main characteristics and authors.
Seminars: Development of melodrama in the 18th and 19th century in Italy (authors, examples, main characteristics).
3rd week:
Lessons: Main characteristics of Arcadia and its main authors. Its beginnings and main features.
Seminars: Examples of the literary texts created by the members of "Accademia dell'Arcadia". The analysis of "La libertà" by Pietro Metastasio.
4th week:
Lessons: The age of Enlightenment in Italy: main characteristics and authors.
Seminars: examples of the literary texts in the period of Enlightenment in Italy.
5th week:
Lessons: Giuseppe Parini and his literary work.
Seminars: Giuseppe Parini's "Il giorno": the analysis of the text. Parini's criticism of the nobles.
6th week:
Lessons: Satire in Parini's literary work. The particularity of the authors' style.
Seminara: "Il giorno" by Giuseppe Parini. The analysis of the text. Parini's criticism of the nobles.
7th week:
Lessons: Carlo Goldoni and the reform of the theatre.
Seminars: Carlo Goldoni's literary works. The analysis of a part of the author's comedy "La locandiera".
8th week:</td></tr>
</table>

	Lessons: The importance of the consequences of Goldoni's reform. The reaction of the pulbic. Tragedy in Italy at the beginning of the 18th century. The main features of literary work written by Vittorio Alfieri. Seminars: Carlo Goldoni's literary works. The analysis of a part of the author's comedy "La locandiera". 9th week: Lessons: Romanticism in Italy: main featurs and authors. The characteristics of the 19th century in Italian literature. Historical novel. Ugo Foscolo's life and literary works. Romanticism in Ugo Foscolo's literary work. "I sepolcri" by Ugo Foscolo. Seminars: The changes that Romanticism has brought: examples from art and literature. The analysis of a part of the literay work by Ugo Foscolo "I sepolcri". 10th week: Lessons: Ugo Foscolo and his literary work. Romanticism in Foscolo's literary work. Seminars: Analysis of "A Zacinto" by Ugo Foscolo. 11th week: Lessons: Historical novel and social novel. The emerging of the historical novel, its characteristics and main authors Seminars. the examples of the historical and of the social novel in Italy in the 19th century. 12th week: Lessons: Giacomo Leopardi: one of the greatest authors of Italian literaturete, his life and his literary work. The importance of the contribution of Leopardi's work to the Italian literature in general. Leopardi's literary stile. Seminars: Analysis of "A Silvia" by Giacomo Leopardi. 13th week: Lessons: Alessandro Manzoni and his literary work. The importance of historical novel "Promessi sposi". The author's style. Seminars: Analysis of "Il cinque maggio" by Alessandro Manzoni. 14th week: Lessons: Verismo (literary realism) in Italy, main characteristics and main authors. Verga, his life and literary work. Seminars: examples of the Italian Verismo. 15th week: Lessons: Repeting and, if necessary, explaining additionally previously presented topics. Seminars: application of the topics and contents of the course on literary texts.
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning ☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐ ☐ ☐
Student obligations	- students are expected to participate actively in the class activities; - it is obligatory to attend lectures (80%) and seminars (80%); - to write and to present seminar essay according to the previously established criteria; - to act accordingly to ethical and scientific principles during lectures at the university level; - to participate in and to perform class and extra-class activities in order to achieve learning outcomes of the course; - to pass the written test (minimum achieved result at the exam has to be 50%); - to be informed, during individual consultations, regarding class activities and other students' obligations in the cases of students' absence; - to respect deadlines necessary for performing course activities; - to perform in time and successfully individual and group activities.

Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☒

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

Assessment and evaluation of student work	40% written exam (the possibility of taking the exam by writing the essay which, if the student gets at least the grade 4, could represent an equivalent to the written exam); 35% home and school activities: the possibility of writing an essay for especially interested and diligent students; 25% active and constructive participation in class lessons. Evaluation criteria and grading of single elements are available in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Ferroni, G. (2004). Storia e testi della letteratura italiana: la nuova Italia (1861-1910). Milano: Mondadori.	1	
	Salinari, C. & Ricci, C. (1995). Storia della letteratura italiana (l'Ottocento). Roma-Bari: Laterza.	0	
	Segre, C. & Martignoni, C. (1991-1992). Testi nella storia. Vol. II & III. Milano: Mondadori.	0	
Supplementary literature	Asor Rosa, A. (2008). Storia europea della letteratura italiana. Vol. II i Vol. III. Firenze: Le Monnier. Ceserani, R. (2002). Guida allo studio della letteratura. Roma-Bari: Laterza. Clark, M. (2001). Il Risorgimento italiano. Una storia ancora controversa. Milano: Rizzoli. Ferroni, G. (2003). Storia e testi della letteratura italiana. Vol. VII. Restaurazione e risorgimento (1815-1861). Milano: Mondadori. Mack Smith, D. (2000). Il Risorgimento italiano. Storia e testi. Roma-Bari: Laterza. Malato, E. (1995). Storia della letteratura italiana. Vol. VI & VII. Roma: Salerno editrice. Mihaljević, N. (2012). La luna nell'acqua. La metamorfosi nel racconto fantastico tra Italia e Croazia. Macerata: EUM. Pazzaglia, M. (2000). Lungo l'Ottocento. Foscolo, Leopardi, Manzoni e altri. Modena: Mucchi. Petronio, G. (2004). L'attività letteraria in Italia. Palermo: Palumbo.		
Quality assurance	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introducing the students to the content of the course. Theatre in Italy in the 17th century. "Commedia dell'Arte". Historical, cultural and literary rappresentation of Italian 17th and 18th century.	2	P7

Seminar	Economic and social development in Italy (and in Europe in general) in the 18th century.	2	P2
Week: 2.			
Lectures	The development of melodrama in Italy in the 17 and 18 century: authors and examples, main characteristics.	2	P7
Seminar	The examples of melodrama in Italy. Indipendent student analysis.	2	P2
Week: 3.			
Lectures	"Accademia dell' Arcadia": foundation, characteristics, representatives, the results of their work.	2	P7
Seminar	The examples of literary work of “Accademia dell’ Arcadia”. The analysis of "La libertà" by Pietro Metastasio.	2	P2
Week: 4.			
Lectures	The Italian Enlightenment: main characteristics and representatives.	2	P7
Seminar	The examples of literary texts in the period of Italian Enlightenment. Indipendent student analysis.	2	P2
Week: 5.			
Lectures	Giuseppe Parini: his life and work.	2	P7
Seminar	"Il giorno" by Giuseppe Parini. Indipendent student analysis of a part of the text with special attention to Parini's critical attitude towards the nobility. Historical and social context.	2	P2
Week: 6.			
Lectures	Satire in Parini's work. The particularities of the author's style.	2	P7
Seminar	"Il giorno" by Giuseppe Parini. The analysis of a part of the text with special attention to Parini's critical attitude towards the nobility. The elements of Enlightenment in the text.	2	P2
Week: 7.			
Lectures	The reform of the theatre in Italy: Carlo Goldoni, his life and work. Goldoni's contribution to the development of comedy in Italy.	2	P7
Seminar	Carlo Goldoni's literary work. The analysis of the comedy "La locandiera". Indipendent student analysis.	2	P2
Week: 8.			
Lectures	The importance of the changes that Goldoni's reform has brought. The consequences and the reaction of the public. The contribution in the field of tragedy in 18th century in Italy: Vittorio Alfieri, life and work.	2	P7
Seminar	The analysis of Alfieri's tragedy "Saul".	2	P2
Week: 9.			
Lectures	Romanticims in Italy: main characteristics and representaties. Characteristics of the beginning of 19th century inItalian literature. Historical novel. Ugo Foscolo: life and work. The elements Romanticism in the work of Foscolo. "I sepolcri" by Ugo Foscolo.	2	P7
Seminar	The changes that Romanticism has brought: examples from art and literature.I The analysis of a part of the text "I sepolcri" by Ugo Foscolo.	2	P2
Week: 10.			
Lectures	Ugo Foscolo: life and work. Romanticism in Foscolo's work. Historical novel and social novel. The appearance of the historical and social nove, main characteristics, authors.	2	P7
Seminar	The analysis of "A Zacinto" by Ugo Foscolo. The elements of Romanticism in the text. The examples of historical and social novel in 19th century. Historical and social context.	2	P2
Week: 11.			

Lectures	Giacomo Leopardi: one of the biggest Italian poets. His life and literary work. The importance of the contribution of Leopardi to Italian literature in general. The author's style.	2	P7
Seminar	The analysis of "A Silvia" by Giacomo Leopardi.	2	P2
Week: 12.			
Lectures	Leopardi's style. The particularities of Leopardi's work.	2	P7
Seminar	The analysis of "Il sabato del villaggio" by Giacomo Leopardi.	2	P2
Week: 13.			
Lectures	Alessandro Manzoni: life and work. The importance of the historical novel "Promessi sposi". The author's style.	2	P7
Seminar	The analysis of "Il cinque maggio" by Alessandro Manzoni.	2	P2
Week: 14.			
Lectures	Italian "Verismo": main characteristics. Representatives. Giuseppe Verga: life and work.	2	P7
Seminar	The examples of Italian "Verismo" in literary texts. Indipendent student analysis.	2	P2
Week: 15.			
Lectures	Repeting and, if necessary, explaining additionally previously presented topics.	2	P7
Seminar	Application of the topics and contents of the course on literary texts.	2	P2

<table>
<tr><td>Course name</td><td colspan="5">Italian Language III – Module I</td></tr>
<tr><td>ID</td><td>HZT402</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td>Maja Bilić, senior language instructor</td><td>ECTS workload</td><td colspan="4">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>60</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">10%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to acquire language competences in Italian defined by level B2 of the Common European Framework of Reference for Languages of the Council of Europe from 1999, with a special emphasis on pragmatic competences such as the development of primary and integrated skills in oral and written form in various textual typologies.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Passed exam: Italian language II – Module 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- listen, read, speak and write using more complex structures of syntax and lexis of the Italian language;
- distinguish between styles and registers of the Italian language;
- apply semantic, syntactic, cognitive and pragmatic writing in the Italian language;
- paraphrase, summarize, translate all types of texts from and into the Italian language (within the level provided by the course).</td></tr>
<tr><td>Syllabus</td><td colspan="5">Week 1
Sentence and its parts. Definition of a sentence, division of sentences by composition: simple and complex sentences, ‘frase minima’. Subject (omission of the subject, subjectless sentences); predicate: noun, verb, copulative predicate, omission of the predicate. Syntactic analysis exercises.

Week 2
Complements to the subject and predicate; analysis of the constituent parts of a sentence, subject and predicate group, noun, verb and prepositional phrase. Syntactic analysis exercises. Reception and understanding of an informative text: newspaper article.

Week 3
Attribute, apposition, predicate extension (complemento predicativo del soggetto e del oggetto). Syntactic analysis exercises. Receptive and productive skills: paraphrase: Il corvo e la volpe (La Fontaine); Il ragno, Il granchio, L'ermellino (Leonardo da Vinci).

Week 4
Complex sentences; definition of a complex sentence; types of co-predicates; Independent complex sentences (copulative, adversative, disjunctive, conclusive...). Syntactic analysis exercises. Paraphrase: syntactic and semantic retelling.

Week 5
Subordinate sentences: explicit and implicit form, classification of dependent sentences, object, subject sentences. Syntactic analysis exercises. Summary: objective and subjective summary.

Week 6
Object and subject sentences: syntactic analysis exercises. Translation.

Week 7
Declarative sentences, indirect interrogative sentences. Syntactic analysis exercises. Midterm exam (correction and analysis).

Week 8
Subordinate sentences (continued). Relative sentences: restrictive and appositive. Inserted sentences. Syntactic analysis exercises. Reception and understanding of narrative text: La misura del tempo (Gianrico Carofiglio) - selected excerpts.</td></tr>
</table>

	Week 9 Causal, intentional, consequential, supplementary sentences. Syntactic analysis exercises. Reception and production: summarization (division of the text into sequences, keywords, topics, titles). Week 10 Temporal and comparative sentences. Syntactic analysis exercises. Reception and production: from interlingual translation to intersemiotic translation: narrative and film sequences. Week 11 Exercises: subordinate clauses (continued): modal and adverbial clauses. Syntactic analysis exercises. Week 12 Other subordinate clauses (aggiuntive, esclusive, eccettuative, limitative) Syntactic analysis exercises. Reception and production of argumentative text: from the structure of argumentative text to critical thought: Perché leggere i classici (Italo Calvino) – selected excerpts. Week 13 Real and possible conditional sentences. Syntactic analysis exercises. Reception and production: Ma Collodi esiste ancora? (Italo Calvino). Week 14 Unreal conditional sentences. Syntactic analysis exercises. Reception and production: Lezioni americane (Italo Calvino) Week 15 Revision: syntax, paraphrase, summary, translation. Second midterm exam (correction and evaluation).
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning ☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐ ☐ ☐
Student obligations	Attendance and active participation in the teaching process: 80%. Behave in accordance with ethical and scientific principles in higher education teaching. Participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course. Pass a written exam (equivalent to a written exam are 2 passed midterm exams) and achieve a minimum of 60% accuracy on the exam/midterm exams.

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

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements: 1. written exam, or successfully passed two midterm exams (a positive grade from both midterm exams is equivalent to the written exam) – 60% 2. oral exam – 20% 3. success in solving individual and group tasks and activity in class – 20% The criteria for evaluating and grading individual elements are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Bozzone Costa R., Ghezzi C. , Piantoni M. (2017) Nuovo Contatto B2, Torino: Loescher Editore	1	da
	Dardano, M. - Trifone, P. (1995). Grammatica italiana con nozioni di linguistica, Bologna: Zanichelli, Cap. 3 La frase semplice, pp. 93-128; Cap. 12 La sintassi della frase complessa, pp. 442-480.	1	da
	Carofiglio, G. La misura del tempo, Giulio Einaudi editore	0	da
	Treccani Vocabolario on line http://www.treccani.it/vocabolario/	0	da
	Treccani Enciclopedia dell'italiano Sintassi http://www.treccani.it/enciclopedia/sintassi_(Enciclopedia-dell'Italiano)/	0	da
Supplementary literature	Balboni, P.E. (1995). Curricolo d'italiano per stranieri. Roma: Bonacci. Salvi, G. - Vanelli, L. (2004). Nuova grammatica italiana. Bologna: Il Mulino. Serianni, L. - Della Valle, V. - Patota, G. (2003). L'italiano parlato e scritto. Grammatica di riferimento e manuale delle abilità testuali. Trento: Archimede edizioni, pp. 197-203;212-214; 220-234; 258-271. Serianni, L. (1989). Grammatica italiana. Italiano comune e lingua letteraria. Torino: UTET. Serianni, L. (2003). Italiani scritti. Bologna: Il Mulino. Trifone P. - Palermo M. (2000). Grammatica italiana di base, Bologna: Zanichelli.		
Quality assurance	- class attendance and activity, success in completing tasks - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Language practicals	Sentence and its parts. Definition of a sentence, division of sentences by composition: simple and complex sentences, 'frase minima'. Subject (omission of the subject, subjectless sentences); predicate: noun, verb, copulative predicate, omission of the predicate. Syntactic analysis exercises.	4	P2
Week: 2.			
Language practicals	Complements to the subject and predicate; analysis of the constituent parts of a sentence, subject and predicate group;, noun, verb and prepositional phrase. Syntactic analysis exercises. Reception and understanding of an informative text: newspaper article.	4	P2
Week: 3.			
Language practicals	Attribute, apposition, predicate extension (complemento predicativo del soggetto e del oggetto). Syntactic analysis exercises. Receptive and productive skills: paraphrase: Il corvo e la volpe (La Fontaine); Il ragno, Il granchio, L'ermellino (Leonardo da Vinci).	4	P2

Week: 4.			
Language practicals	Complex sentences; definition of a complex sentence; types of co-predicates; Independent complex sentences (copulative, adversative, disjunctive, conclusive...). Syntactic analysis exercises. Paraphrase: syntactic and semantic retelling.	4	P2
Week: 5.			
Language practicals	Subordinate sentences: explicit and implicit form, classification of subordinate sentences, object, subject sentences. Syntactic analysis exercises. Summary: objective and subjective summary.	4	P2
Week: 6.			
Language practicals	Object and subject sentences: syntactic analysis exercises. Translation.	4	P2
Week: 7.			
Language practicals	Declarative sentences, indirect interrogative sentences. Syntactic analysis exercises. Midterm exam (correction and analysis).	4	P2
Week: 8.			
Language practicals	Subordinate sentences (continued). Relative sentences: restrictive and appositive. Inserted sentences. Syntactic analysis exercises. Reception and understanding of narrative text: La misura del tempo (Gianrico Carofiglio) - selected excerpts.	4	P2
Week: 9.			
Language practicals	Causal, intentional, consequential, supplementary sentences. Syntactic analysis exercises. Reception and production: summarization (division of the text into sequences, keywords, topics, titles).	4	P2
Week: 10.			
Language practicals	Temporal and comparative sentences. Syntactic analysis exercises. Reception and production: from interlingual translation to intersemiotic translation: narrative and film sequences.	4	P2
Week: 11.			
Language practicals	Exercises: subordinate clauses (continued): modal and adverbial clauses. Syntactic analysis exercises.	4	P2
Week: 12.			
Language practicals	Other subordinate clauses (aggiuntive, esclusive, eccettuative, limitative) Syntactic analysis exercises. Reception and production of argumentative text: from the structure of argumentative text to critical thought: Perché leggere i classici (Italo Calvino) – selected excerpts.	4	P2
Week: 13.			
Language practicals	Real and possible conditional sentences. Syntactic analysis exercises. Reception and production: Ma Collodi esiste ancora? (Italo Calvino).	4	P2
Week: 14.			
Language practicals	Unreal conditional sentences. Syntactic analysis exercises. Reception and production: Lezioni americane (Italo Calvino)	4	P2
Week: 15.			
Language practicals	Revision: syntax, paraphrase, summary, translation. Second midterm exam (correction and evaluation).	4	P2

<table>
<tr><td>Course name</td><td colspan="5">Historical Grammar of Italian Language</td></tr>
<tr><td>ID</td><td>HZT905</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Maja Bezić, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">10%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the basic concepts of the historical grammar of the Italian language. Students gain insight into the development of Italian phonetics, morphology, syntax and lexis, starting from Vulgar Latin through Old Italian to contemporary Italian, which will contribute to a better understanding of Italian grammar.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Knowledge of the basics of the Latin language.
Completion of the compulsory course "History of the Italian Language".</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define and explain the basic concepts of the historical grammar of the Italian language;
- interpret the relationship between Latin and Italian and the differences between them;
- explain and analyze the most important phonetic transformations that occurred in the development of Italian from Latin;
- explain and analyze the most important morphological transformations that occurred in the development of Italian from Latin;
- explain and analyze the most important syntactic changes that occurred in the development of Italian from Latin;
- explain and analyze the most important lexical changes that occurred in the development of Italian from Latin.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week: Introduction to the course requirements and an overview of the historical grammar of the Italian language.
2nd week: Latin origins of the Italian language.
3rd week: Historical phonetics: vocalism I.
4th week: Historical phonetics: vocalism II.
5th week: Historical phonetics: consonantism I.
6th week: Historical phonetics: consonantism II.
7th week: Historical morphology: typological differences between Latin and Italian morphosyntax; nouns I.
8th week: Historical morphology: nouns II.
9th week: Historical morphology: definite and indefinite articles.
10th week: Historical morphology: adjectives and pronouns.
11th week: Historical morphology: verbs I.
12th week: Historical morphology: verbs II.
13th week: Historical morphology: verbs III; adverbs.
14th week: Syntactic changes.
15th week: Lexis through history: from Latin to Italian.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="5">Attendance and active participation in the teaching process: 80% of lectures and 80% of seminars.
Preparation of a seminar paper and passing the written exam. Possibility of taking the exam through midterm tests.</td></tr>
</table>

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

Assessment and evaluation of student work	The final grade consists of three components: the exam (70%), the seminar paper (20%), and class participation (10%). Class participation includes the regular completion of assigned tasks and participation in discussions. The seminar paper is submitted in written form. The seminar paper may be completed in pairs. The exam consists of two parts, which may be taken through midterm exams. The assessment and grading criteria for the individual components are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Patota, G. (2007). Nuovi lineamenti di grammatica storica dell'italiano. Bologna: Il Mulino.	1	
	Serianni, L. (2009). Lezioni di grammatica storica italiana. Roma: Bulzoni.	1	
	Tekavčić, P. (1980). Grammatica storica dell'italiano, I–III. Bologna: Il Mulino.	1	

Supplementary literature	Bruni, F. (1999). L'italiano. Elementi di storia della lingua e della cultura. Torino: UTET. D'Achille, Paolo (2011). Breve grammatica storica dell'italiano. Roma: Carocci. Dardano, M. (2005). Nuovo manualetto di linguistica italiana. Bologna: Zanichelli. Lauta, G. (2011). Esercizi di grammatica storica italiana. Roma: Carocci editore. Rohlfs, G. (1996). Grammatica storica della lingua italiana e dei suoi dialetti, I-III. Torino: Einaudi. Salvi, G. – Renzi, L. (a cura di) (2010). Grammatica dell'italiano antico, I–II. Bologna: Il Mulino. Serianni, L. (a cura di) (2001). La lingua nella storia d'Italia. Roma: Società Dante Alighieri. Serianni, L. – Trifone, P. (a cura di) (1994). Storia della lingua italiana, I–III. Torino: Giulio Einaudi editore. Trifone, P. - Picchiorri, E. - Zarra, G. (2023). L'italiano nella storia. Lingua d'uso e di cultura. Milano: Mondadori.
Quality assurance	Class attendance, class participation, and success in completing assignments. Student survey on the quality of teaching and teachers at the university level. Passed exam and fulfillment of other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of achieved learning outcomes. Collaborative evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introduction to the course requirements, working methods and literature.	2	P6

	Introduction to the basics of the historical grammar of the Italian language.		
Seminar	Introduction to the seminar requirements, working methods and literature. Review of the basics of Italian phonetics and phonology: basic terminology, vowels.	2	P6
Week: 2.			
Lectures	The Latin origin of the Italian language.	2	P6
Seminar	Review of the basics of Italian phonetics and phonology: consonants.	2	P6
Week: 3.			
Lectures	Historical phonetics: the formation of the Italian vowel system.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 4.			
Lectures	Historical phonetics: specific changes in stressed and unstressed vowels conditioned by particular phonetic contexts.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 5.			
Lectures	Historical phonetics: preservation of consonants, consonant loss, consonant assimilation, palatalization, labiovelars, spirantization of intervocalic B and voicing of consonants.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 6.			
Lectures	Historical phonetics: consonant clusters and other phonetic changes.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 7.			
Lectures	Historical morphology: typological differences between Latin and Italian morphosyntax, number, gender and case of nouns.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed. Instructions for the preparation of the seminar paper.	2	P6
Week: 8.			
Lectures	Historical morphology: changes in the case and declension system of nouns, and the formation of nouns.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed. Midterm exam.	2	P6
Week: 9.			
Lectures	Historical morphology: the origin of the definite and indefinite articles and prepositions with articles.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 10.			
Lectures	Historical morphology: the formation of adjectives and pronouns.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 11.			
Lectures	Historical morphology: the most important changes in the verbal system, verb conjugations and the formation of the present tense.	2	P6

Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 12.			
Lectures	Historical morphology: the formation of the perfect (passato remoto and passato prossimo), compound verb tenses and the periphrastic passive.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 13.			
Lectures	Historical morphology: the formation of the future and conditional tenses, and the formation of adverbs.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 14.			
Lectures	Syntactic changes: word order in the sentence, the use of personal pronouns in the subject function, the “legge Tobler-Mussafia” and the conjunction “che” in subject and object clauses.	2	P6
Seminar	Discussion of the topics covered in the lecture, including analysis of examples of the changes discussed.	2	P6
Week: 15.			
Lectures	The lexis through history: word formation, the role of Latin in the formation of the Italian lexis, loanwords, and semantic changes.	2	P6
Seminar	Midterm exam.	2	P6

<table>
<tr><td>Course name</td><td colspan="5">Romance Philology</td></tr>
<tr><td>ID</td><td>HZT403</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Maja Bezić, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">10%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the basic concepts, methods and paradigms of research in Romance philology, as well as with the classification, origin, development, and structure of the Romance languages and their earliest texts. Students acquire knowledge of the Romance languages, which are classified and analyzed with regard to the nature of specific phonological, morphological, syntactic, and lexical phenomena and their development from the period of Vulgar Latin to the present day.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define and explain the basic concepts, methods and paradigms of research in Romance philology;
- classify and distinguish the Romance languages;
- describe the origin, evolution and structure of the Romance languages in relation to Latin;
- classify and compare the Romance languages with regard to the nature of specific linguistic phenomena and their development;
- identify the earliest texts written in the Romance languages and explain their significance.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Week 1: Introduction to the course requirements and an overview of Romance philology and linguistics.
Week 2: The Romance-speaking area: Romance languages and dialects.
Week 3: Ibero-Romance and Gallo-Romance languages.
Week 4: Italo-Romance and Eastern Romance languages.
Week 5: Three paradigms in the study of Romance languages I.
Week 6: Three paradigms in the study of Romance languages II.
Week 7: From Latin to Romance: Vulgar Latin, substrates and superstrates of the Romance languages.
Week 8: Phonological, morphological and syntactic evolution of the Romance languages I.
Week 9: Phonological, morphological and syntactic evolution of the Romance languages II.
Week 10: Classification of the Romance languages.
Week 11: Grammatical phenomena in the Romance languages I.
Week 12: Grammatical phenomena in the Romance languages II.
Week 13: Grammatical phenomena in the Romance languages III.
Week 14: The earliest texts in the Romance languages I.
Week 15: The earliest texts in the Romance languages II.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="5">Attendance and active participation in the teaching process: 80% attendance in lectures and 80% attendance in seminars.</td></tr>
</table>

	Completion of a seminar paper and passing a written exam. Possibility of taking the exam through midterm exams.					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☒	Midterm exam	☒	Oral exam	☐
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	The final grade consists of three components: the exam (70%), the seminar paper (20%), and class participation (10%). Class participation includes the regular completion of assigned tasks and participation in discussions. The seminar paper must be presented orally and submitted in written form. The exam consists of two parts, which may be taken through midterm exams. The assessment and grading criteria for each component are described in the course repository.					

Required literature	Title	Number of copies available	Availability via other media
	Renzi, L. - Andreose, A. (2015). Manuale di linguistica e filologia romanza. Bologna: Il Mulino.	1	
	Renzi, L. (1994). Nuova introduzione alla filologia romanza. Bologna: Il Mulino.	1	
	Varvaro, A. (2001). Linguistica romanza. Corso introduttivo. Napoli: Liguori.	1	

Supplementary literature	Bartoli, M. G. (2000). Il dalmatico. Resti di un'antica lingua romanza parlata da Veglia a Ragusa e sua collocazione nella Romania appenninico-balcanica. (a cura di A. Duro). Roma: Istituto della Enciclopedia Italiana. Fanciullo, F. (2007). Introduzione alla linguistica storica. Bologna: il Mulino. Tagliavini, C. (1972). Le origini delle lingue neolatine. Bologna: Patron. Varvaro, A. (1980). Storia, problemi e metodi della linguistica romanza, Napoli: Liguori.
Quality assurance	Class attendance, class participation, and success in completing assignments. Student survey on the quality of teaching and teachers at the university level. Passed exam and fulfillment of other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of achieved learning outcomes. Collaborative evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introduction to the course requirements, teaching methods and bibliography. Introduction to the fundamentals of Romance philology and linguistics.	2	P2
Seminar	Introduction to the seminar requirements, working methods and bibliography.	1	P2
Week: 2.			
Lectures	The Romance-speaking area: Romania perduta, Romania nuova, Romance languages and dialects.	2	P2

Seminar	Viewing and analysis of a video lecture on the genesis of the Romance languages.	1	P2
Week: 3.			
Lectures	Ibero-Romance and Gallo-Romance languages.	2	P2
Seminar	Viewing and analysis of a video lecture on the genesis of the Romance languages.	1	P2
Week: 4.			
Lectures	Italo-Romance and Eastern Romance languages.	2	P2
Seminar	Discussion of the Romance languages, their characteristics and classification through the viewing of short documentaries. Instructions for the preparation and presentation of the seminar paper.	1	P2
Week: 5.			
Lectures	Three paradigms in the study of Romance languages: the classical and the historical-comparative paradigm.	2	P2
Seminar	Discussion of the Romance languages, their characteristics and classification through the viewing of short documentaries.	1	P2
Week: 6.			
Lectures	Three paradigms in the study of Romance languages: the contemporary paradigm.	2	P2
Seminar	Discussion of the Romance languages, their characteristics and classification through the viewing of short documentaries.	1	P2
Week: 7.			
Lectures	From Latin to Romance: Vulgar Latin, substrates and superstrates of the Romance languages.	2	P2
Seminar	Discussion on the relationship between Vulgar Latin and the Romance languages.	1	P2
Week: 8.			
Lectures	Phonological evolution of the Romance languages.	2	P2
Seminar	Midterm exam.	1	P2
Week: 9.			
Lectures	Morphological and syntactic evolution of the Romance languages.	2	P2
Seminar	Discussion on the evolution of the Romance languages. Student presentation on a given topic.	1	P2
Week: 10.			
Lectures	Classification of the Romance languages.	2	P2
Seminar	Discussion on the classification of the Romance languages. Student presentation on a given topic.	1	P2
Week: 11.			
Lectures	Grammatical phenomena in the Romance languages: conservative and innovative Romance languages, grammatical phenomena in conservative Romance languages.	2	P2
Seminar	Discussion on grammatical phenomena in conservative Romance languages. Student presentation on a given topic.	1	P2
Week: 12.			
Lectures	Grammatical phenomena in the Romance languages: grammatical phenomena in innovative Romance languages.	2	P2
Seminar	Discussion on grammatical phenomena in innovative Romance languages. Student presentation on a given topic.	1	P2
Week: 13.			
Lectures	Grammatical phenomena in the Romance languages: the use of the perfect tense in the Romance-speaking area, the origin of noun plural formation and the classification of the	2	P2

	Romance-speaking area, grammatical phenomena in the Ibero-Romance area.		
Seminar	Discussion on the use of the perfect tense and the origin of noun plural formation in the Romance-speaking area. Student presentation on a given topic.	1	P2
Week: 14.			
Lectures	The earliest texts in the Romance languages: classification and the beginnings of spoken and written Romance languages.	2	P2
Seminar	Discussion on the beginnings of spoken and written Romance languages and analysis of the classification of the earliest texts in the Romance languages. Student presentation on a given topic.	1	P2
Week: 15.			
Lectures	The earliest texts in the Romance languages in Gallo-Romance, Italo-Romance, Ibero-Romance and Eastern Romance areas.	2	P2
Seminar	Midterm exam.	1	P2

<table>
<tr><td>Course name</td><td colspan="5">Italian between Norms and Usage</td></tr>
<tr><td>ID</td><td>HZT406</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td>Snježana Bralić, PhD, associate professor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">10%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the complex linguistic architecture of contemporary Italian, to identify, define, and classify the changes that the Italian language has undergone and continues to undergo on a daily basis, changes that have shaped the grammatical and lexical norms of language usage. By illustrating recent scientific achievements, the course seeks to raise awareness of Italian as a language whose spread across both time and space inevitably transforms it. As a result, Italian is increasingly moving away from Tuscan in favor of the Roman variety, as the speech of the capital city, as well as the industrial centers of northern Italy. These centers have proven highly dominant in imposing linguistic innovations, particularly at the grammatical and, even more so, the morphological and lexical levels. Through contemporary grammatical and lexical material, students acquire knowledge of the fundamental characteristics, dilemmas, and issues of the modern language, and they are confronted with grammatical and lexical choices depending on the means of communication, geographical and social background, communicative context, and time period.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No requirements.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define and explain the main directions, issues, and dilemmas of contemporary Italian;
- recognize and explain examples of linguistic innovations in the Italian language;
- classify and compare linguistic features at the lexical level in Italian;
- distinguish and analyze linguistic features at the grammatical level in Italian;
- analyze lexical and grammatical issues and ambiguities in texts of contemporary Italian.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week – Introductory lecture and bibliographic guidelines. Overview of the linguistic diversity of Italy: differences between the standard language and language in use. Knowledge, understanding, and use of second-language structures.

2nd week – The linguistic situation in Italy after the Second World War. New social phenomena influencing language: compulsory primary education, internal migration, mandatory military service, and television as a medium that significantly contributed to the spread of standard Italian and to the general literacy of Italians in postwar Italy.

3rd week – The difference between standard Italian and the so-called "italiano dell’uso medio" — the language variety used in everyday communication. Main features of everyday language. Functional variation in Italian and deviations from the standard in informal speech. Italians’ linguistic repertoire.

4th week – Variations and uncertainties in contemporary language: deviations in pronoun usage (e.g. "egli" or l"ui"); orthographic uncertainties ("ciliegie" or "ciliege", "proficuo" or "proficquo"). The use of the particle "ne" as both pronoun and adverb. Pleonastic use of "ci" with verbs such as "avere" ("che ci hai?"). Use of colloquial forms such as "sto", "sta" instead of "questo", "questa"; generalized use of "gli" for all third-person singular and plural dative personal pronouns.

5th week – The use of "che" as a multifunctional element. Besides functioning as a relative pronoun, "che" also assumes the role of conjunction in subordinate clauses. It is often unclear whether the relation is causal, temporal, or consequential (e.g. "Mangia che ti fa bene"). Especially in spoken language,</td></tr>
</table>

	numerous examples show how "che" becomes a universal introducer of subordinate clauses. 6th week– Simplification in the use of the verbal system. Spoken language mainly employs the present, present perfect, imperfect, and past perfect tenses. The present tense is often used with temporal adverbs to indicate the future ("Domani vado a Roma"). The future tense expresses uncertainty or assumption ("Sarà uscita" – 'she has probably gone out'). 7th week – Extended use of the imperfect tense. The imperfect is used not only for past events, but also to express politeness ("Volevo chiederle una cosa"), in hypothetical clauses, and in informal communication to express uncertainty. 8th week – Replacement of the subjunctive with the indicative, especially in everyday speech. The indicative replaces the subjunctive in hypothetical clauses ("Se veniva, era tutto diverso"), after verbs of thought and perception ("Penso che non viene più"), and in indirect clauses ("Mi chiedo come può essere accaduto" instead of "possa"). 9th week – Passive constructions. On the one hand, there is a tendency toward the use of active forms; on the other hand, especially in journalism (crime reporting), there is frequent and excessive use of the passive voice. 10th week – Word order in the sentence. Standard word order in Italian and new tendencies aimed at emphasizing particular sentence elements. The role of context in determining word order. 11th week – Syntactic structures: dislocations and cleft sentences. Right dislocation ("dislocazione a destra"), where new or important information appears at the end ("L'ho visto, Marco."). Left dislocation ("dislocazione a sinistra"), emphasizing known information at the beginning of the sentence ("Il caffè, non lo bevo mai dopo cena"). Cleft sentences ("frasi scisse") used to emphasize sentence elements at the beginning ("È Marco che ho visto"). 12th week – Observation of new linguistic uses and forms in neo-standard Italian: the verbal structure "c'è" used to introduce new information; changes in the order of pronouns and verbs with modal verbs ("ti vuoi muovere" instead of "vuoi muoverti"); the use of "ma" at the beginning of a sentence to express emotion or disagreement. 13th week – The position of adjectives in the sentence and its effect on the meaning of nouns ("un grande uomo" ≠ "un uomo grande"). Understanding the connotative and denotative levels of adjectives depending on their position. 14th week – Lexical innovations and neologisms. Youth language. The influence of social media on language. Use of the prefixes "super-" and "iper-" for emphasis ("superricco", "iperattivo"). Excessive use of diminutives: "attimino", "firmetta", "scontrinetto". Incorrect use of "piuttosto che"; altered use of the adverb "assolutamente", which is no longer used only in negative answers, but also as an affirmative response ("Assolutamente sì!"). These changes lead to semantic shifts and possible misunderstandings. 15th week – New uses and correct formation of feminine professional titles and occupational nouns, with emphasis on the "new professions and functions" performed by women as well as men. Transition from traditionally masculine forms to feminine ones ("la ministra", "la giudice", "la direttrice d'orchestra").		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐ ☐
Student obligations	Attendance and active participation in the teaching process: 80% attendance in lectures and 80% attendance in seminars.		

<table>
<tr><td></td><td colspan="6">Preparation of a seminar paper and completion of a written exam. Possibility of passing the exam through midterm tests.</td></tr>
<tr><td rowspan="7">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☒</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td></td><td>☐</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">The final course grade consists of three components: the exam (70%), the seminar paper (20%), and class participation (10%).
Class participation includes the regular completion of assigned tasks and participation in discussions.
The seminar paper must be presented orally and submitted in written form.
The exam consists of two parts, which may be taken through midterm tests.
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Coletti, V. (2015). Grammatica dell’italiano adulto. Il Mulino: Bologna.</td><td></td><td colspan="2">the professor has the book</td></tr>
<tr><td colspan="3">D'Achille, P. (2019). L'italiano contemporaneo. Il Mulino: Bologna.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">De Rienzo, G. (2011). S.O.S. Lingua. Manuale di pronto soccorso per l’uso corretto dell’italiano. Milano: Kowalski.</td><td></td><td colspan="2">the professor has the book</td></tr>
<tr><td colspan="3">Renzi, L. (2012). Come cambia la lingua. L'italiano in movimento. Bologna: Il Mulino.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Ruggeri, F. & Ruggeri, S. (2019). 100 dubbi di grammatica italiana. Firenze: Alma.</td><td></td><td colspan="2">the professor has the book</td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Accademia della Crusca. (2024). Sbagliando s'impari. Milano: Mondadori.
Adamo, G. & Della Valle, V. (2009). Il Vocabolario Treccani. Neologismi. Parole nuove dai giornali. Roma: Enciclopedia Italiana.
D'Achille, P. (2012). Parole nuove e datate. Firenze: Franco Cesati Editore.
Della Valle, V. & Patota, G. (2009). Viva il congiuntivo. Milano: Sperling&Kupfer.
Della Valle, V. & Patota, G. (2013). Piuttosto che. Le cose da non dire, gli errori da non fare, Milano: Sperling&Kupfer.
Della Valle, V. & Patota, G. (2012). Ciliegie o ciliege? E altri 2406 dubbi della lingua italiana. Milano: Sperling&Kupfer.
Renzi, L. (2003). Il cambiamento linguistico nell'italiano contemporaneo. In N. Maraschio e T. Poggi Salani, Italia linguistica anno Mille. Italia linguistica anno Duemila. Roma: Bulzoni.
Serianni, L. (2019). L'italiano parlare, scrivere, digitare. Roma: Enciclopedia italiana Treccani.
Serianni, L. & Della Valle, V. & Patota, G. (2003). L'italiano parlato e scritto. Agenda salvalingua. Milano: Archimede.
Serianni, L. & Della Valle, V. & Patota, G. (2003). L' italiano parlato e scritto. Grammatica di riferimento e manuale delle abilità testuali. Milano: Archimede.
Tavosanis, M. (2011). L'italiano del web. Roma: Carocci editore.</td></tr>
<tr><td>Quality assurance</td><td colspan="6">- Class attendance, participation in class, and successful completion of assignments.
- Student survey on the quality of teaching and instructors at the university level.
- Passed exam and fulfillment of other obligations prescribed by the syllabus.
- Individual consultations.
- Students’ self-assessment of achieved learning outcomes.
- Peer evaluation of the implementation and quality of the teaching process.</td></tr>
</table>

Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture and bibliographic guidelines. Familiarization with the course syllabus and work plan. Overview of the linguistic diversity of Italy: from standard language to language in use. Understanding the structures of a second language.	2	P10
Seminar	Identifying different language registers in short texts (standard vs. spoken language). Instructions for preparing the seminar paper and conducting independent research.	1	P10
Week: 2.			
Lectures	The linguistic situation in Italy after the Second World War. New social developments influencing language: compulsory primary education, internal migration, mandatory military service, and television as a medium that significantly contributed in postwar Italy to the spread of standard Italian and to the general literacy of Italians.	2	P10
Seminar	Analysis of transcripts from early television broadcasts in the postwar period. Translation and analysis of sentences illustrating the process of Italian literacy development and the standardization of the Italian language.	1	P10
Week: 3.			
Lectures	The difference between standard Italian and the so-called "italiano dell'uso medio" – a language variety used in everyday communication. Main features of everyday language. Functional variation of the Italian language and deviations from the standard in informal speech. The linguistic repertoire of Italians.	2	P10
Seminar	Work on texts from everyday communication. Morpho-syntactic analysis of sentences with features of informal speech and identification of deviations from the linguistic norm.	1	P10
Week: 4.			
Lectures	Variations and uncertainties in contemporary language: deviations in pronoun usage (e.g. "egli" or "lui"); orthographic doubts ("ciliegie" or "ciliege", "proficuo" or "proficquo"). The use of the particle "ne" as both a pronoun and an adverb. The pleonastic use of "ci" with verbs such as "avere" ("che ci hai?"). The use of colloquial forms such as "sto", "sta" instead of "questo", "questa"; the generalized use of "gli" for all dative forms of third-person singular and plural personal pronouns.	2	P10
Seminar	Translation exercises of sentences containing the particles "ne" and "ci", as well as the use of colloquial forms ("sto", "sta"). Analysis of the use of the pronoun "gli" in the dative case (as a general form for all third-person singular and plural dative personal pronouns).	1	P10
Week: 5.			
Lectures	The use of "che" as a multifunctional element. In addition to functioning as a relative pronoun, "che" also takes on the role of a conjunction in subordinate clauses. It is often unclear	2	P10

	whether the relation is causal, temporal, or consequential (e.g. "Mangia che ti fa bene"). Especially in spoken language, numerous examples show how "che" becomes a universal introducer of subordinate clauses.		
Seminar	Syntactic analysis of complex sentences in which "che" has different roles (temporal, causal, consequential). Translation of examples from spoken language into standard Croatian.	1	P10
Week: 6.			
Lectures	Simplification in the use of the verbal system. In spoken language, the present, present perfect, imperfect, and past perfect are mainly used. The present tense is often used with temporal adverbs to indicate the future ("Domani vado a Roma"). The future tense expresses uncertainty or assumption ("Sarà uscita" – 'she has probably gone out').	2	P10
Seminar	Analysis of texts in which different verb tenses predominate. Translation exercises involving future forms that express assumption, and morphological analysis of verb forms in these structures.	1	P10
Week: 7.			
Lectures	Extended use of the imperfect tense. The imperfect is used not only for past events but also to express politeness ("Volevo chiederle una cosa"), in hypothetical sentences, and in informal communication to express uncertainty.	2	P10
Seminar	Analysis of sentences in which the imperfect expresses politeness or hypothesis. Distinguishing past tense usage from modal function through morphological analysis.	1	P10
Week: 8.			
Lectures	Replacement of the subjunctive with the indicative, especially in everyday speech. The indicative replaces the subjunctive in: hypothetical sentences ("Se veniva, era tutto diverso"), clauses following verbs of thought and perception ("Penso che non viene più"), and indirect clauses ("Mi chiedo come può essere accaduto" instead of "possa").	2	P10
Seminar	Syntactic analysis of subordinate clauses (hypothetical clauses and those following verbs of thought). Comparison of standard normative forms with those found in everyday (informal) speech.	1	P10
Week: 9.			
Lectures	Passive constructions. On the one hand, there is a tendency to use the active voice; on the other hand, especially in journalism (crime reporting), there is frequent and excessive use of the passive voice.	2	P10
Seminar	Work on crime report texts. Translation of passive constructions into active forms to achieve naturalness in Croatian, and analysis of their function.	1	P10
Week: 10.			
Lectures	Word order in the sentence. Standard word order in Italian and new tendencies aimed at emphasizing specific parts of the sentence. The role of context in determining word order.	2	P10
Seminar	Exercises involving rearranging elements in simple sentences to change focus. Analysis of the influence of context on the position of the subject and object in a text.	1	P10
Week: 11.			
Lectures	Syntactic structures: dislocations and cleft sentences. Right dislocation ("dislocazione a destra"), where new or important information appears at the end ("L'ho visto, Marco."). Left dislocation ("dislocazione a sinistra"), emphasizing known information at the beginning of the sentence ("Il caffè, non lo	2	P10

	bevo mai dopo cena"). Cleft sentences ("frasi scisse") used to emphasize sentence elements at the beginning ("È Marco che ho visto").		
Seminar	Syntactic analysis of sentences with left and right dislocation and cleft sentences ("frasi scisse"). Translation exercises aimed at emphasizing specific sentence elements.	1	P10
Week: 12.			
Lectures	Observation of new linguistic uses and forms in neo-standard Italian: the verbal structure "c'è" is used to introduce new information; changes in the order of pronouns and verbs with modal verbs ("ti vuoi muovere" instead of "vuoi muoverti"); the use of "ma" at the beginning of a sentence to express emotion or disagreement.	2	P10
Seminar	Analysis of sentences with the presentational "c'è" and shifted pronoun order with modal verbs. Morphological and syntactic analysis of sentences beginning with the conjunction "ma".	1	P10
Week: 13.			
Lectures	The position of adjectives in the sentence, which determines the meaning of the noun ("un grande uomo" ≠ "un uomo grande"). Understanding the connotative and denotative levels of adjectives depending on their position.	2	P10
Seminar	Analysis of pairs of sentences in which a change in adjective position alters the denotative meaning of the noun. Translation of examples illustrating the connotative level of adjectives.	1	P10
Week: 14.			
Lectures	Lexical innovations and neologisms. Youth language. The influence of social media on language. Use of the prefixes "super-" and "iper-" for emphasis ("superricco", "iperattivo"). Excessive use of diminutives: "attimino", "firmetta", "scontrinetto". Incorrect use of "piuttosto che"; changed use of the adverb "assolutamente", which is no longer used only in negative responses but also as an affirmative response ("Assolutamente sì!"). These are changes that lead to semantic shifts and possible misunderstandings.	2	P10
Seminar	Morphological analysis and acquisition of neologisms with the prefixes "super-" and "iper-". Discussion on semantic shifts of the adverb "assolutamente" and the incorrect use of "piuttosto che".	1	P10
Week: 15.			
Lectures	New usage and correct formation of feminine occupational titles and professional roles, with emphasis on "new jobs and functions" performed by both women and men. The shift from traditionally masculine forms to feminine forms ("la ministra", "la giudice", "la direttrice d'orchestra").	2	P10
Seminar	Analysis of texts that include feminine occupational titles. Exercises in the correct formation of professional titles and roles in contemporary administrative and public discourse. Synthesis of the covered topics and preparation for the final assessment.	1	P10
The lectures cover theoretical concepts regarding variations in contemporary Italian, with particular emphasis on current developmental trends. These theoretical insights are further developed in seminars through practical work that primarily involves the analysis of linguistic structures of Neo-standard Italian. The teaching process is completed by student presentations on specific linguistic phenomena, thereby encouraging independent research and the critical identification of changes and innovations in the language.			

Course name	Italian Lexis Across the Centuries					
ID	HZT405	Study year	3.			
Lecturer	Andrea Rogošić, PhD, assistant professor	ECTS workload	3.0			
Associates		Number of hours	L	S	E	P
			30	15	0	0
Course status	Elective	Online percentage	0%			

Course description	
Course aims	The aim of the course is to familiarise students with the development of the Italian lexical system from the earliest written records to the present day, and to explore the origin, meaning, distribution, and stylistic features of words.
Enrolment requirements	There are no prerequisites.
Learning outcomes	Upon completion of the course, students will be able to: - correctly define and explain the fundamental concepts in the field of lexicology; - explain the synchronic and diachronic approaches to the lexical system of the Italian language; - describe the historical contexts that led to foreign linguistic influences on the Italian language; - describe and explain the layered nature of the Italian lexicon from Vulgar Latin to the contemporary language; - identify and explain the semantic changes of lexical units throughout the historical development of the language.
Syllabus	1. The lexical system of the Italian language 2. The primary sources of units within the Italian lexical system 3. Indigenous elements of the Italian lexical system; Pan-Romance elements; pre-Romance elements (substrates) 4. The process of linguistic borrowing; direct and remote etymology 5. Etymological layers of the Italian language; donor languages 6. Traces of the Latin substrate in the Italian lexicon; Latinisms as loanwords; linguistic calques 7. The influence of the Greek language on the Italian lexicon 8. The first written documents and literary texts in the Italian language 9. The lexical inventory in the works of Italian writers of the thirteenth and fourteenth centuries 10. The development of the Italian lexicon in the fifteenth century 11. Loanwords in the Italian language in the sixteenth century 12. Vocabolario degli Accademici della Crusca 13. Italianisms in European languages 14. Gallicisms in the Italian language 15. Hispanicisms in the Italian language

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

Student obligations	Students are required to attend lectures (80%) and seminars (80%), prepare one seminar paper, and present it orally with a PowerPoint presentation. They are also required either to pass two midterm examinations or to take the final written examination.

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

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

Assessment and evaluation of student work	The final grade is based on students' activity and participation in discussions during lectures and seminars (15%), the quality of the seminar paper (15%), and performance in the written examination or midterm examinations (70%). Students are given the opportunity to pass the examination through midterm examinations during the semester. The assessment and grading criteria for individual components are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Serianni, L.; Antonelli, G. (2011). Manuale di linguistica italiana. Storia, attualità, grammatica. Milano: Mondadori.	1	
	Serianni, L. (2002). La lingua nella storia d'Italia. Roma: Società Dante Alighieri.	1	
	Migliorini, B. (2002). Storia della lingua italiana. Bologna: Bompiani.	1	
Supplementary literature	Aprile, M. (2013). Dalle parole ai dizionari. Bologna: Il Mulino. Lotti, G. (2000). L' avventurosa storia della lingua italiana. Dal latino al telefonino. Bologna: Bompiani. Marazzini, C. (2004). Breve storia della lingua italiana. Bologna: Il Mulino. Marazzini, C. (2006). La storia della lingua italiana attraverso i testi. Bologna: Il Mulino. Marello, C. (1996). Le parole dell'italiano. Lessico e dizionari. Bologna: Il Mulino. Tekavčić, P. (1972). Grammatica storica dell'italiano. Bologna: Il Mulino.		
Quality assurance	- class attendance, classroom activity, and successful completion of assigned tasks - student survey on the quality of teaching and teaching staff at the university level - passed examination and fulfilment of other obligations prescribed by the syllabus - individual consultations - students' self-assessment of achieved learning outcomes - peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	1. Introduction of students to the course content and objectives, as well as to all obligations and assessment criteria. The lexical system of the Italian language.	2	P10
Seminar	- allocation of seminar paper topics; analysis of the lexical system of the Italian language through specific examples; classification of words according to semantic and word-formation criteria	1	P10
Week: 2.			
Lectures	2. The primary sources of units within the Italian lexical system	2	P10
Seminar	- analysis of examples of words of different origins; identification of Latin, Germanic, and other elements; use of online etymological dictionaries	1	P10
Week: 3.			
Lectures	3. Indigenous elements of the Italian lexical system; Pan-Romance elements; pre-Romance elements (substrates)	2	P10

Seminar	- “Alle radici dell’italiano” (Serianni & Antonelli, Manuale di linguistica italiana, pp. 1–31)	1	P10
Week: 4.			
Lectures	4. The process of linguistic borrowing; direct and remote etymology	2	P10
Seminar	- linguistic borrowing through specific examples; distinguishing between direct and remote etymology through the use of etymological dictionaries	1	P10
Week: 5.			
Lectures	5. Etymological layers of the Italian language; donor languages	2	P10
Seminar	- classification of lexical units according to etymological layers; identification of donor languages through practical exercises	1	P10
Week: 6.			
Lectures	6. Traces of the Latin substrate in the Italian lexicon; Latinisms as loanwords; linguistic calques.	2	P10
Seminar	- analysis of the Latin influence on the Italian lexicon through short texts; identification of Latinisms and linguistic calques; comparison with Croatian examples	1	P10
Week: 7.			
Lectures	7. The influence of the Greek language on the Italian lexicon	2	P10
Seminar	- identification and analysis of Greek elements in the Italian lexicon; analysis of internationalisms; work on specialised vocabulary; prefixoids and suffixoids	1	P10
Week: 8.			
Lectures	8. The first written documents and literary texts in the Italian language	2	P10
Seminar	- first midterm exam	1	P10
Week: 9.			
Lectures	9. The lexical inventory in the works of Italian writers of the thirteenth and fourteenth centuries	2	P10
Seminar	- analysis of the lexical inventory in selected texts by Dante, Petrarch, and Boccaccio	1	P10
Week: 10.			
Lectures	10. The development of the Italian lexicon in the fifteenth century	2	P10
Seminar	- work on selected excerpts; analysis of lexical specificities in the works of Leon Battista Alberti	1	P10
Week: 11.			
Lectures	11. Loanwords in the Italian language in the sixteenth century	2	P10
Seminar	- identification of foreign influences; discussion of the cultural and historical context; analysis of excerpts from P. Bembo’s Prose della volgar lingua	1	P10
Week: 12.			
Lectures	12. Vocabolario degli Accademici della Crusca	2	P10
Seminar	- work on the dictionary Vocabolario degli Accademici della Crusca; analysis of dictionary entries; comparison with modern dictionaries	1	P10
Week: 13.			
Lectures	13. Italianisms in European languages	2	P10
Seminar	- examples of Italianisms in Croatian and other European languages; analysis of the socio-historical context and dominant semantic fields	1	P10
Week: 14.			
Lectures	14. Gallicisms in the Italian language	2	P10

Seminar	- identification and stratification of the French influence on the Italian language through practical examples; comparison with Gallicisms in the Croatian language	1	P10
Week: 15.			
Lectures	15. Hispanicisms in the Italian language	2	P10
Seminar	- second midterm exam	1	P10

<table>
<tr><td>Course name</td><td colspan="6">Work-based Learning at a Partner Institution</td></tr>
<tr><td>ID</td><td>HZX008</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td></td><td>ECTS workload</td><td colspan="4">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>FW</td></tr>
<tr><td>0</td><td>30</td><td>40</td><td>80</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="7">Course description</td></tr>
<tr><td>Course aims</td><td colspan="6">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.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="6">Students are eligible to apply for the competition for internship before the start of the third year of the undergraduate study programme. In cases where the number of applicants exceeds the number of available placements at the partner institution, a selection procedure is conducted in accordance with the Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences.</td></tr>
<tr><td>Learning outcomes</td><td colspan="6">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</td></tr>
<tr><td>Syllabus</td><td colspan="6">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).</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☒ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☒ Supervision</td><td colspan="2">☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="6">Students are required to
- comply with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.
- participate in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor’s schedule, which enables the acquisition of learning outcomes outlined by the course.
- adhere to the time frames required to perform the internship.</td></tr>
</table>

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

<table>
<tr><td>Course name</td><td colspan="5">20th Century Italian Literature</td></tr>
<tr><td>ID</td><td>HZT508</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td>Nikica Mihaljević, PhD, full professor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce to students the characteristics of the literary period taking place in Italy in the 20th century from the other literary periods. Students are also learning how to approach critically a literary text and how to acquire the competences of the analysis of the above mentioned literary period.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">After this course students will be able to:
1) to analyse the socio-historical and cultural circumstances in the Italian society of 20th century;
2) to recognize literary movements and styles of different authors of the Italian 20th century;
3) to differentiate literary styes of different authors of the Italian 20th century;
4) to compare different styles of the authors of the Italian 20th century;
5) to analyse autonomously and interpret literary texts in the field of Italian literature of 20th century.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week:
Lessons: Introducing the students to the main characteristics of the course. The historical and the social situation in Italy at the end of 19th century and at the beginning of 20th century.
Seminars: Main characteristics of Italian literature at the end of 19th century and at the beginning of 20th century with special attention to Italian literature.

2nd week:
Lessons: Main features of Decadentism and its importance. Authors at the end of the 19th century in Italy. Gabriele D'Annunzio's work.
Seminars: Examples of Decadentism on the texts.

3rd week:
Lessons: Gabriele D'Annunzio's "Il piacere".
Seminars: Gabriele D'Annunzio's "Il piacere".

4th week:
Lessons: The main features of Futurism. Filippo Tommaso Marinetti and his “Manifesto del Futurismo”.
Seminars: Filippo Tommaso Marinetti’s "Manifesto del Futurismo".

5th week:
Lessons: The "crepuscolari" and their poetry. Main characteristics and authors.
Seminars: Analysis of Gozzano’s "La signorina Felicita".

6th week:
Lessons: The apperance of psychological novel in the Italian literature. Italo Svevo and his work.
Seminars: Italo Svevo's literary work.Svevo’s "Senilità".

7th week:
Lessons: Luigi Pirandello and his literary work.
Seminars: Pirandello’s "Il fu Mattia Pascal": analysis of a part of the novel.

8th week:
Lessons: Pirandello's theory of humorism.
Seminars: analysis of a part of the novel “Uno, nessuno e centomila”,

9th week:
Lessons: Federigo Tozzi and the importance of his work.
Seminars: Tozzi’s "Con gli occhi chiusi". Analysis of a part of the novel.</td></tr>
</table>

	10th week: Lessons: Alberto Moravia and his literary opus. Seminars: Analaysis of a part of Moravia's "Gli indifferenti". 11th week: Lessons: The importance of Italian Ermetismo. Main features and authors. Giuseppe Ungaretti's poetry. Seminars: Analysis of Ungaretti's poems "San Martino del Carso" and "Vanità". 12th week: Lessons: The main features of Neorealism in Italian literature. Seminars: Examples of Italian Neorealism. 13th week: Lessons: Cesare Pavese and his literary work. Seminars: Analysis of a part of Pavese's "La luna e i falò". 14th week: Lessons: the importance of Pavese's work in the context of Italian Neorealism. Specificities of the authors' work. Seminars: Analysis of the part of Pavese's novel "La luna e i falò ". 15th week: Lessons: Repeting and, if necessary, explaining additionally previously presented topics. Seminars: application of the topics and contents of the course on literary texts.

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

Student obligations	- students are expected to participate actively in the class activities; - it is obligatory to attend lectures (80%) and seminars (80%); - to act accordingly to ethical and scientific principles during lectures at the university level; - to participate in and to perform class and extra-class activities in order to achieve learning outcomes of the course; - to write and to present seminar essay according to the previously established criteria; - to pass the written test (minimum achieved result at the exam has to be 50%); - to be informed, during individual consultations, regarding class activities and other students' obligations in the cases of students' absence; - to respect deadlines necessary for performing course activities; - to perform in time and successfully individual and group activities.

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

Assessment and evaluation of student work	40% written exam (the possibility of taking the exam by writing the essay which, if the student gets at least the grade 4, could represent an equivalent to the written exam); 35% home and school activities: the possibility of writing an essay for especially interested and diligent students; 25% active and constructive participation in class lessons. Evaluation criteria and grading of single elements are available in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Casadei, A. (2007) Stile e tradizione nel romanzo italiano contemporaneo. Bologna: Mulino.	2	
	Ferroni, G. (2004). Storia e testi della letteratura italiana: la nuova Italia (1861-1910). Milano: Mondadori.	1	
	Ferroni, G. (2015). Letteratura italiana contemporanea: 1945-2014. Milano: Mondadori.	1	
	Ferroni, G. et al. (2020). Storia e testi della letteratura italiana: verso una civilta planetaria (1968-2005). Milano: Mondadori.	1	
	Guglielmino, S. (2000). Il sistema letterario:guida alla storia letteraria e all'analisi testuale.Milano: Principato.	1	
	Marchese, A. (2007). Storia intertestuale della letteratura italiana. Messina-Firenze: D'Anna.	1	
	Mihaljević, N. – Todorović, D. (2016). Evoluzione pericolosa. Studi sul rapporto madre-figlia nella letteratura italiana. Split: Filozofski fakultet u Splitu.	6	
	Salinari, C. & Ricci, C. (1995). Storia della letteratura italiana (il Novecento). Roma-Bari: Laterza.	0	
Supplementary literature	Čale, F. & Zorić, M. (1991). Classici e moderni della letteratura italiana. Zagreb: Liber. Guglielmino, S. & Grosser, H. (1994). Il sistema letterario. Vol. V. Milano: Principato. Guglielmino, S. (1995). Guida al Novecento. Milano: Principato. Jurišić, S. – Marić, A. – Mihaljević, N. – Dalmatin, K. (eds.). (2018). La città italiana come spazio letterario nel contesto mediterraneo (1990-2015). Firenze: Franco Cesati. Mihaljević, N. (2010). "(Ne)sklad čovjeka i prirode: otuđenje likova u dva Tozzijeva romana". In: Adriatico. Rivista di cultura tra le due sponde (eds. Giammarco, M. – Šimunković, Lj.), Pescara – Francavilla al Mare – Split, Fondazione Ernesto Giammarco, pp. 226-238. Mihaljević, N. (2012). La luna nell'acqua. La metamorfosi nel racconto fantastico tra Italia e Croazia. Macerata: EUM. Mihaljević, N. (2015). "La disperata ricerca della maturità come il "mestiere di vivere" e la condanna alla solitudine e all'estraniazione in "Tra donne sole" di Cesare Pavese". In: Catalfamo, A. (ed.), Cesare Pavese, testimonianze, testi e contesti, Santo Stefano Belbo: I quaderni del CE.PA.M., pp. 143-154. Mihaljević, N. – Carić, S. (2018). "The centre cannot hold": Quattro scrittrici migranti interpretano i malanni moderni. Split: Filozofski fakultet u Splitu. Petronio, G. (2004). L'attività letteraria in Italia. Palermo: Palumbo.		
Quality assurance	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			

Lectures	Introducing the students to the main characteristics of the course. The historical and the social situation in Italy at the end of 19th century and at the beginning of 20th century.	1	P4
Seminar	Main characteristics of Italian literature at the end of 19th century and at the beginning of 20th century with special attention to Italian literature.	2	P4
Week: 2.			
Lectures	Main features of Decadentism and its importance. Authors at the end of the 19th century in Italy. Gabriele D'Annunzio's work.	1	P4
Seminar	Examples of Decadentism on the texts. Elements of Decadentism in D'Annunzio's work.	2	P4
Week: 3.			
Lectures	Gabriele D'Annunzio's "Il piacere".	1	P4
Seminar	Analysis of a part of the novel "Il piacere".	2	P4
Week: 4.			
Lectures	Main features of Futurism. Historical and social context of Futurism. Futurism in Art.	1	P4
Seminar	Filippo Tommaso Marinetti's "Manifesto del Futurismo". The analysis of futurism in this and other literary works.	2	P4
Week: 5.			
Lectures	The "crepuscolari" and their poetry. Main characteristics and authors. Difference in comparison to Italian Futurism.	1	P4
Seminar	Differences between the poetry of futurism and "crepuscolari"'s poetry. Indipendent students' analysis of the text. Analysis of Gozzano's "La signorina Felicita".	2	P4
Week: 6.			
Lectures	Lessons: The apperance of psychological novel in the Italian literature. Italo Svevo and his work. Luigi Pirandello and his literary opus. The specificity of Pirandello's work.	1	P4
Seminar	Luigi Pirandello, "Il fu Mattia Pascal": main characteristics. Analysis of a part of the novel "Il fu Mattia Pascal".	2	P4
Week: 7.			
Lectures	Luigi Pirandello and his literary opus. The specificity of Pirandello's work. His theory of humorism.	1	P4
Seminar	Characteristics and novelty of Pirandello's novel in comparison to the previous literary tradition. Comparison with D'Annunzio and Svevo's novel.	2	P4
Week: 8.			
Lectures	Pirandello' humorism. Main characteristics of Pirandello's novel "Uno, nessuno e centomila",	1	P4
Seminar	Pirandello' humorism in his work: examples. Indipendent students' work. Analysis of a part of the novel "Uno, nessuno e centomila". Comaprison of the two Pirandello's novels and the elements of humorism in them.	2	P4
Week: 9.			
Lectures	Federigo Tozzi, the importance of his literary work. "Con gli occhi chiusi": main features.	1	P4
Seminar	Federigo Tozzi, the analysis of a part of the novel "Con gli occhi chiusi". Indipendent students' work. Comparison with literary Italian tradition (e.g. Pirandello's work).	2	P4
Week: 10.			
Lectures	Alberto Moravia: life and work. The novel "Gli indifferenti": main features and differences in comparison to previous tradition.	1	P4

Seminar	The analysis of Moravia's novel "Gli indifferenti". Comparison with the previous Italian authors and their work. Indipendent students' analysis.	2	P4
Week: 11.			
Lectures	The importance of Italian Ermetismo. Main features and authors. Giuseppe Ungaretti's poetry.	1	P4
Seminar	The analysis of Ungaretti' lyrics "San Martino del Carso" and "Vanità". Indipendent students' work. Comparison of the two lyrics. Other authors of Italian Ermetismo and their work.	2	P4
Week: 12.			
Lectures	Main characteristics of Neorealism in Italian literature. Authors, specificities, literary opus. Socio-historical context.	1	P4
Seminar	Examples of Neorealism in Italian literature. Independent students' research. The analysis of the texts of Neorealism. Neorealism in film.	2	P4
Week: 13.			
Lectures	Cesare Pavese: literary opus and the author's style. Differences of this work in comparison to previous literary tradition in Italy. Elements of Neorealism in Pirandello's work.	1	P4
Seminar	The analysis of a part of Pavese' novel "La luna e i falò ". Main characteristics of this work and of the authors' style. Elements of Neorealism in his work. Independent students' analysis.	2	P4
Week: 14.			
Lectures	The importantce of Pavese's work in the context of Neorealism. Specificities ot the author's style. Other Pavese's novels ("Paesi tuoi", "Tra donne sole").	1	P4
Seminar	Analysis of a part of Pavese's novels "Paesi tuoi" and "Tra donne sole". Independent students' work. Elements of Neorealism in his work. Analysis of some authors' poems. Difference of Pavese's style in comparison to previous literary tradition.	2	P4
Week: 15.			
Lectures	Repeting and, if necessary, explaining additionally previously presented topics.	1	P4
Seminar	Application of the topics and contents of the course on literary texts. Independent students' analysis. Repetition.	2	P4

<table>
<tr><td>Course name</td><td colspan="5">Text and Discourse</td></tr>
<tr><td>ID</td><td>HZT509</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td>Magdalena Nigoević, PhD, full professor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">By getting acquainted with the basic concepts and different approaches to textual linguistics and discourse analysis, students are expected to understand principles of the text structure and the rules of the discourse processes. Through the insight into theoretical and analytical models of these disciplines, students are learning how to pursue their own text and/or discourse analysis.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No preconditions. Competences and skills acquired upon the completion of the second-year undergraduate study programme, particularly the linguistic courses.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">After this course students will be able to:
- differentiate the concepts of text and discourse
- compare the theoretical approaches to the study of text and discourse
- classify different types of discourse
- analyse different types of texts.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week
Lecture: Introducing students with the course content, format of instruction, responsibilities, grading and evaluation.
Seminar course: Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.

2nd week
Lecture: Theoretical approaches to text and discourse. Linguistic disciplines and concepts.
Seminar course: Analysis of selected texts and conversations.

3rd week
Lecture: Text and discourse. Theory of text and discourse studies. Textual linguistics and discourse analysis.
Seminar course: Analysis of selected texts and conversations.

4th week
Lecture: Text structure. Text organisation. Written and oral text.
Seminar course: Intensificazione; Connettivi temporali (posteriorità, anteriorità, coincidenza).

5th week
Lecture: Standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality).
Seminar course: Modificazione; Connettivi causali (causa materiale, motivazione, fine, ecc.).

6th week
Lecture: Regulative principles of textual communication (efficiency, effectiveness and appropriateness).
Seminar course: Avverbi focalizzanti; Connettivi di consecuzione (conseguenza materiale, conclusione, ecc.), Connettivi di aggiunta, Connettivi di dispositio (la collocazione delle frasi all’interno del testo).

7th week
Lecture: Text types.
Seminar course: Costrutti con due aggettivi; Connettivi di concessione (o limitazione), Connettivi di condizione.

8th week
Lecture: Word order. Grammatical/Actualized word order.</td></tr>
</table>

	Seminar course: Prefissi con valore accrescitivo; Connettivi di rielaborazione linguistica o semantica (riformulazione, specificazione, illustrazione, esemplificazione, particolarizzazione, generalizzazione, ecc.). 9th week Lecture: Text connectors. Types of connectors. Review of connectors' functions. Seminar course: Suffissi con valore accrescitivo; Connettivi di opposizione (avversativa, di contrasto, di sostituzione, ecc.) 10th week Lecture: Discourse markers (definition and functions). Seminar course: I segnali discorsivi (Bazzanella 1995: 225-257); Suffissi con valore attenuativo e vezzeggiativo. 11th week Lecture: Discourse analysis and pragmalinguistics Seminar course: La distribuzione dell'informazione (Palermo 2013: 143-188); Suffissi con valore peggiorativo. 12th week Lecture: Layers of discourse (functional, social, gender, ecc.). Discourse types. Seminar course: La deissi (Palermo 2013: 119-142). 13th week Lecture: Private and public discourse. Seminar course: I tempi del parlare (Bazzanella 1994: 95-121), Meccanismi di focalizzazione (Bazzanella 1994: 123-143). 14th week Lecture: Layers of public discourse. Seminar course: Le interruzioni e le ripetizioni (Bazzanella 1994: 175-222). 15th week Lecture: Text and discourse: Review. Seminar course: Intensificazione nella lingua italiana (Nigoević 2020).

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

Student obligations	Participate in classes: lectures 80%, seminars 80%. Conduct themselves in line with ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. Write and present a seminar paper in line with previously determined criteria. The seminar paper may be prepared in pairs. Pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests. Prior to the final examination a seminar paper should be prepared and presented. Make inquiries about missed classes during the course teacher's office hours or by consulting other students. Meet deadlines for activities within the course.

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

Assessment and	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:

<table>
<tr><td>evaluation of student work</td><td colspan="3">- a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%
- written and presented seminar paper in line with the course teacher’s instructions – 40%
- activity in class, participation in discussions during class and seminars – 10%
The assessment and marking criteria of individual elements can be found in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Andorno, C. (2003). Linguistica testuale. Un'introduzione, Roma: Carocci.</td><td>1</td><td></td></tr>
<tr><td>Bazzanella, C. (1994). Le facce del parlare. Un approccio pragmatico all'italiano parlato. Firenze: La Nuova Italia.</td><td>0</td><td>1 available at the Department; care of course teacher</td></tr>
<tr><td>de Beugrande, R.; Dressler, W. (1994). Introduzione alla linguistica testuale, il Mulino, Bologna (original: Einführung in die Textlinguistik, Tübingen, 1981. / Croatian translation: Uvod u lingvistiku teksta, trans. N. Palašić, Disput, 2010.)</td><td>1</td><td></td></tr>
<tr><td>Mantovani, G. (2008). Analisi del discorso e contesto Sociale: teorie, metodi e applicazioni. Bologna : il Mulino.</td><td>1</td><td></td></tr>
<tr><td>Nigoević, M. (2020). Intenzifikacija u jeziku: S primjerima iz hrvatskog i talijanskog jezika. Split: Filozofski fakultet Sveučilišta u Splitu.</td><td>5</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Badurina, L. (2008). Između redaka: studije o tekstu i diskursu. Zagreb: Hrvatska sveučilišna naklada.
Bazzanella, C. (1995). I segnali discorsivi. In: Renzi, L.; Salvi, G.; Cardinaletti, A. (ed.) (2001). Grande grammatica italiana di consultazione, III, Tipi di frase, deissi, formazione delle parole. Bologna: il Mulino, 225-257.
Glovacki-Bernardi, Z. (2004). O tekstu, 2nd ed. Zagreb: Školska knjiga.
Grossmann, M.; Rainer, F. (ed.) (2004). La formazione delle parole in italiano. Tübingen: Niemeyer.
Napoli, M.; Ravetto, M. (ed.) (2017). Exploring intensification: synchronic, diachronic and cross-linguistic perspectives. Studies in Language, Companion Series. Amsterdam, Philadelphia: John Benjamins.
Nigoević, M.; Manenica, H. (2018). Alcune strategie di intensificazione nel linguaggio giornalistico. Strani jezici, 47, 3, 121-140.
Nigoević, M. (2011). Neka načela određivanja diskursnih oznaka. Rasprave instituta za hrvatski jezik i jezikoslovlje, 37/1: 121-145.
Nigoević, M. (2009). Indicatori di riformulazione nei testi giuridici. In: Sočanac, L.; Goddard, Ch.; Kremer, L. (ed.), Curriculum, Multilingualism and the Law. Zagreb: Nakladni zavod Globus, 307-327.
Palermo, M. (2013). Linguistica testuale dell'italiano. Bologna: il Mulino.
Renzi, L. (2012). Come cambia la lingua. L'italiano in movimento. Bologna: Il Mulino.
Schiffrin, D. (2001). Discourse Markers: Language, Meaning and Context. In: Schiffrin, D.; Tannen, D.; Hamilton, E. H. (ed.). The Handbook of Discourse Analysis. Oxford: Blackwell, 54-75.
Tekst i diskurs (1997). Zbornik radova Hrvatskoga društva za primijenjenu lingvistiku. Ed.: M. Andrijašević and L. Zergollern-Miletić, Zagreb.
van Dijk, T. A. (1980). Testo e contesto. Semantica e pragmatica del discorso. Bologna: Il Mulino. [original: (1977). Text and Context. Explorations in the Semantics and Pragmatics of Discourse. London: Longman Group Ltd.]
van Dijk, T. A. (2006). Discourse, context and cognition. Discourse Studies, 8/1, 159-177.</td></tr>
</table>

Quality assurance	- Class attendance, class activity, successfully completing tasks. - Student questionnaire on the quality of teaching and teachers at the university level. - Passed exam and the fulfilment of the other obligations prescribed by the syllabus. - Individual consultations. - Students' self-assessment of the learning outcomes they achieved. - Collaborative assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introducing students with the course content, format of instruction, responsibilities, grading and evaluation.	2	P16
Seminar	Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.	2	P16
Week: 2.			
Lectures	Theoretical approaches to text and discourse. Linguistic disciplines and concepts.	2	P16
Seminar	Analysis of selected texts and conversations	2	P16
Week: 3.			
Lectures	Text and discourse. Theory of text and discourse studies. Textual linguistics and discourse analysis.	2	P16
Seminar	Analysis of selected texts and conversations.	2	P16
Week: 4.			
Lectures	Text structure. Text organisation. Written and oral text.	2	P16
Seminar	Intensificazione; Connettivi temporali (posteriorità, anteriorità, coincidenza)	2	P16
Week: 5.			
Lectures	Standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality).	2	P16
Seminar	Modificazione; Connettivi causali (causa materiale, motivazione, fine, ecc.)	2	P16
Week: 6.			
Lectures	Regulative principles of textual communication (efficiency, effectiveness and appropriateness).	2	P16
Seminar	Avverbi focalizzanti; Connettivi di consecuzione (conseguenza materiale, conclusione, ecc.), Connettivi di aggiunta, Connettivi di dispositio (la collocazione delle frasi all'interno del testo).	2	P16
Week: 7.			
Lectures	Text types.	2	P16
Seminar	Costrutti con due aggettivi; Connettivi di concessione (o limitazione), Connettivi di condizione.	2	P16
Week: 8.			
Lectures	Word order. Grammatical/Actualized word order.	2	P16
Seminar	Prefissi con valore accrescitivo; Connettivi di rielaborazione linguistica o semantica (riformulazione, specificazione, illustrazione, esemplificazione, particolarizzazione, generalizzazione, ecc.) First midterm exam.	2	P16
Week: 9.			

Lectures	Text connectors. Types of connectors. Review of connectors' functions.	2	P16
Seminar	Suffissi con valore accrescitivo; Connettivi di opposizione (avversativa, di contrasto, di sostituzione, ecc.)	2	P16
Week: 10.			
Lectures	Discourse markers (definition and functions).	2	P16
Seminar	I segnali discorsivi (Bazzanella 1995: 225-257); Suffissi con valore attenuativo e vezzeggiativo.	2	P16
Week: 11.			
Lectures	Discourse analysis and pragmalinguistics	2	P16
Seminar	La distribuzione dell'informazione (Palermo 2013: 143-188); Suffissi con valore peggiorativo.	2	P16
Week: 12.			
Lectures	Layers of discourse (functional, social, gender, ecc.). Discourse types.	2	P16
Seminar	La deissi (Palermo 2013: 119-142).	2	P16
Week: 13.			
Lectures	Private and public discourse.	2	P16
Seminar	I tempi del parlare (Bazzanella 1994: 95-121), Meccanismi di focalizzazione (Bazzanella 1994: 123-143)	2	P16
Week: 14.			
Lectures	Layers of public discourse.	2	P16
Seminar	Le interruzioni e le ripetizioni (Bazzanella 1994: 175-222). Second midterm exam.	2	P16
Week: 15.			
Lectures	Text and discourse: Review.	2	P16
Seminar	Intensificazione nella lingua italiana (Nigoević 2020). Final consideration.	2	P16

<table>
<tr><td>Course name</td><td colspan="4">Italian Language III – Module II</td></tr>
<tr><td>ID</td><td>HZT502</td><td>Study year</td><td colspan="2">3.</td></tr>
<tr><td>Lecturer</td><td>Andrea Rogošić, PhD, assistant professor</td><td>ECTS workload</td><td colspan="2">2.0</td></tr>
<tr><td>Associates</td><td></td><td>Number of hours</td><td colspan="2">L S E P
0 0 45 0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="2">0%</td></tr>
<tr><td colspan="5">Course description</td></tr>
<tr><td>Course aims</td><td colspan="4">The aim of the course is to develop language competences in Italian corresponding to level B2 of the Common European Framework of Reference for Languages of the Council of Europe (1999), with particular emphasis on pragmatic competence, such as the improvement of integrated oral and written skills across different text typologies, as well as the enhancement of textual, literary, and semiotic competences.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="4">Passed exam: Italian language II – module 2.</td></tr>
<tr><td>Learning outcomes</td><td colspan="4">Upon completion of the course, students will be able to:
- identify all types of texts (narrative, descriptive, informative, argumentative, and normative) and distinguish their main linguistic, structural, and formal characteristics;
- recognise elements of textual cohesion and levels of textual coherence, as well as the constitutive and regulative principles of textuality;
- apply the principles of text linguistics in the interpretation of all types of texts;
- analyse literary texts using the methodology of interlinguistic and intersemiotic translation.</td></tr>
<tr><td>Syllabus</td><td colspan="4">Week 1
Introduction: course content, literature, and syllabus. Examples of the first and second midterm examinations. Complex sentence structures: revision. Text transformation: revision of semantic, cognitive, syntactic, and pragmatic text transformation.
TEXT: Text linguistics: text typologies — narrative, descriptive, argumentative, informative, and regulative texts.

Week 2
Nominalisation of subordinate clauses (notes on nominal style). Direct and indirect speech and sequence of tenses. Syntactic transformation of classical fables — Aesop, Phaedrus.

Week 3
Syntactic analysis, paraphrase, and translation of narrative texts.
TEXT: Introduction to textual, pragmatic, and semiotic text linguistics. Definition, characteristics, and meaning of text; context and purpose of text; spoken and written texts; characteristics of text: constitutive and regulative principles.

Week 4
Syntactic analysis, paraphrase, and translation of narrative texts.
TEXT: Text linguistics and the literary text in the light of text semiotics and translation.

Week 5
Syntactic analysis, paraphrase, and translation of regulative texts.
TEXT: Cohesion: elements of cohesion — agreement, repetition, pronouns, ellipsis; connectors: principal connectors; adverbs, verbs, and sentences as connectors; connectors in speech and writing. Semantic transformation of classical fables.

Week 6
Syntactic analysis, paraphrase, and translation of regulative texts.
TEXT: Coherence: thematic coherence — anaphoric and cataphoric progression, direct or chain progression, progression by subthemes; logical or conceptual coherence.</td></tr>
</table>

	Week 7 Syntactic analysis, paraphrase, and translation of argumentative texts. TEXT: Coherence: semantic coherence; stylistic coherence: internal and external / co-text and context; principal language registers: formal, neutral, and informal. Cohesion and coherence in classical fables. Week 8 Syntactic analysis, paraphrase, and translation of argumentative texts. Identification of elements of textual cohesion and coherence. Cognitive transformation of classical fables. Week 9 Syntactic analysis, paraphrase, and translation of descriptive texts. Pragmatic transformation of classical fables. Week 10 Cognitive, syntactic, semantic, and pragmatic transformation. Week 11 Cognitive, syntactic, semantic, and pragmatic transformation. First midterm examination on text transformation. 45 minutes (correction, commentary, and grading). Week 12 Syntactic analysis, paraphrase, and translation of informative texts. Cohesive elements and text coherence/meaning in relation to translation. Paraphrase and summary as forms of translation. Short translation exercises based on excerpts from newspaper, encyclopaedic, and narrative texts. Week 13 Syntactic analysis, paraphrase, and translation of informative texts. Paraphrase and summary as forms of translation. Short translation exercises based on excerpts from newspaper, encyclopaedic, and narrative texts. Week 14 Paraphrase and summary as forms of translation. Short translation exercises based on excerpts from newspaper, encyclopaedic, and narrative texts. Week 15 Revision. Second midterm exam on aspects of text in paraphrase, summary, and translation. 45 minutes (correction, analysis, and grading).
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning ☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision ☐ ☐ ☐ ☐

Student obligations	Students are required to attend practical classes (80%), actively participate in the teaching process, and complete independent assignments. They are required to pass the written examination (or two midterm examinations).					
Monitoring student work	Class attendance	☒	Research	☐	Practical work	☐
	Experimental work	☐	Paper	☐	Essay	☐
	Seminar paper	☐	Midterm exam	☐	Oral exam	☒
	Written exam	☒	Project	☐	Participation in class	☒
		☐		☐		☐
		☐				
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the students' obligations, the final grade is determined on the basis of the following components: - written examination, or successful completion of two midterm examinations (a passing grade in both midterm exams is equivalent to the written exam) – 60% - oral exam – 20%					

	- successful completion of individual and group assignments, as well as classroom participation – 20% The assessment and grading criteria for individual components are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Dardano, M. - Trifone, P. (1995). Grammatica italiana con nozioni di linguistica. Bologna: Zanichelli, Cap. 5 Il testo, pp. 552-569.	1	
	Bozzone Costa R., Ghezzi C. , Piantoni M. (2017) Nuovo Contatto B2, Torino: Loescher Editore	1	
	Corno, D. (1992). Educare a scrivere. Tradizione e innovazione nella didattica della scrittura. Due studi e un esperimento	0	
	Dardano, M. (1994). Profilo dell'italiano contemporaneo, in Serianni, L. - Trifone P. Storia della lingua italiana. Vol.II: Scritto e parlato. Torino: Einaudi, pp. 343-429.	1	
Supplementary literature	Covino, S. (2002). La coerenza del testo, in Bruni F. - Raso T., Manuale dell'italiano professionale. Teoria e didattica. Bologna: Zanichelli, pp. 48-62. Marinetti, A, (2002). La linguistica del testo, in Bruni F. - Raso T., Manuale dell'italiano professionale. Teoria e didattica. Bologna: Zanichelli, pp. 37-47. Osimo, B., (2001). Propedeutica della traduzione. Milano: Hoepli. Pozzato M.P. (2004). Semiotica del testo. Roma: Carocci.		
Quality assurance	- class attendance, classroom activity, and successful completion of assigned tasks - student survey on the quality of teaching and teaching staff at the university level - passed examination and fulfilment of other obligations prescribed by the syllabus - individual consultations - students' self-assessment of achieved learning outcomes - peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Language practicals	Introduction: course content, literature, and syllabus. Examples of the first and second midterm examinations. Complex sentence structures: revision. Text transformation: revision of semantic, cognitive, syntactic, and pragmatic text transformation. TEXT: Text linguistics: text typologies — narrative, descriptive, argumentative, informative, and regulative texts.	3	P18
Week: 2.			
Language practicals	Nominalisation of subordinate clauses (notes on nominal style). Direct and indirect speech and sequence of tenses. Syntactic transformation of classical fables — Aesop, Phaedrus.	3	P18
Week: 3.			
Language practicals	Syntactic analysis, paraphrase, and translation of narrative texts. TEXT: Introduction to textual, pragmatic, and semiotic text linguistics. Definition, characteristics, and meaning of text;	3	P18

	context and purpose of text; spoken and written texts; characteristics of text: constitutive and regulative principles.		
Week: 4.			
Language practicals	Syntactic analysis, paraphrase, and translation of narrative texts. TEXT: Text linguistics and the literary text in the light of text semiotics and translation.	3	P18
Week: 5.			
Language practicals	Syntactic analysis, paraphrase, and translation of regulative texts. TEXT: Cohesion: elements of cohesion — agreement, repetition, pronouns, ellipsis; connectors: principal connectors; adverbs, verbs, and sentences as connectors; connectors in speech and writing. Semantic transformation of classical fables.	3	P18
Week: 6.			
Language practicals	Syntactic analysis, paraphrase, and translation of regulative texts. TEXT: Coherence: thematic coherence — anaphoric and cataphoric progression, direct or chain progression, progression by subthemes; logical or conceptual coherence.	3	P18
Week: 7.			
Language practicals	Syntactic analysis, paraphrase, and translation of argumentative texts. TEXT: Coherence: semantic coherence; stylistic coherence: internal and external / co-text and context; principal language registers: formal, neutral, and informal. Cohesion and coherence in classical fables.	3	P18
Week: 8.			
Language practicals	Syntactic analysis, paraphrase, and translation of argumentative texts. Identification of elements of textual cohesion and coherence. Cognitive transformation of classical fables.	3	P18
Week: 9.			
Language practicals	Syntactic analysis, paraphrase, and translation of descriptive texts. Pragmatic transformation of classical fables. First midterm exam	3	P18
Week: 10.			
Language practicals	Cognitive, syntactic, semantic, and pragmatic transformation 1.	3	P18
Week: 11.			
Language practicals	Cognitive, syntactic, semantic, and pragmatic transformation 2.	3	P18
Week: 12.			
Language practicals	Syntactic analysis, paraphrase, and translation of informative texts. Cohesive elements and text coherence/meaning in relation to translation. Paraphrase and summary as forms of translation. Short translation exercises based on excerpts from newspaper, encyclopaedic, and narrative texts.	3	P18
Week: 13.			
Language practicals	Syntactic analysis, paraphrase, and translation of informative texts. Paraphrase and summary as forms of translation. Short translation exercises based on excerpts from newspaper, encyclopaedic, and narrative texts.	3	P18
Week: 14.			
Language practicals	Paraphrase and summary as forms of translation. Short translation exercises based on excerpts from newspaper, encyclopaedic, and narrative texts.	3	P18

Week: 15.			
Language practicals	Revision. Second midterm exam.	3	P18

<table>
<tr><td>Course name</td><td colspan="5">Bachelor’s Thesis</td></tr>
<tr><td>ID</td><td colspan="2">HZT505</td><td>Study year</td><td colspan="2">3.</td></tr>
<tr><td>Lecturer</td><td colspan="2"></td><td>ECTS workload</td><td colspan="2">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td colspan="2" rowspan="2"></td><td rowspan="2">Number of hours</td><td>L S E P</td><td></td></tr>
<tr><td>0 0 0 0</td><td></td></tr>
<tr><td>Course status</td><td colspan="2">Compulsory</td><td>Online percentage</td><td colspan="2">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5"></td></tr>
<tr><td>Enrolment requirements</td><td colspan="5"></td></tr>
<tr><td>Learning outcomes</td><td colspan="5"></td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="5"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5"></td></tr>
<tr><td rowspan="2">Required literature</td><td>Title</td><td>Number of copies available</td><td colspan="3">Availability via other media</td></tr>
<tr><td colspan="5">-</td></tr>
<tr><td>Supplementary literature</td><td colspan="5"></td></tr>
<tr><td>Quality assurance</td><td colspan="5"></td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="5"></td></tr>
</table>

<table>
<tr><td>Course name</td><td colspan="5">Italian Literature from Neorealism to the End of the Twentieth Century</td></tr>
<tr><td>ID</td><td>HZT609</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td>Katarina Dalmatin, PhD, associate professor</td><td>ECTS workload</td><td colspan="4">2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to literary movements in Italian literature from neorealism to the end of the twentieth century and the works of the most representative authors of that period, and to enable students to identify and analyze individual poetic elements and critically read selected texts in the Italian language.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are no prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- acquire the ability to distinguish the poetics of individual literary movements and authors from neorealism to the end of the twentieth century in Italy
- independently analyze texts by selected Italian authors
- expand vocabulary by reading literary texts in Italian and accompanying theoretical and critical texts
- develop communication skills through analysis and discussions in seminars
- develop writing skills through writing seminar papers in Italian
- develop presentation skills (presentation of seminar papers, powerpoint presentations).</td></tr>
<tr><td>Syllabus</td><td colspan="5">LECTURES:
Week 1: Neorealism in Italian literature and film, historical, political and cultural context, poetic characteristics of neorealism, main representatives.
2nd week: E. Vittorini, biography, work, poetics
(seminar: presentation of a seminar paper, analysis of selected excerpts from the works: La conversazione in Sicilia (1941), Uomini o no (1945)
3rd week: C. Pavese, biography, work, poetics
(seminar: presentation of a seminar paper, analysis of selected excerpts from the novel La luna e il falò (1950) and the diary Il mestiere di vivere (Diario 1935-1950)
4th week: C. Levi and P. Levi, works, poetics.
(seminar: presentation of seminar papers, analysis of selected excerpts from the works of the mentioned authors)
5th week: V. Pratolini I. Calvino – first phase
(seminar: presentation of seminar papers, analysis of selected excerpts from the works of the mentioned authors)
6th week: G. Tomasi di Lampedusa; Il gattopardo – “literary case”
(seminar: presentation of a seminar paper, analysis of selected excerpts from the works of the mentioned authors) excerpts from the novel)
Week 7: Continuation of the psychological novel: G. Bassani, Il giardino di Finzi Contini (seminar: presentation of a seminar paper, analysis of selected excerpts from the novel)
Week 8: L. Sciascia, historical and ideological context, work, poetics.
(seminar: presentation of a seminar paper, analysis of an excerpt from the novel Il giorno della civetta)
Week 9: Neo-experimentalism, ("crisis of conscience", 1950-1960), P. P. Pasolini
(seminar: presentation of a seminar paper, screenings of excerpts from films by P.P. Pasolini)
Week 10: Neo-experimentalism F. Fortini
(seminar: presentation of seminar papers, analysis of selected poems by P.P. Pasolini and F. Fortini)</td></tr>
</table>

	Week 11: Gruppo 63, neo-avant-garde, poetry: A. Zanzotto Week 12: Neo-avant-garde: A. M. Ripellino, E. Sanguinetti, A. Porta, prose: A. Arbasino. (seminars: analysis of selected poems and prose fragments by the above authors) 13th week Postmodernist prose and poetics of the open work of U. Eco; historical context and specificities of Italian postmodernism (seminar: analysis of fragments from the work Open Work and Lector in fabula by U. Eco) 14th week Postmodern Italian novel: U. Eco, Il nome della rosa (seminar: presentation of the seminar paper and analysis of the opening chapter of the novel) 15th week: Postmodern Italian anti-novel: I. Calvino, Se una notte d'inverno un viagggiatore (seminars: presentation of the seminar paper, analysis of the first chapter of the novel).

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

Student obligations	
	Participate in the teaching process and regularly attend lectures and seminars (a prerequisite for taking the exam is attendance at a minimum of 80% of lectures and 80% of seminars). - Behave in accordance with ethical and scientific principles in higher education teaching. - Participate in and carry out teaching and extracurricular activities (read theoretical texts and excerpts from literary works in Italian and prepare for discussion in seminars, etc.). - Inform yourself about the classes you missed during consultations with the teacher and with other students. - Pass the written exam (the equivalent of the written exam is two passed midterms) and achieve a minimum of 50% accuracy in the exam/midterms.

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

Assessment and evaluation of student work	
	class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process.

Required literature	Title	Number of copies available	Availability via other media
	Carlà, M. & Merlante, R. (1995). La scrittura e memoria. Palermo: Palumbo.	1	
	Casadei, A. (2007) Stile e tradizione nel romanzo italiano contemporaneo. Bologna: Mulino	1	
	Casadei, A. & Santagata M. (2007). Manuale di letteratura italiana contemporanea. Roma: Laterza.	2	

	Ferroni, G. (2015). Letteratura italiana contemporanea: 1945 - 2014. Milano: Mondadori.	2	
	Luperini, R. (1994). Il Novecento. Torino: Loescher, pp. 406-899.	1	
Supplementary literature	Ceserani, R. (1997). Raccontare il postmoderno. Torino: Bollati Boringhieri. Dotti, U. (2007). Storia della letteratura italiana. Rim: Carocci, 555-588. Guglielmino, S. (2005). Guida al Novecento. Milano: Principato, 963-1237. Guglielmino, G. (1997). La prosa italiana del Novecento. Umorismo, metafisica, grottesco. Torino: Einaudi. Guglielmino, S., Grosser, H. (1994). Il sistema letterario. Milano: Principato. Raspudić, N. (2006). Slaba misao, jaki pisci. Zagreb: Naklada Jurčić.		
Quality assurance	class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Neorealism in Italian literature and film, historical, political and cultural context, poetic characteristics of neorealism, main representatives.	1	P12
Seminar	Overview of bibliographic units of required literature and literary texts that will be analyzed during the seminar. Introduction to the seminar work and methods of taking exams.	1	P12
Week: 2.			
Lectures	E. Vittorini, biography, opus, poetics.	1	P12
Seminar	Analysis of a selected excerpt from the novel by E. Vittorini.	1	P12
Week: 3.			
Lectures	C. Levi and P. Levi, works, poetics.	1	P12
Seminar	Analysis of a selected chapter from C. Levi's work "Christ Stopped at Eboli" and an excerpt from P. Levi's novel "If This is a Man".	1	P12
Week: 4.			
Lectures	V. Pratolini, works and poetics. Neorealist phase of I. Calvino's work	1	P12
Seminar	Analysis of a selected excerpt from the Pratolini's novel „The Naked streets“ and an excerpt from Calvino's novel "The Path to the Nest of Spiders"	1	P12
Week: 5.			
Lectures	Tomasi di Lampedusa; The Leopard“ – literary case.	1	P12
Seminar	Analysis of a selected excerpt from Lampedusa's novel "The Leopard"	1	P12
Week: 6.			
Lectures	Continuation of the psychological novel: G. Bassani, „The Garden of the Finzi-Continis“	1	P12
Seminar	Analysis of a selected chapter from G. Bassani's novel "The Garden of the Finzi-Continis".	1	P12
Week: 7.			

Lectures	L. Sciascia, historical and ideological context, works, poetics.	1	P12
Seminar	Analysis of a selected short story from the collection "The Wine-Dark Sea" by L. Sciascia.	1	P12
Week: 8.			
Lectures	Neo-experimentalism, ("crisis of conscience", 1950-1960), P. P. Pasolini, works, poetics.	1	P12
Seminar	Analysis of a selected chapter from the novel by P. P. Pasolini.	1	P12
Week: 9.			
Lectures	Neo-experimentalism. F. Fortini.	1	P12
Seminar	1th midterm exam.	1	P12
Week: 10.			
Lectures	Gruppo 63, neo-avargarde: A. M. Ripellino, E. Sanguinetti, A. Porta, prose: A. Arbasino.	1	P12
Seminar	Analysis of selected poems and prose fragments by Italian neo-avant-garde authors.	1	P12
Week: 11.			
Lectures	Postmodern Italian prose and the poetics of U.Eco's open work; historical context and specificities of Italian postmodernism.	1	P12
Seminar	Analysis of excerpts from the works "The open work" and "Lector in fabula" by U. Eco.	1	P12
Week: 12.			
Lectures	Postmodern Italian novel: U. Eco, "The Name of the Rose".	1	P12
Seminar	Analysis of a selected excerpt from the novel "The Name of the Rose" by U. Eco.	1	P12
Week: 13.			
Lectures	Postmodern Italian anti-novel: I. Calvino, " If on a Winter's Night a Traveler "	1	P12
Seminar	Analysis of a selected excerpt from the novel "If on a Winter's Night a Traveler".	1	P12
Week: 14.			
Lectures	Postmodern elements in A. Tabucchi's prose.	1	P12
Seminar	Analysis of a selected excerpt from the novel "Indian Nocturne" by A. Tabucchi.	1	P12
Week: 15.			
Lectures	Review of the lectures. Writing a sample test.	1	P12
Seminar	2nd midterm exam.	1	P12

<table>
<tr><td>Course name</td><td colspan="5">Theories of Communication Processes</td></tr>
<tr><td>ID</td><td>HZT504</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td>Magdalena Nigoević, PhD, full professor</td><td>ECTS workload</td><td colspan="4">2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The student is expected to identify and understand the nature and models of communication processes. S/he is expected to develop tools necessary for various communication types and strategies in Italian language. The student should be able to develop awareness of intercultural communication differences.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No preconditions. Competences and skills acquired upon the completion of the second-year undergraduate study programme, particularly the linguistic courses.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">After this course students will be able to:
- define basic communication concepts
- illustrate different communicational models and strategies
- compare language practises in different communicational situations
- acquire various communication types and strategies in Italian language
- develop awareness of intercultural communication differences.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week
Lecture: Introducing students with the course content, format of instruction, responsibilities, grading and evaluation.
Seminar course: Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.

2nd week
Lecture: Linguistic activity. Linguistic sign.
Seminar course: Preliminari sul segno e la comunicazione (Gensini 1999: 21-50)

3rd week
Lecture: Basic communication concepts and methods. Understanding the nature of communication.
Seminar course: Dai segni alle lingue (Gensini 1999: 91-117).

4th week
Lecture: Theories of communication processes.
Seminar course: Poteri e sviluppo degli apparati emittenti. L’evoluzione tecnologica e i canali della comunicazione (Sartori 2001: 17-34).

5th week
Lecture: Media industry and mass media theories.
Seminar course: Forme e contenuti dei messaggi dei media. Il pubblico dei media e la sua evoluzione storica (Sartori 2001: 35-49).

6th week
Lecture: Media and society. The role of media in the society.
Seminar course: Le macchine della comunicazione (Ortoleva 2001: 28-51).

7th week
Lecture: Different communication patterns.
Seminar course: Comunicare per comunicare (Antonelli 2007: 141-161), Comunicare per informare e per intrattenere (Antonelli 2007: 93-140).

8th week
Lecture: Verbal and non-verbal communication.
Seminar course: Comunicare per immagini. Immagini per comunicare (Gensini 1999: 259-283).

9th week
Lecture: Interpersonal communication</td></tr>
</table>

	Seminar course: Gli effetti dei media nelle diverse fasi della comunicazione (Sartori 2001: 51-74). 10th week Lecture: Group communication. Institutionalized communication. Seminar course: Meccanica dell'emozione: lo spettacolo dal vivo (Ortoleva 2001: 83-103). 11th week Lecture: Public communication and rhetoric. Political speech. Seminar course: La persuasione nella politica e nelle relazioni interpersonali (Cavazza 1997: 67-77, 97-113; Gensini 1999: 391-415). 12th week Lecture: Media communication. Seminar course: Cinema: la macchina dei sogni (Ortoleva 2001: 105-129), L'industria del libro e del giornale (Ortoleva 2001: 53-81), Musica in casa: dalla pianola al CD (Ortoleva 2001: 131-149). 13th week Lecture: Intercultural communication. Seminar course: Diffusione circolare: radio e televisione (Ortoleva 2001: 151-169), La televisione e il suo pubblico (Cavazza 1997: 79-96). 14th week Lecture: Discourse of advertisement. Seminar course: La pubblicità (Cavazza 1997: 33-53; Gensini 1999: 363-388). 15th week Lecture: Principles of successful communication. Communicative competence. Seminar course: La comunicazione "elementare" (Morcellini 1997: 143-157).

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

Student obligations	Participate in classes: lectures 80%, seminars 80%. Conduct themselves in line with ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. Write and present a seminar paper in line with previously determined criteria. Pass a written exam (or a midterm test) and achieve a minimum score of 50% on the exam/test. Before taking the exam/test, students are required to prepare and present a seminar paper on one of the agreed topics. Make inquiries about missed classes during the course teacher's office hours or by consulting other students. Meet deadlines for activities within the course.

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

Assessment and evaluation of student work	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: - a passing grade in the written exam, i.e. one test – 60% - written and presented seminar paper in line with the course teacher's instructions – 30% - activity in class, participation in discussions during class and seminars – 10%

	The assessment and marking criteria of individual elements can be found in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Gensini, S. (ed.) (1999). Manuale della comunicazione. Modelli semiotici, linguaggi, pratiche testuali. Roma: Carocci.	0	1 available at the Department; care of course teacher
	Sobrero, A. A. (ed.) (2000). Introduzione all'italiano contemporaneo. La variazione e gli usi. Roma-Bari: Laterza. (selected chapters)	1	
	Nigoević M. (2019). Il linguaggio della pubblicità. Split: Filozofski fakultet (web lecture).	0	on line
Supplementary literature	Antonelli, G. (2007). L'italiano nella società della comunicazione. Bologna: Mulino. Bazzanella, Carla (2005). Linguistica e pragmatica del linguaggio. Roma-Bari: Gius. Laterza & Figli. Cavazza, N. (1997). Comunicazione e persuasione. Bologna: Mulino. Coveri, L. & Benucci, A. & Diadori, P. (19984). La varietà dell'italiano. Manuale di sociolinguistica italiana. Roma: Bonacci. Mastronardi, V. (1998). Le strategie della comunicazione umana. Milano: Franco Angeli. (capitolo II) Morcellini, M. & Fatelli, G. (1997). La scienza della comunicazione. Modelli e percorsi disciplinari. Roma: La Nuova Italia Scientifica. Nigoević, M. (2019). Analisi dei messaggi pubblicitari. Split: Filozofski fakultet (web lecture). Orletti, F. (ed.) (1983). Comunicare nella vita quotidiana. Bologna: Il Mulino. Ortoleva, P. (2001). Mass media. Dalla radio alla rete. Firenze: Giunti. Sartori, Carlo (2001). Storie della comunicazione. Materiali per una riflessione globale. Roma: Kappa. Sbisà, M. (2007). Detto non detto. Le forme della comunicazione implicita. Roma-Bari: Laterza.		
Quality assurance	- Class attendance, class activity, successfully completing tasks. - Student questionnaire on the quality of teaching and teachers at the university level. - Passed exam and the fulfilment of the other obligations prescribed by the syllabus. - Individual consultations. - Students' self-assessment of the learning outcomes they achieved. - Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introducing students with the course content, format of instruction, responsibilities, grading and evaluation.	1	P16
Seminar	Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.	1	P16
Week: 2.			
Lectures	Linguistic activity. Linguistic sign.	1	P16
Seminar	Preliminari sul segno e la comunicazione (Gensini 1999: 21-50).	1	P16
Week: 3.			

Lectures	Basic communication concepts and methods. Understanding the nature of communication.	1	P16
Seminar	Dai segni alle lingue (Gensini 1999: 91-117).	1	P16
Week: 4.			
Lectures	Traditional theories of communication processes. Contemporary theories of communication processes.	1	P16
Seminar	Poteri e sviluppo degli apparati emittenti. L'evoluzione tecnologica e i canali della comunicazione (Sartori 2001: 17-34).	1	P16
Week: 5.			
Lectures	Media industry and mass media theories.	1	P16
Seminar	Forme e contenuti dei messaggi dei media. Il pubblico dei media e la sua evoluzione storica (Sartori 2001: 35-49).	1	P16
Week: 6.			
Lectures	Media and society. The role of media in the society.	1	P16
Seminar	Le macchine della comunicazione (Ortoleva 2001: 28-51).	1	P16
Week: 7.			
Lectures	Different communication patterns.	1	P16
Seminar	Comunicare per comunicare (Antonelli 2007: 141-161), Comunicare per informare e per intrattenere (Antonelli 2007: 93-140).	1	P16
Week: 8.			
Lectures	Verbal and non-verbal communication.	1	P16
Seminar	Comunicare per immagini. Immagini per comunicare (Gensini 1999: 259-283).	1	P16
Week: 9.			
Lectures	Interpersonal communication	1	P16
Seminar	Gli effetti dei media nelle diverse fasi della comunicazione (Sartori 2001: 51-74).	1	P16
Week: 10.			
Lectures	Group communication. Institutionalized communication.	1	P16
Seminar	Meccanica dell'emozione: lo spettacolo dal vivo (Ortoleva 2001: 83-103).	1	P16
Week: 11.			
Lectures	Public communication and rhetoric. Political speech.	1	P16
Seminar	La persuasione nella politica e nelle relazioni interpersonali (Cavazza 1997: 67-77, 97-113; Gensini 1999: 391-415).	1	P16
Week: 12.			
Lectures	Media communication.	1	P16
Seminar	Cinema: la macchina dei sogni (Ortoleva 2001: 105-129), L'industria del libro e del giornale (Ortoleva 2001: 53-81), Musica in casa: dalla pianola al CD (Ortoleva 2001: 131-149).	1	P16
Week: 13.			
Lectures	Intercultural communication.	1	P16
Seminar	Diffusione circolare: radio e televisione (Ortoleva 2001: 151-169), La televisione e il suo pubblico (Cavazza 1997: 79-96).	1	P16
Week: 14.			
Lectures	Discourse of advertisement. La pubblicità (Cavazza 1997: 33-53; Gensini 1999: 363-388).	1	P16
Seminar	Midterm test.	1	P16
Week: 15.			
Lectures	Principles of successful communication. Communicative competence.	1	P16
Seminar	La comunicazione "elementare" (Morcellini 1997: 143-157). Final consideration.	1	P16

<table>
<tr><td>Course name</td><td colspan="5">Italian Culture and Society</td></tr>
<tr><td>ID</td><td>HZT605</td><td>Study year</td><td colspan="4">3.</td></tr>
<tr><td>Lecturer</td><td>Andrea Rogošić, PhD, assistant professor</td><td>ECTS workload</td><td colspan="4">2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarise students with the historical and cultural circumstances in which Italian society and the Italian language were formed, as well as with the image of contemporary Italy.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are no prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- discuss various aspects of public life in contemporary Italy;
- develop critical thinking in relation to the acquired knowledge;
- apply knowledge related to culture and society in the interpretation of the phraseological and lexical inventory of the Italian language;
- describe the historical, socio-political, and economic aspects of Italian culture and civilisation;
- explain and identify the differences and similarities between their own culture and Italian culture and civilisation.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Week 1 – Symbols of Italy: anthem, flag, coat of arms
Geographical characteristics of the Apennine Peninsula

Week 2 – The first inhabitants of the Apennine Peninsula
The foundation of Rome
The Roman Republic

Week 3 – The Roman Empire
Barbarian invasions

Week 4 – Charlemagne and feudalism
The maritime republics
The communes and Frederick I (Barbarossa)

Week 5 – Frederick II and the Sicilian school
Signories and principalities
Humanism and the Renaissance

Week 6 – Modern history and foreign rule in Italy
Napoleon and the first revolutionary movements in Italy

Week 7 – The Risorgimento and the wars of independence
The unification of Italy

Week 8 – Imperialism and the First World War
Fascism and the Second World War
The political system in Italy
Public administration

Week 9 – Revision
North-western Italy: Valle d’Aosta, Piedmont, Liguria, Lombardy (history, geography, economy, gastronomy, famous figures, customs, products, etc.)

Week 10 – North-eastern Italy: Emilia-Romagna, Veneto, Trentino-Alto Adige, Friuli Venezia Giulia (history, geography, economy, gastronomy, famous figures, customs, products, etc.)

Week 11 – Central Italy: Tuscany, Umbria, Marche, Lazio (history, geography, economy, gastronomy, famous figures, customs, products, etc.)

Week 12 – Southern Italy I: Abruzzo, Molise, Campania, Puglia (history, geography, economy, gastronomy, famous figures, customs, products, etc.)

Week 13 – Southern Italy II: Basilicata, Calabria</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">The islands: Sicily, Sardinia (history, geography, economy, gastronomy, famous figures, customs, products, etc.)
Week 14 – Gastronomy, holidays, customs, and traditions
Week 15 – The education system
Fashion and media
Revision</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td colspan="2">☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="6">Students are required to attend lectures (80%) and seminars (80%), prepare one seminar paper, and present it orally with a PowerPoint presentation. They are also required either to pass two midterm examinations or to take the final written examination.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
<tr><td>Experimental work</td><td>☐</td><td>Paper</td><td>☐</td><td>Essay</td><td>☐</td></tr>
<tr><td>Seminar paper</td><td>☒</td><td>Midterm exam</td><td>☐</td><td>Oral exam</td><td>☐</td></tr>
<tr><td>Written exam</td><td>☒</td><td>Project</td><td>☐</td><td>Participation in class</td><td>☒</td></tr>
<tr><td></td><td>☐</td><td></td><td>☐</td><td></td><td>☐</td></tr>
<tr><td></td><td>☐</td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">The final grade is determined on the basis of the following components: classroom participation – 20%, seminar paper – 20%, and performance in the written examination (or midterm examinations) – 60%.
The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Skupina autora (2001). Almanacco Italia. Novara: Istituto Geografico De Agostini</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">A. Pintori&M. Andreu (2006). Diamoci dentro! Cultura e civiltà italiana. Bellaterra: Universitat Autonoma de Barcelona.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Balboni, P. E. (2021). Storia italiana per stranieri. Milano: Edilingua.</td><td>1</td><td colspan="2"></td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Skupina autora (2003). Italia. Tutte le mete da non perdere. Milano: Mondadori.
Balboni, P. E. & Santipaolo, M. (2003). Profilo di storia italiana per stranieri. Perugia: Guerra.
Skupina autora (2003). Enciclopedia Universale Garzanti. Milano: Garzanti
Ugo, G. (2003). Piccola storia d'Italia. Perugia: Guerra.</td></tr>
<tr><td>Quality assurance</td><td colspan="6">- class attendance, classroom activity, and successful completion of assigned tasks
- student survey on the quality of teaching and teaching staff at the university level
- passed examination and fulfilment of other obligations prescribed by the syllabus
- individual consultations
- students' self-assessment of achieved learning outcomes
- peer evaluation of the implementation and quality of the teaching process</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="6"></td></tr>
</table>

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introduction of students to the course content and objectives, as well as to all obligations and assessment criteria. Symbols of Italy: anthem, flag, coat of arms Geographical characteristics of the Apennine Peninsula	1	P12
Seminar	- aassignment of seminar paper topics and instructions for presentations	1	P12
Week: 2.			
Lectures	The first inhabitants of the Apennine Peninsula The foundation of Rome	1	P12
Seminar	- digital reconstruction of the foundation of Rome through multimedia content; the myth of Romulus and Remus	1	P12
Week: 3.			
Lectures	The Roman Empire Barbarian invasions	1	P12
Seminar	- multimedia content on everyday life in ancient Rome and related curiosities; translation and analysis of the menu of a typical convivium (Marcus Apicius); analysis of the lexical inventory of Lombard origin	1	P12
Week: 4.			
Lectures	Charlemagne and feudalism The maritime republics	1	P12
Seminar	- multimedia content on the life of the common people in medieval Italy; the Carolingian Renaissance	1	P12
Week: 5.			
Lectures	Frederick II and the Sicilian school Signories and principalities Humanism and the Renaissance	1	P12
Seminar	- analysis of the lexicon used by representatives of the Sicilian school; quiz on the works of Italian Renaissance artists - seminar presentations	1	P12
Week: 6.			
Lectures	Modern history and foreign rule in Italy Napoleon and the first revolutionary movements in Italy	1	P12
Seminar	- the influence of Spanish rule on the lexical inventory of the Italian language - seminar presentations	1	P12
Week: 7.			
Lectures	The Risorgimento and the wars of independence	1	P12
Seminar	First midterm exam.	1	P12
Week: 8.			
Lectures	Imperialism and the First World War Fascism and the Second World War The political system in Italy Public administration	1	P12
Seminar	- the influence of Fascist propaganda on the Italian language; dubbing of foreign films into Italian in the context of Fascism; seminar presentations	1	P12
Week: 9.			
Lectures	North-western Italy: Valle d'Aosta, Piedmont, Liguria, Lombardy (history, geography, economy, gastronomy, famous figures, customs, products, etc.)	1	P12

Seminar	- multimedia content related to the topics covered; quizzes on the topics discussed during lectures accompanied by practical tasks; seminar presentations	1	P12
Week: 10.			
Lectures	North-eastern Italy: Emilia-Romagna, Veneto, Trentino-Alto Adige, Friuli Venezia Giulia (history, geography, economy, gastronomy, famous figures, customs, products, etc.)	1	P12
Seminar	- multimedia content related to the topics covered; quizzes on the topics discussed during lectures accompanied by practical tasks; seminar presentations	1	P12
Week: 11.			
Lectures	Central Italy: Tuscany, Umbria, Marche, Lazio (history, geography, economy, gastronomy, famous figures, customs, products, etc.)	1	P12
Seminar	- multimedia content related to the topics covered; quizzes on the topics discussed during lectures accompanied by practical tasks; seminar presentations	1	P12
Week: 12.			
Lectures	Southern Italy I: Abruzzo, Molise, Campania, Puglia (history, geography, economy, gastronomy, famous figures, customs, products, etc.)	1	P12
Seminar	- multimedia content related to the topics covered; quizzes on the topics discussed during lectures accompanied by practical tasks; seminar presentations	1	P12
Week: 13.			
Lectures	Southern Italy II: Basilicata, Calabria The islands: Sicily, Sardinia (history, geography, economy, gastronomy, famous figures, customs, products, etc.)	1	P12
Seminar	- multimedia content related to the topics covered; quizzes on the topics discussed during lectures accompanied by practical tasks; seminar presentations	1	P12
Week: 14.			
Lectures	Gastronomy; holidays and customs	1	P12
Seminar	- Italian phraseology with culinary elements as a reflection of extralinguistic reality	1	P12
Week: 15.			
Lectures	The education system in Italy	1	P12
Seminar	Second midterm exam	1	P12

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	the ability to understand and use basic concepts in the fields of Italian language and literature
LO 2	the ability to analyse the development of the Italian language across different periods using scientific and professional literature
LO 3	the ability to identify major literary movements and place authors within the appropriate literary-historical context
LO 4	the ability to independently interpret selected literary texts
LO 5	the ability to analyse the social and cultural context of Italian society across different historical periods
LO 6	the ability to apply critical methods to formulate their own interpretations of literary concepts, styles, poetics, and literary values, and to assess the influence of ideologies on the meaning and interpretation of texts
LO 7	the ability to select appropriate research strategies in the field of literary theory
LO 8	the ability to apply acquired knowledge to creative expression on topics related to Italian language and literature
LO 9	the ability to compare lexical forms at the synchronic and diachronic levels
LO 10	the ability to understand and use basic concepts in Italian phonetics, phonology, syntax, lexicon, semantics, and morphology
LO 11	the ability to express themselves effectively in writing and compose, read, and analyse texts representing different functional styles in Italian
LO 12	the ability to conduct scientific research in the field of Italian language and literature
LO 13	the ability to critically evaluate and compare research in the field of Italian language and literature
LO 14	the ability to identify the characteristics of individual new media and evaluate their outputs, while providing an objective overview of the Italian media landscape

Learning outcomes of the study programme	**LO1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO10**	**LO11**	**LO12**	**LO13**	**LO14**
Total number of courses for each LO	20	6	9	8	9	8	4	15	8	13	4	1	1	1
Introduction to Italian Language and Linguistics	+								+	+				
Theoretical Study of Italian Literature	**+**		+		+	+	+	+						
Italian Language I – Module I	+							+		+				
Language and Society	+								+	+				
Phonology and Morphology of the Italian Language	+								+	+				
Survey of Italian Literature – Module I			+	+		+								
Italian Language I - Module II	+							+		+				
Introduction to Literary Text Analysis	+		+	+		+	+	+						
Italian Lexicography and Lexicology	+							+	+	+				
Italian Poetic Schools and Classics of Italian Medieval Literature			+	+										
Italian Language II - Module I	+							+		+				
Survey of Italian Literature – Module II			+	+	+	+	+	+						
Italian Syntax	+	+						+		+				
History of Italian Literature from Humanism and the Renaissance to Arcadia			+	+	+	+	+	+						
Italian Language II – Module II	+							+		+				
History of Italian Language	+	+												
Literary Movements and Authors in Italy from Arcadia to Verismo			+	+	+	+								
Italian Language III – Module I								+		+	+			
Historical Grammar of Italian Language	+	+							+	+				

Romance Philology	+	+							+					
Italian between Norms and Usage	+	+			+			+	+					
Italian Lexis Across the Centuries	+	+			+				+					
20th Century Italian Literature			+	+	+	+								
Text and Discourse	+							+		+	+	+		
Italian Language III – Module II								+		+	+			
Italian Literature from Neorealism to the End of the Twentieth Century	+		+	+	+	+		+						
Theories of Communication Processes	+										+		+	+
Italian Culture and Society	+				+									

3.2. Instructors in the study programme

	Maja Bezić	**Maja Bilić**	**Snježana Bralić**	**Katarina Dalmatin**
CROSBI link	*CroRIS*	*CroRIS*	*CroRIS*	*CroRIS*
Academic title	associate professor	senior language instructor	associate professor	associate professor
Area	Humanities	Humanities	Humanities	Humanities
Field	Philology	Philology	Philology	Philology
Home institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	50%	100%	100%

Teaching workload at the home institution	966 RS	729 RS	885 RS	804 RS
Workload at external institutions	/	/	/	/
Planned workload in the new study programme	/	/	/	/
Planned workload at the home institution[7]	966 RS	729 RS	885 RS	804 RS
Planned workload at external institutions	/	/	/	/
Scientific and review papers[8] *in the last 5 years (total)*	8	2	8	9
Professional papers[9] *in the last 5 years (total)*	3	/	3	/
Total[10] *number of citations (SCOPUS)*	1	/	3	0
Total[11] *h-index (SCOPUS)*	1	/	1	0
Leader and/or collaborator on competitive projects (total)	1 (collaborator)	/	/	/
Leader and/or collaborator on other projects (total)	3 institutional (leader)	/	3 institutional (collaborator)	1 institutional (leader)
Courses taught in the study programme	- History of Italian Language - Historical Grammar of Italian Language - Romance Philology	- Italian Language II – Module II - Italian Language III – Module I	- Italian Lexicography and Lexicology - Italian Syntax - Italian between Norms and Usage	- Theoretical Study of Italian Literature - Introduction to Literary Text Analysis - Italian Literature from Neorealism to the End of the Twentieth Century

[7] Workload data are based on the teaching delivered in the 2025/2026 academic year.
[8] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[9] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[10] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.
[11] See the previous footnote.

Training for the acquisition of teaching competences	- Completed university study programme in teacher education. - Through Teacher Competences to Student Competences, Faculty of Humanities and Social Sciences in Split, 2 March 2023 - workshop series "Overview of Electronic Resources in the Social Sciences and Humanities, Unique Author Identifiers and Visibility, Choosing a Journal for Publishing a Scientific Paper", organised by the Faculty of Humanities and Social Sciences in Split, the University Library in Split and the Centre for Research and Development of Lifelong Learning of the Faculty of Humanities and Social Sciences in Split, 15, 22 and 29 March 2023 - Staff Week of the Faculty of Humanities and Social Sciences in Split "Fostering Educational Excellence and development of the Higher Education quality through transversal skills", 24–26 September 2024 - ERA Shuttle Summer	- Completed university study programme in teacher education. - Scuola di Specializzazione Didattica dell'italiano come lingua straniera Siena, Unistrasi 2020.-2022. - Participation in the webinar *Come e perché creare esercizi interattivi per insegnare italiano L2/LS*, 18 February 2023, organised by Ornimi editions. - Through Teacher Competences to Student Competences, Faculty of Humanities and Social Sciences in Split, 2 March 2023 - Participation in the *Presentation and Practical Workshop on Using IZZI Tools for Creating and Publishing Digital Educational Materials* organised by Profil Klett, held at the Faculty of Humanities and Social Sciences in Split, 3 November 2022.	- Completed university study programme in teacher education. - Through Teacher Competences to Student Competences, Faculty of Humanities and Social Sciences in Split, 2 March 2023 Participation in webinars organised by Ornimi editions: -*Obiettivo grammatica: percorsi di insegnamento e usi della lingua*, 8.10.2022. - *Per filo e per segno. Il ruolo delle combinazioni e delle collocazioni lessicali nella classe di italiano L2/LS*, 15.10. 2022. - *Insegnare italiano L2/LS con il digitale: consigli ed esempi pratici per la classe,* 26.11.2022. - *Pagine parlanti. Arricchire il lessico, dalla teoria alla pratica,* 3.12.2022. - *Insegnare grammatica nel XXI secolo: punti e riflessioni sulle nuove grammatiche,* 25.2.2023. - *Le donne attraversatrici della storia nella collana di cultura italiana per stranieri "Italia Sempre". Nuove forme e nuove prospettive per insegnare*	- Completed university study programme in teacher education. - Participation in the workshop *Use of Digital Tools in Teaching* held remotely on 19 February 2021 by the Association of LSP Teachers at Higher Education Institutions (the workshop was held online via the ZOOM platform); - Participated in the workshop "Ethical Aspects in the Higher Education System", held at the Faculty of Humanities and Social Sciences in Split on 28 October 2025.

	School «Advancing Careers in Research and Innovation 2024» organised by the University of Split, 9–13 September 2024 - webinars "Software for Checking the Authenticity of Papers in Higher Education: Experiences, Challenges and Opportunities" and "How to Use the Potential of Generative Artificial Intelligence in Course Design?" as part of the SRCE E-Learning Centre Week, 8 and 9 October 2025		*la cultura italiana, 1.4.2023.* - *Obiettivo produzione orale e scritta per i livelli B1-B2: materiali e consigli operativi*, 30.9.2023. - *Guida per l'insegnante: uno strumento per ottenere il massimo dal corso,* 14.10.2023. - L'uso delle tecnologie nella classe di italiano L2/LS, 9.5.2024. Ornimi Editions & Università per Stranieri di Siena. - Insegnante umano VS Intelligenza Artificiale: rivali o alleati nello studio delle lingue straniere, 19.10.2024. - Le tecniche glottodidattiche digitali per l'italiano L2/LS, 7.12.2024. - Obiettivo grammatica: strumenti pratici e motivanti per fare grammatica, 24.5.2025. - Accogliere il plurilinguismo nelle classi di italiano Lx all'università, 11.10.2025. Participation in webinars organised by Alma Edizioni: - *CANTA, MUOVITI, GIOCA, MEMORIZZA: idee per rendere l'apprendimento un'esperienza unica*, (1.	

			Canta che ripassi. Motivi musicali per fissare grammatica e lessico; 2. Dieci lezioni di lessico; 3. Zitti e buoni? Il movimento in classe; 4. Una lista di buoni motivi per usare le liste) 25.11.2023. - Maratona didattica 24 ore. Evento di formazione online per docenti di lingua italiana L2/LS, Jure 12.10. 2024.	

	Jure Hrgović	**Srećko Jurišić**	**Antonia Luketin Alfirević**	**Antonela Marić**
CROSBI link		*CroRIS*	*CroRIS*	*CroRIS*
Academic title	Postdoctoral researcher (appointed in October 2020)	full professor	assistant professor	full professor
Area	Humanities	Humanities	Humanities	Humanities
Field	Philology	Philology	Philology	Philology
Home institution	Franciscan Classical Grammar School and Vocational School in Sinj	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	External associate – service contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution		100%	100%	100%
Teaching workload at the home institution	50%	684 RS	888 RS	684 RS

Workload at external institutions	/	564 RS	/	81 RS
Planned workload in the new study programme	/	/	/	/
Planned workload at the home institution[12]		684 RS	888 RS	684 RS
Planned workload at external institutions	/	564 RS	/	81 RS
Scientific and review papers[13] *in the last 5 years (total)*	0	20	4	19
Professional papers[14] *in the last 5 years (total)*	1	/	/	3
Total[15] *number of citations (SCOPUS)*	/	2	5	0
Total[16] *h-index (SCOPUS)*	/	1	2	/
Leader and/or collaborator on competitive projects (total)	/	/	/	KSPS - Further development of Centre for Cross-Cultural and Korean studies, and Training plans for Experts in Korean and Cross-Cultural Studies at the University of Split, collaborator
Leader and/or collaborator on other projects (total)	/	/	2 institutional (leader, collaborator)	SEA EU, expert, WP 4.1, Project: E-University, Ministry of Science and Education, AZVO, CARNET

[12] Workload data are based on the teaching delivered in the 2022/2023 academic year.
[13] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[14] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[15] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.
[16] See the previous footnote.

Courses taught in the study programme	- Introduction to the Latin Language	- Survey of Italian Literature – Module II - History of Italian Literature from Humanism and the Renaissance to Arcadia	- Phonology and Morphology of the Italian Language	- Survey of Italian Literature – Module I - Italian Poetic Schools and Classics of Italian Medieval Literature

Training for the acquisition of teaching competences	- Completed university study programme in teacher education.	- Completed university study programme in teacher education.	- Completed university study programme in teacher education. - Attendance at the professional development course for teachers of Italian "Corso di aggiornamento per docenti di italiano", organised by the Department of Italian Studies of the Faculty of Humanities and Social Sciences in Zagreb (FFZG) and the Italian Cultural Institute in Zagreb, held at FFZG on 7 February 2025. - Co-organisation of and participation in the professional development event: *Giornata di studio per insegnanti d'italiano*, Department of Italian Language and Literature, Faculty of Humanities and Social Sciences in Split, 15 October 2021. - Participation in the webinar organised by Ornimi editions: *Per filo e per segno. Il ruolo delle combinazioni e delle collocazioni lessicali nella classe di italiano L2/LS*, 15.10.2022. - Participation in the scientific and professional conference: *Through Teacher Competences to Student Competences*,	- Completed university study programme in teacher education. - ZNAK workshop on copyright and open licences, 11 October 2023; Participation in a series of 4 workshops: Overview of Electronic Resources in the Social Sciences and Humanities, Unique Author Identifiers and Visibility, Choosing a Journal for Publishing a Scientific Paper, Faculty of Humanities and Social Sciences in Split, University Library in Split, Centre for Research and Development of Lifelong Learning of the Faculty of Humanities and Social Sciences in Split, 15, 22 and 29 March 2023. Through Teacher Competences to Student Competences, 2 March 2023. - E-University, development of digital competences, 8–10 November 2023, Digital Transformation of Higher Education: Innovations for the Future of Learning and Teaching,

			Faculty of Humanities and Social Sciences in Split, 2 March 2023.	- Corso di aggiornamento formazione e aggiornamento per insegnanti di italiano L2, Uni MIlano, 01.-05.09.2025. Corso di aggiornamento formazione e aggiornamento per insegnanti di italiano L2, Uni MIlano, 01.-05.09.2025.

	Nikica Mihaljević	**Magdalena Nigoević**	**Monica Priante**	**Andrea Rogošić**
CROSBI link	*CroRIS*	*CroRIS*	https://www.croris.hr/osobe/profil/32209	*CroRIS*
Academic title	full professor	full professor	language instructor	assistant professor
Area	Humanities	Humanities	Humanities	Humanities
Field	Philology	Philology	Philology	Philology
Home institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%	100%	100%
Teaching workload at the home institution	825 RS	804 RS	1377 RS	948 RS
Workload at external institutions	162 RS	486 RS	43,2 RS	/
Planned workload in the new study programme	/	/	/	/

Planned workload at the home institution[17]	825 RS	804 RS	1377 RS	948 RS
Planned workload at external institutions	162 RS	486 RS	43,2 RS	/
Scientific and review papers[18] *in the last 5 years (total)*	14	19	3	5
Professional papers[19] *in the last 5 years (total)*	/	3	/	/
Total[20] *number of citations (SCOPUS)*	8	8	/	7
Total[21] *h-index (SCOPUS)*	2	1	/	2
Leader and/or collaborator on competitive projects (total)	2 (leader)	1	1 (collaborator)	/
Leader and/or collaborator on other projects (total)	1 institutional (collaborator)	1	2 institutional (collaborator)	2 institutional (leader), 1 institutional (collaborator)
Courses taught in the study programme	- Literary Movements and Authors in Italy from Arcadia to Verismo - 20th Century Italian Literature	- Language and Society - Text and Discourse - Theories of Communication Processes	- Italian Language I – Module I - Italian Language I – Module II - Italian Language II – Module I	- Introduction to Italian Language and Linguistics - Italian Lexis Across the Centuries - Italian Language III – Module II - Italian Culture and Society

[17] Workload data are based on the teaching delivered in the 2025/2026 academic year.
[18] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[19] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[20] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.
[21] See the previous footnote.

Training for the acquisition of teaching competences	- Completed university study programme in teacher education. - Participated in the workshop (organised by the Faculty of Humanities and Social Sciences in Split) "Workshop for Supervisors of Doctoral Dissertations in the Humanities", May 2021. - Participated in training aimed at acquiring teaching competences: - *Teaching Staff Week on Course Assistants and Peer Coaches*, Kiel, 13–17 November 2023 - *Learning Technologies in Higher Education* Research Training, online, 16 October 2025, organised by the School of Advanced Study, University of London, **-** *RESHAPED – the Training Platform for the Humanities*, online, 24 October 2025, organised by the INSTITUTE OF LANGUAGES, CULTURES AND SOCIETIES, School of Advanced Study, University of London - Training on peer tutoring in university	- Completed university study programme in teacher education. Participation in the workshop series *Overview of Electronic Resources in the Social Sciences and Humanities, Unique Author Identifiers and Visibility, Choosing a Journal for Publishing a Scientific Paper*, organised by the Faculty of Humanities and Social Sciences in Split, the University Library in Split and the Centre for Research and Development of Lifelong Learning of the Faculty of Humanities and Social Sciences in Split, 15, 22 and 29 March 2023. - Participation in the webinar *Scrivendo… parlo: produzione scritta in funzione della produzione orale*, 26 March 2022, organised by Ornimi editions. - Participation in the *Presentation and Practical Workshop on Using IZZI Tools for Creating and Publishing Digital Educational Materials* organised by Profil Klett, held at the Faculty of Humanities and Social Sciences in Split, 3 November 2022.	- Completed university study programme in teacher education. - Co-organisation of and participation in the professional development event: „Corso di formazione e aggiornamento per insegnanti di lingua e cultura italiana" / Professional development workshop for teachers of Italian (21 October 2020) / Dante Alighieri Society Zagreb and Società Dante Alighieri, PLIDA (Rome). - Participation in the professional development event "Insegnamento dell'italiano ad allofoni in un'epoca plurilingue" / Faculty of Humanities and Social Sciences in Zagreb (7 February 2025)	- Webinar for teachers of Italian as a foreign language organised by Ornimi editions and Società Dante Alighieri di Gent (Belgium) "Grammatica e motivazione risorse e strategie per raggiungere gli obiettivi" (27.4.2024.) Two webinars for teachers of Italian as a foreign language organised by Ornimi editions and Centro DITALS di Siena "L'uso delle tecnologie nella classe di italiano L2/LS" (9 May 2024) and "Didattica digitale, uso dell'intelligenza artificiale e competenze certificate del docente di italiano" (16.9.2025.)

	studies as part of the international project *Transformation of Competencies at the University: Peer-Tutoring as a Key Element of Student Development Support* in which the Faculty of Humanities and Social Sciences in Split is one of the partners.	- Participated in the webinar *Mappe mentali: il pensiero visibile. Vantaggi, usi e attività nella classe di italiano L2/LS* (via the Meet platform), 23 April 2021, organised by Ornimi editions. - Participated in the workshop *Use of Digital Tools in Teaching* held remotely (via the ZOOM platform) on 19 February 2021, organised by the *Association of LSP Teachers at Higher Education* - Participated in the 4th scientific symposium *SCIMETH – Digital Tools and Resources in Linguistics*, held on 15 May 2019 at the Faculty of Humanities and Social Sciences in Rijeka, organised by the Centre for Language Research (CJI) and the Laboratory for Cultural Complexity Research (LIKS) of the Faculty of Humanities and Social Sciences in Rijeka in cooperation with the Croatian Applied Linguistics Society (HDPL Regional Branch Rijeka). - Participated in the 3rd symposium *SCIMETH: Ethical Issues in Contemporary Linguistic Research*, held on 2 May		

		2018 at the Faculty of Humanities and Social Sciences in Rijeka, organised by the Centre for Language Research (CJI) of the Faculty of Humanities and Social Sciences in Rijeka and the Croatian Applied Linguistics Society.		

	Inga Vilogorac-Brčić
CROSBI link	https://www.croris.hr/crosbi/searchByContext/2/28125
Academic title	assistant professor
Area	Humanities
Field	History
Home institution	Faculty of Humanities and Social Sciences, University of Zagreb
Type of employment	employment contract
Percentage of employment at the higher education institution	100%
Teaching workload at the home institution	100%
Workload at external institutions	

Planned workload in the new study programme	**100%**
Planned workload at the home institution[22]	**100%**
Planned workload at external institutions	
Scientific and review papers[23] *in the last 5 years (total)*	10
Professional papers[24] *in the last 5 years (total)*	/
Total[25] *number of citations (SCOPUS)*	
Total[26] *h-index (SCOPUS)*	**3**

[22] Workload data are based on the teaching delivered in the 2025/2026 academic year.
[23] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[24] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[25] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.
[26] See the previous footnote.

Leader and/or collaborator on competitive projects (total)	1 (collaborator)
Leader and/or collaborator on other projects (total)	1 (leader)
Courses taught in the study programme	- Introduction to the Latin Language
Training for the acquisition of teaching competences	/