

U N I V E R S I T Y O F S P L I T

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY GRADUATE STUDY PROGRAMME

Italian Studies (double-major); Teacher Education Specialisation and Translator-Interpreter Specialisation

SPLIT, 26 February 2026

GENERAL INFORMATION OF HIGHER EDUCATION

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

Name of the study programme	University Graduate Study Programme in *Italian Studies (double-major); Teacher Education Specialisation and Translator-Interpreter Specialisation*		
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 7.1 sv EQF 7		
Scientific or artistic field and area of study programme	Humanities, Philology		
ISCED FoET classification			
Programme duration (semesters, years)	4 semesters, 2 years		

Number of ECTS points acquired on completion of study programme	60
Academic or professional title, i.e. academic degree	*Master of Arts (MA) in Italian Language and Literature* *Master of Education (MEdu) in Italian Language and Literature* (univ. mag. philol. ital. / univ. mag. educ. 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)	35 + 3 (quota for non-EU citizens)

[1] Instruction in courses 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 general courses in teaching competences *Fundamentals of Pedagogy, Didactics, Educational Psychology, and Sociology of Education*) is conducted in Croatian.

1. INTRODUCTION

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

The university graduate study programme *Italian Studies* (double-major) is aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split, the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025, the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2021–2025 period, and the Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027). The study programme is fully aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split insofar as it is oriented towards the acquisition of teaching and translation competences and the promotion of fundamental social and humanistic values; it contributes to the advancement of knowledge, the promotion of ethics, tolerance, cooperation, responsibility and the overall well-being of society (Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030), while preparing students for competent integration into the labour market.

The university graduate study programme *Italian Studies*, with teacher education and translation orientations, is complementary to the university undergraduate study programme *Italian Language and Literature*, upon the completion of which students acquire fundamental knowledge in the Italian language, linguistics and literature, which is further expanded and developed at the graduate level.

The university graduate study programme *Italian Studies* enables the acquisition of oral and written competences in contemporary Italian, translation and teaching skills, as well as specialised knowledge in Italian linguistics and Italian literature and culture. Whereas the undergraduate study programme is based on education encompassing the entire disciplinary field and enables the acquisition of a high level of linguistic competence in Italian, the graduate study programme additionally includes both theoretical and practical acquisition of pedagogical competences necessary for successful teaching practice in the instruction of the Italian language, culture and literature, as well as for professional engagement in translation and other related activities in the contemporary labour market, such as publishing and other cultural industries, including all forms of media.

The university graduate study programme *Italian Studies* is oriented towards the acquisition of Italian language proficiency at the highest level, as well as the application of acquired knowledge and the conduct of research in the fields of Italian linguistics, literature, multimedia content and glottodidactics. Within the teacher education orientation, competences necessary for understanding and implementing the teaching process, organising and designing teaching units in Italian language and literature, and critically analysing and evaluating various educational practices are developed. Within the translation orientation, future translators become acquainted with the principles of translation studies, the skills of recognising and applying appropriate translation strategies and translation tools, and acquire fundamental competences necessary for interpreting, audio-visual translation and the translation of various types of written texts (literary and specialised), including the transfer and adaptation of the cultural component from the source language into the target language. The study programme also addresses Croatian-Italian literary, linguistic and cultural contacts, thereby contributing to its distinctiveness and recognisability.

Knowledge, skills and competences acquired at the undergraduate level are expanded and developed at the graduate level, with particular emphasis placed on independent and group work. The graduate level of study creates the preconditions for a better understanding of the nature of Italian as a foreign language and the way it functions, while enabling students to apply theory in teaching and translation practice, as well as in scientific research. Within the framework of the offered courses, critical thinking is shaped and developed as a necessary prerequisite for fostering

creativity and for the professional and/or scientific advancement of students within specialist and postgraduate programmes. Furthermore, the aim is to qualify future Italianists for work outside the educational system and prepare them for language mediation activities in the public and private sectors, business, administrative and cultural institutions, as well as work in the media and publishing industries. Incoming and outgoing mobility of students and teaching staff contributes to greater visibility of the university graduate study programme *Italian Studies* within the broader European context.

Within the university graduate study programme *Italian Studies*, the quality of work of all participants in the teaching process — students, teachers, external associates and mentors in teaching practice institutions — is continuously evaluated and improved. Lifelong learning, joint research work of teachers and students, and the professional development of teachers in teaching and scientific research domains 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). Cooperation with the local and wider community in all educational and translation-related aspects is enhanced, and external partners are involved in scientific and teaching activities.

Since its establishment, the Department of Italian Language and Literature has cooperated with various institutions connected with education, culture, tourism, language mediation and translation, which are essential both for the education of future Italianists and for their future employment. These include primary and secondary schools in Split, as well as various cultural and professional associations, such as tourist guide associations, publishing houses, etc. For the implementation of professional practice and familiarisation with the tasks of future Italianists, cooperation with the Croatian Literary Translators Association, the Education and Teacher Training Agency, the Agency for Mobility and EU Programmes, the Ministry of Science, Education and Sports, the Italian Cultural Institute in Zagreb, and the consular representation of the Republic of Italy is also significant. Students are encouraged to engage in humanitarian activities and volunteer work within the community, as well as to participate in science popularisation programmes. Staff members of the Department of Italian Language and Literature continuously cooperate with the City of Split, the Split-Dalmatia County, the Tourist Board, the Italian Community of the City of Split, and the Croatian-Italian Cultural Association *Dante Alighieri* in Split.

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

The reasons for establishing and implementing the university graduate study programme *Italian Studies* at the Faculty of Humanities and Social Sciences in Split are manifold. The centuries-long interweaving of Croatian and Italian culture, history and language, as well as geographical proximity, have created a need within Croatian society for professional translators and experts in the Italian language, culture and literature, as well as for teachers of Italian as a foreign language, which in schools throughout most Croatian counties holds the status of a second foreign language and elective subject officially taught from the early years of primary school. The justification for the establishment and implementation of the university graduate study programme *Italian Studies* at the Faculty of Humanities and Social Sciences in Split is also reflected in the labour market demand for translators from and into Italian in the Republic of Croatia, as well as in the conviction that the organisation and implementation of the university graduate study programme *Italian Studies* in Split will qualify students for translation work and employment in tourism, as well as in cultural industries at the transmedial level.

The quality of the university graduate study programme *Italian Studies* at the Faculty of Humanities and Social Sciences in Split is evidenced by data on the continuous and successful achievement of the learning outcomes prescribed by the study programme, the interest of undergraduate degree holders in enrolling in the university graduate study programme at the same Faculty, and the high ratings in evaluations of teaching quality and the study programme conducted within the Quality Assurance Centre of the University of Split.

Since its inception, the graduate study programme has been critically reviewed, with attention paid to the alignment of the prescribed workload and all forms of instruction. Depending on staffing conditions, self-evaluation by teaching staff, and student evaluations, necessary changes and improvements have been introduced. Modernity, dynamism and flexibility of the study programme, as well as its adaptability to actual labour market needs and contemporary methods of the teaching process, constitute the fundamental characteristics of the university graduate study programme *Italian Studies* at the Faculty of Humanities and Social Sciences in Split.

The forms of instruction and teaching techniques envisaged in the implementation of the university graduate study programme *Italian Studies* are based on contemporary paradigms of learning and education, as well as on the application of modern technologies and tools. The syllabi of all courses are designed in accordance with contemporary sources, encompass fundamental content from individual scientific disciplines, and include recent scientific findings.

During the university graduate study programme *Italian Studies*, students acquire, through compulsory and elective courses structured as lectures, seminars and/or practicals, the competences necessary for the independent and creative teaching of the Italian language and literature, as well as fundamental translation competences.

The university graduate study programme *Italian Studies* is aimed at achieving numerous strategic objectives, among which is the modernisation of existing study programmes at undergraduate, graduate and postgraduate levels alike. In this context, a strategic plan for the Italian Language and Literature programme for the 2023–2026 period has been developed, envisaging the continuation of the activities of the Department of Italian Language and Literature in the direction of continuous monitoring of educational trends and adaptation of the content and learning outcomes of compulsory and elective courses. Cooperation with and hosting of guest lecturers, as well as the introduction of globally relevant current topics, are represented in the strategic plan. For the purpose of increasing the offer of lifelong learning programmes, and in accordance with the guidelines of the Ministry of Science and Education, the design and introduction of lifelong learning programmes in the form of micro-qualifications in the fields of translation and the enhancement of teaching competences are in development.

Teaching staff of the Department of Italian Language and Literature continuously work on strengthening teaching competences through participation in various professional development programmes organised by the parent institution, the University, constituent units of the University, the Ministry, and various projects such as EU-SEA, Erasmus+, and other international projects and programmes. Members of the Department of Italian Language and Literature participate as lecturers in professional conferences for teachers of Italian at county and national levels organised by the Education and Teacher Training Agency, and at the parent Faculty they participate in the organisation of scientific and professional conferences and workshops intended for mentors in schools cooperating with the Department of Italian Language and Literature.

The Department of Italian Language and Literature diligently monitors and encourages student activities, the work of student associations and the Student Union, and collaborates with students in improving student standards. This is reflected in students' active participation in science popularisation events (Science Festival, Open Days of the Faculty of Humanities and Social Sciences, and the University Fair), carrying out work-based learning and training in partner institutions, cooperation with Faculty centres, organisation and participation in Faculty events such as Friendship in May and Advent at the Faculty, literary evenings, concerts, choir performances and other activities. Activities of the Department of Italian Language and Literature are also

represented in events such as the Week of the Italian Language in the World, Days of Italian Culture, and the Week of Italian Cuisine organised by the Croatian-Italian Cultural Association *Dante Alighieri* in Split, as well as within humanitarian initiatives such as donation drives and volunteering. In order to advance language proficiency and provide direct contact with the Italian environment and society, students are encouraged to attend courses and seminars in Italian language and culture in Italy.

In striving to encourage an interdisciplinary and transdisciplinary approach 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 mentors 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. Teaching staff of 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 plays a role in strengthening the scientific position of the Faculty within the Croatian and European research area, manifested 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 through participation in international scientific conferences. In order 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 participate in 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 improve the Faculty's publishing activities; therefore, 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 foreign partner institutions, participate in the organisation and implementation of internationally recognised Italian language proficiency examinations PLIDA (*Progetto Lingua Italiana Dante Alighieri*), and coordinate teaching observations in schools and practice institutions within the teacher education graduate university programme at the Department of Italian Language and Literature. Furthermore, teachers of the Department cooperate with the publishing house *Školska knjiga* as experts in the didactic and methodological design of educational content within the project of developing digital educational content for Italian language instruction. Teachers of the Department of Italian Language and Literature also cooperate with the National Centre for External Evaluation of Education through the review of examination catalogues and examination tasks for the state Matriculation Exam in Italian as a foreign language, as well as through participation in the supervision of the state Matriculation Exam process. In order to encourage and support the professional development of research-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, enabling Department members to cooperate effectively and purposefully within their fields and jointly improve 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 for professional development, such as workshops organised and conducted for the enhancement of teaching and research competences, 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 are members of professional groups, committees, and boards operating within the Faculty and contribute through their expertise to the efficiency and advancement of the Faculty, thereby improving the quality, organisation, and efficiency of work at all Faculty levels.

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

The institutional preconditions for the comparability of the undergraduate university study programme *Italian Studies* with related accredited study programmes in the Republic of Croatia and countries of the European Union are fulfilled in accordance with the applicable legal framework (*A*ct on Higher Education and Scientific Activity, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html; Act on Quality Assurance in Higher Education and Science, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html), as well as university-level (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). The graduate university study programme *Italian Studies* is aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split. Improvements, amendments, and supplements to the programme documentation have been based on the development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant during the respective periods (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), *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025, 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 2014 re-accreditation, Action Plan of the Faculty of Humanities and Social Sciences in Split 2019, Action Plan of the Faculty of Humanities and Social Sciences in Split 2020*), while new amendments and supplements are prepared in accordance with new current and relevant documents (*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, 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 distinctiveness of the university graduate study programme *Italian Studies* derives from the integration of theory with teacher education and translation practice carried out in partner institutions and teaching practice institutions within compulsory courses and the elective course *Work-based Learning at a Partner Institution.* The importance and quality of such an approach are evidenced by the previous experiences of former students who, following their internships, found employment or assumed managerial positions in some of the placement schools in which they completed their teaching practice (grammar school *Prva jezična gimnazija in Split*, Marjan Primary School in Split, Manuš Primary School in Split, Ostrog Primary School in Kaštel Lukšić), or in associations (Italian Community of the City of Split) or partner institutions of the Faculty, such as the *San Leone Magno* Institute in Rome (*R*ulebook 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).
https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf)

The programme of the graduate university study programme *Italian Studies* is comparable with various graduate university study programmes in *Italian Studies* in the Republic of Croatia and the European Union with regard to the concept of the study programme, its content and organisational components, study dynamics, student mobility, and the ECTS credits students are required to

acquire during their studies, which is essential for unhindered student mobility. The Department of Italian Language and Literature in Split successfully cooperates 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 university graduate study programme *Italian Studies* is comparable with the related programme of 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 Pula and Zadar versions of the programme share with the Split equivalent a historical closeness to Italian culture, which is reflected in the comprehensiveness of both study programmes. It is also comparable with the university graduate study programme *Italian Studies* at the Faculty of Humanities and Social Sciences in Zagreb (https://www.ffzg.unizg.hr/talijan/?page_id=144) due to the overlap in the content of compulsory and elective courses offered.

The university graduate study programme *Italian Studies*, translator-interpreter specialisation, is comparable with the graduate programme of the University of Trieste entitled *Traduzione specialistica e interpretazione di conferenza* (Specialised Translation and Conference Interpreting), delivered within the Department of Legal Sciences, Language, Interpretation and Translation (*Dipartimento di Scienze Giuridiche, del Linguaggio, dell'Interpretazione e della Traduzione*) over a period of two years. Namely, both programmes provide thorough theoretical preparation in the field of translation studies and the acquisition of methodological knowledge and practical skills necessary for a career in translation and interpreting. During their studies, students acquire competences necessary for work in the field of interpreting (consecutive and simultaneous) as well as specialised translation and audio-visual translation. On the other hand, the advantage of the translation specialisation of the graduate study programme *Italian Studies* lies in the acquisition of competences for literary translation as well. The university graduate study programme *Italian Studies* at the Faculty of Humanities and Social Sciences in Split is also comparable with the programme *Corso di Laurea Magistrale in filologia, linguistica e tradizioni letterarie* delivered at the Department of Literature, Arts and Social Sciences (*Dipartimento di Lettere, Arti e Scienze Sociali*) of the Gabriele d'Annunzio University of Chieti–Pescara. This is a two-year programme characterised by pronounced interdisciplinarity and complementarity of learning, whose primary aim is the training of intellectually accomplished graduates with a strong humanistic orientation.

Students of the university graduate study programme *Italian Studies* participate in quality assurance processes and in the work of all bodies, committees, departments and centres envisaged for this purpose, in the manner prescribed by national, university and faculty acts, regulations and procedures. Student welfare and specific student needs 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). While the centres conduct educational and counselling activities in the form of confidential individual and/or group counselling aimed at providing support and assistance to students in personal, academic and professional contexts (resolving personal difficulties, achieving academic success, increasing study efficiency, improving quality of life, developing student potential, developing career planning and management skills, and connecting students with potential employers), the Office for Student Affairs informs students in a timely manner about student obligations and provides support throughout their studies by ensuring the availability of necessary forms and procedures.

In the event of other student needs, such as resolving student complaints or protecting their rights, students may contact the Head of Department, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, the Student Ombudsperson of the Faculty of Humanities and Social Sciences, and the Student Ombudsperson of the University of Split. Students are informed of these options by the Head of Department at the beginning of their studies. The graduate university study programme *Italian Studies* ensures impartiality and transparency in all operational procedures and

defines mechanisms for complaints and other matters relevant to students. These mechanisms are based on the Code of Ethics and other documents ensuring ethical conduct in the planning and implementation of the study programme, including mechanisms for internal reporting of irregularities and the appointment of a confidential person, as well as mechanisms for protection against discrimination and harassment. These documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti, https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

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 on the basis of:

- 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 graduate university study programme *Italian Studies*, 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 within the graduate university study programme *Italian Studies* under the sections: *Student obligations*, *Monitoring student work*, *Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, 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 elaboration of each assessment element,

together with additional instructions and guidelines for students, is available in the repository of each individual course.

Teachers delivering instruction within the graduate university study programme *Italian Studies* regularly participate in scientific and professional conferences in the country and abroad and in various forms of continuing professional development in general fields (e.g., historical linguistics, contemporary linguistics, glottodidactics, comparative literature, Italian literature, film) and in particular areas of a specific discipline (e.g., contemporary educational technology, distance learning, counselling work, methodological workshops, etc.). At the same time, they further develop teaching competences through programmes organised by the Faculty of Humanities and Social Sciences in Split and other institutions (e.g., contemporary learning and teaching strategies, fostering critical and creative thinking, etc.). Records of professional development activities organised by the Faculty are available in the Faculty documentation, while other professional development activities are documented through certificates confirming active participation in scientific conferences, professional development programmes, and collaborative scientific research projects.
The graduate university study programme *Italian Studies* is fully outlined and implemented within the Information System of Higher Education Institutions Information System (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.

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

In accordance with the principles of the Bologna Process, the university graduate study programme Italian Studies promotes curriculum flexibility through horizontal and vertical mobility. Horizontal mobility is achieved through the possibility of changing universities during the course of education, either by transferring to another study programme leading to the same qualification or by switching majors. Through international mobility, students are enabled to study (for one semester or longer) at foreign higher education institutions (https://www.ffst.unist.hr/medunarodna_suradnja), to enrol in elective courses according to their interests within other study programmes of 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 graduate study programme Italian Studies, provided they possess proficiency in Italian at levels B2 to C1. Based on vertical mobility, upon completion of the university graduate study programme Italian Studies, students may continue their education in various specialist and doctoral postgraduate programmes at the University of Split, other higher education institutions in the Republic of Croatia, or abroad.

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

Admission to the university graduate study programme *Italian Studies* (double-major) requires the completion of an accredited university undergraduate double-major study programme Italian Language and Literature comprising a minimum of 180 ECTS credits in combination with another double-major undergraduate study programme. The university graduate study programme Italian Studies may be combined with all double-major study programmes offered at the Faculty of Humanities and Social Sciences in Split.

The programme lasts two years (four semesters). Upon completion of the university graduate study programme *Italian Studies* (double-major), students acquire a minimum of 60 ECTS credits out of the total minimum of 120 ECTS credits required for the university graduate study programme.

The requirements for enrolment in a higher year of study are defined by the Decision of the Faculty Council adopted for each academic year and published on the Faculty website. Special requirements necessary for enrolment in individual courses are specified in the syllabi of those courses.

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

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

1. investigate the meaning and forms of literary texts in Italian
2. independently translate literary texts from/into Italian by using appropriate lexical choices
3. analyse and explain morphological and syntactic forms in Italian through comparative and contrastive analysis of Croatian and Italian
4. identify and correct deviations from linguistic (orthographic and grammatical) norms in written texts
5. identify semantic differences conditioned by context and evaluate semantic forms on the basis of acquired theoretical knowledge
6. situate authors within the appropriate literary-historical framework and independently interpret selected literary texts, while expressing a critical stance towards selected texts
7. explain literary movements and identify periods, poetics, authors, genres of Italian theatre and dramatic literature
8. write and discuss Italian dramatic literature in Italian
9. determine the basic dimensions of linguistic variation in contemporary Italian
10. plan, conduct and present linguistic analysis on a selected piece of text
11. formulate independent assumptions concerning literary concepts, styles, poetics, literary value and the influence of ideologies on the meaning and interpretation of texts
12. argue the advantages and disadvantages of research approaches used in the fields of literary and linguistic theory
13. apply acquired knowledge to creative expression about Italian literature
14. evaluate translation and compare it with the source text
15. identify the basic typology of specialised texts and distinguish their linguistic features
16. analyse and categorise units of semantic meaning
17. identify hierarchies of meaning through the description of the relationship between syntax and semantics
18. interpret the historical and cultural context of Slavic-Romance and Croatian-Italian permeations on the eastern Adriatic coast
19. explain the terminology and processes of linguistic borrowing, identify Italian loanwords and calques, and classify them
20. analyse the process of adaptation of loanwords at the phonological, morphological and semantic levels
21. explain key concepts of glottodidactics as an interdisciplinary scientific discipline
22. analyse the advantages and disadvantages of different methods of foreign language teaching throughout history
23. evaluate the role of the contemporary foreign language teacher and learner
24. explain methods of developing and evaluating receptive and productive language skills
25. identify various factors influencing the language acquisition process and evaluate and select appropriate teaching materials
26. design and deliver a teaching unit in Italian as a foreign language catering to students of different language proficiency
27. define and explain fundamental concepts in the field of vocabulary acquisition and teaching, and identify and explain various strategies and techniques

28. use normative handbooks pertinent to teaching practice, analyse teaching materials and lexicons for the purposes of the teaching process
29. analyse a film or television series in relation to its cultural-historical and literary context and the characteristics of the visual medium, including its transmedial dimension
30. analyse characteristics of the learning process, cognitive styles and other interindividual characteristics relevant to the educational process

1.6. Structure and form of delivery

The university graduate study programme *Italian Studies* lasts two years, i.e., four semesters. In the first semester of the graduate teacher education orientation, students attend two common compulsory courses: *Educational Psychology* and *Sociology of Education.* Students also select a total of two elective courses. In the second semester of the graduate teacher education orientation, students attend the joint compulsory course *Didactics* (credits are equally distributed between both study programmes) and the compulsory course *Fundamentals of Pedagogy*. Students also attend two additional compulsory courses through which they acquire teaching and translation competences and select a total of two elective courses from the list of available electives. In the third semester of the graduate teacher education orientation, students attend two compulsory courses through which they acquire teaching and translation competences and select three elective courses. In the fourth semester, students attend a compulsory course through which they acquire teaching competences and write a Master's thesis which, in the double-major programme, carries 20 ECTS credits, i.e., 10 ECTS credits per field of study.

In each of the first three semesters of the graduate translator-interpreter orientation, students attend three compulsory field-specific courses, including one course through which teaching competences are acquired. In the first and second semesters of the graduate translator-interpreter orientation, students select two elective courses, while in the third semester they select three elective courses. In the fourth semester of the graduate translator-interpreter orientation, students attend one compulsory field-specific course and write a Master's thesis through which, in the double-major programme, they acquire 20 ECTS credits, i.e., 10 ECTS credits per field of study.

Teaching is delivered through lectures, seminars and practicals (at the Faculty, in placement schools and partner institutions, in accordance with the specific interests of students and learning outcomes). The syllabus of each course defines the mode of teaching delivery aligned with the ECTS workload at course level, learning outcomes, course content, student obligations, methods and procedures of assessment and evaluation of student performance, and required reading. All forms of teaching ensure an interactive, student-centred teaching process aimed at achieving learning outcomes. Courses in the field of Italian studies are delivered exclusively in Italian. Croatian is used in those parts of instruction related to translation into Croatian or from Croatian. Courses in teacher competences (*Fundamentals of Pedagogy, Didactics, Educational Psychology* and *Sociology of Education*) are delivered in Croatian.

1.7. Manner of completing the study programme

Manner of completing the study programme	Final thesis ☐ Diploma thesis ☒	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or	The graduate study programme is completed upon the acquisition of a minimum of 120 ECTS credits prescribed by the study programme, including the completion of a master's thesis and its successful public defence. By successfully completing and defending the thesis, the student demonstrates the ability to independently identify problems within the discipline, apply the competences developed during the course	

final/diploma /exam	of study to professional tasks at the level of the academic qualification awarded, and conduct independent research within the academic field of the program using appropriate scientific research methodologies. In accordance with 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 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 topic and supervisor. The requirements for registering the defence of the thesis are: a completed final draft of the thesis approved by the Master's Thesis Defence Committee, successful completion of all exams, and fulfilment of all obligations prescribed by the study programme.
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	The master's thesis within the university graduate study programme *Italian Studies* is a scientific research paper in which students are expected to demonstrate competence in the scientific field and discipline to which the study programme belongs. By completing their thesis, the student also demonstrates competence in conducting scientific research and interpreting research findings. The procedure for the evaluation and defence of the thesis is prescribed by 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 COURSE DESCRIPTION

2.1. List of compulsory and elective courses

Teacher education specialisation

LIST OF COURSES						
Year of study: 1st year of graduate study						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Educational Psychology[2]	Goran Kardum, PhD, full professor	30	0	30	2.5	C
Sociology of Education	Toni Popović, PhD, assistant professor; Matea Čular, titular assistant	30	0	30	2.5	C

[2] The courses Educational Psychology and Sociology of Education are common compulsory courses in the double-major graduate teacher education programme. The credits are distributed equally between both study programmes (2.5 ECTS credits per course, 5 ECTS credits in total).

Language Competencies in Teaching and Translation Practices I	Maja Bilić, senior language instructor	0	60	0	4	C
Contemporary Italian Language	Magdalena Nigoević, PhD, full professor	30	0	15	3	E
History of Italian Theatre and Dramatic Literature	Srećko Jurišić, PhD, full professor	15	0	15	3	E
Introduction to Italian Onomastics	Antonia Luketin Alfirević, PhD, assistant professor	15	0	15	3	E
Italian Literature and Film	Srećko Jurišić, PhD, full professor	30	0	15	3	E

LIST OF COURSES						
Year of study: 1st year of graduate study						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Fundamentals of Pedagogy[3]	Sani Ćavar, PhD, assistant professor	30	0	30	2.5	C
Didactics	Morana Koludrović, PhD, associate professor / Ante Grčić, assistant	30	0	30	2.5	C
Language Competencies in Teaching and Translation Practices II	Maja Bilić, senior language instructor	0	30	0	2	C
Glottodidactics	Snježana Bralić, PhD, associate professor	15	0	15	2	C
Lexis in Italian Language Courses	Snježana Bralić, PhD, associate professor	15	0	15	3	E
Croatian–Italian Language Contacts in Dalmatia	Maja Bezić, PhD, associate professor	15	0	15	3	E
Italian Short Story	Antonela Marić, PhD, full professor	30	0	15	3	E
Romantic Literature written in Italian Language in Dalmatia	Nikica Mihaljević, PhD, full professor	30	0	15	3	E
Myth and Mythopoesis in Italian Literature	Antonela Marić, PhD, full professor	15	0	15	3	E

LIST OF COURSES							
Year of study: 2nd year of graduate study							
Semester: 3							
COURSE	LEAD INSTRUCTOR	L	P	S	FW[4]	ECTS	STATUS

[3] The courses Fundamentals of Pedagogy and Didactics are common compulsory courses in the double-major graduate teacher education programme. The credits are distributed equally between both study programmes (2.5 ECTS credits per course, 5 ECTS credits in total).

[4] Fieldwork

Language Competencies in Teaching and Translation Practices III	Monica Priante, PhD, language instructor	0	30	0	0	2	C
Italian Language Teaching Methodology	Maja Bezić, PhD, associate professor; Magdalena Nigoević, PhD, full professor	15	0	30	0	4	C
Croatian–Italian contrastive analysis	Andrea Rogošić, PhD, assistant professor	30	0	15	0	3	E
Comparative History of Italian and Croatian Literature	Nikica Mihaljević, PhD, full professor	15	0	15	0	3	E
Italian Prose from the Neo-avant-garde to the Present Day	Katarina Dalmatin, PhD, associate professor	30	0	15	0	3	E
Semantics in Italian Language Teaching	Antonia Luketin Alfirević, PhD, assistant professor	30	0	15	0	3	E
Italian Literature and TV Series	Antonela Marić, PhD, full professor	15	0	15	0	3	E
Selection and Preparation of Teaching Materials for Teaching and Learning Italian	Marijana Alujević, PhD, associate professor	15	0	15	0	3	E
Work-based Learning at a Partner Institution[5]	all teaching staff in research-teaching positions involved in delivering the programme	0	40	30	80	5	E
Romance Language (Spanish Language 1)	Antonia Luketin Alfirević, PhD, assistant professor	15	15	0	0	2	F[6]

LIST OF COURSES							
Year of study: 2nd year of graduate study							
Semester: 4							
COURSE	LEAD INSTRUCTOR	L	P	S	FW	ECTS	STATUS
Teaching Practicum and School Practice	Magdalena Nigoević, PhD, full professor; Monica Priante, PhD, language instructor	15	45	30	0	5	C
Master's Thesis		0	0	0	0	10	C
Work-based Learning at a Partner Institution[7]	all teaching staff in research-teaching positions involved in delivering the programme	0	40	30	80	5	E
Romance Language (Spanish Language 2)	Antonia Luketin Alfirević, PhD, assistant professor	15	15	0	0	2	F

[5] Work-based Learning at a Partner Institution does not count towards the total compulsory ECTS quota. The course may be enrolled in either the winter or the summer semester.
[6] Optional course.
[7] Work-based Learning at a Partner Institution does not count towards the total compulsory ECTS quota. The course may be enrolled in either the winter or the summer semester.

Translator-Interpreter Specialisation

LIST OF COURSES						
Year of study: 1st year of graduate study						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Translation Studies	Antonela Marić, PhD, full professor	15	0	15	2	C
Language Competencies in Teaching and Translation Practices I	Maja Bilić, senior language instructor	0	60	0	4	C
Business Translation	Maja Bilić, senior language instructor	0	45	0	3	C
Contemporary Italian Language	Magdalena Nigoević, PhD, full professor	30	0	15	3	E
History of Italian Theatre and Dramatic Literature	Srećko Jurišić, PhD, full professor	15	0	15	3	E
Introduction to Italian Onomastics	Antonia Luketin Alfirević, PhD, assistant professor	15	0	15	3	E
Italian Literature and Film	Srećko Jurišić, PhD, full professor	30	0	15	3	E

LIST OF COURSES						
Year of study: 1st year of graduate study						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Translation Techniques	Andrea Rogošić, PhD, assistant professor	15	0	30	4	C
Language Competencies in Teaching and Translation Practices II	Maja Bilić, senior language instructor	0	30	0	2	C
Specialist Translation	Maja Bilić, senior language instructor	0	45	0	3	C
Translation of Essays	Monica Priante, PhD, language instructor	0	30	0	3	E
Croatian–Italian Language Contacts in Dalmatia	Maja Bezić, PhD, associate professor	15	0	15	3	E
Italian Short Story	Antonela Marić, PhD, full professor	30	0	15	3	E
Romantic Literature written in Italian Language in Dalmatia	Nikica Mihaljević, PhD, full professor	30	0	15	3	E
Myth and Mythopoesis in Italian Literature	Antonela Marić, PhD, full professor	15	0	15	3	E

LIST OF COURSES							
Year of study: 2nd year of graduate study							
Semester: 3							
COURSE	LEAD INSTRUCTOR	L	P	S	FW[8]	ECTS	STATUS
Semantics	Antonia Luketin Alfirević, PhD, assistant professor	15	0	15	0	2	C
Language Competencies in Teaching and Translation Practices III	Monica Priante, PhD, language instructor	0	30	0	0	2	C
Literary Translation – Contrastive Analysis	Antonela Marić, PhD, full professor	0	30	0	0	3	C
Translation Criticism	Andrea Rogošić, PhD, assistant professor	0	30	0	0	2	E
Croatian–Italian contrastive analysis	Andrea Rogošić, PhD, assistant professor	30	0	15	0	3	E
Comparative History of Italian and Croatian Literature	Nikica Mihaljević, PhD, full professor	15	0	15	0	3	E
Italian Prose from the Neo-avant-garde to the Present Day	Katarina Dalmatin, PhD, associate professor	30	0	15	0	3	E
Italian Literature and TV Series	Antonela Marić, PhD, full professor	15	0	15	0	3	E
Work-based Learning at a Partner Institution[9]	all teaching staff in research-teaching positions involved in delivering the programme	0	40	30	80	5	E
Romance Language (Spanish Language 1)	Antonia Luketin Alfirević, PhD, assistant professor	15	15	0	0	2	F

LIST OF COURSES							
Year of study: 2nd year of graduate study							
Semester: 4							
COURSE	LEAD INSTRUCTOR	L	P	S	FW	ECTS	STATUS
Language and Cultural Mediation	Andrea Rogošić, PhD, assistant professor	15	0	30	0	5	C
Master's Thesis		0	0	0	0	10	C
Work-based Learning at a Partner Institution[10]	all teaching staff in research-teaching positions involved in delivering the programme	0	40	30	80	5	E

[8] Fieldwork

[9] Work-based Learning at a Partner Institution does not count towards the total compulsory ECTS quota. The course may be enrolled in either the winter or the summer semester.

[10] Work-based Learning at a Partner Institution does not count towards the total compulsory ECTS quota. The course may be enrolled in either the winter or the summer semester.

Romance Language (Spanish Language 2)	Antonia Luketin Alfirević, PhD, assistant professor	15	15	0	0	2	F

2.2. Course description

Course name	Educational Psychology						
ID	HZX003	Study year	1.				
Lecturer	Goran Kardum, PhD, full professor	ECTS workload	2.5				
Associates	Janina Pavić Jadrić	Number of hours	L	S	E	P	
			30	30	0	0	
Course status	Compulsory	Online percentage	0%				
Course description							
Course aims	The course aims to prepare students to critically reflect on cognitive processes, intelligence, motivation, emotions, memory, and learning, as well as on the possibilities and limitations of their application in the educational process. In addition to these topics, students will become familiar with the determinants of the psychology of atypical perception and behaviour, as well as family factors and parenting styles, which are indispensable in the educational process.						
Enrolment requirements	None.						
Learning outcomes	Upon completion of this course, the student will be able to: 1 Distinguish between scientific and non-scientific approaches and methods in the psychology of education 2 Understand the significance of certain elements in developmental psychology and the differences in theoretical approaches and research 3 Explain basic concepts and perspectives on development from the psychodynamic perspective 4 Operationalise and understand the concepts of classical and instrumental conditioning in learning processes, memorising, and adopting various forms of behaviour 5 Analyse differences between the assumptions of the psychodynamic approach and classical behaviourism from the perspective of social and cognitive approaches to learning, development, and teaching 6 Understand and analyse self-control, motivation, initiative, and self-perception in childhood and adolescence 7 Analyse factors of parental and family influence in the context of education, with an emphasis on parenting styles, motives for marriage and parenthood, the development of parenting, and parental competencies 8 Differentiate and describe the basics of the most common internalising and externalising disorders in childhood and adolescence						
Syllabus	1 Psychology as a science and profession; the subject of psychology and the history of its development 2 Scientific methods and research in the field of education 3 Psychoanalysis, psychosexual Development 4 Behaviourism, classical and instrumental conditioning 5 Social cognitive theories; theory of mind and cognitive psychology 6 Psychology and neuroscience of learning and memory; states of consciousness; role of neurotransmitters 7 Intelligence, decision-making 8 Emotions and their development; their role in education 9 Sense of control, self-control, attribution theories; motivation						

	10 Temperament; formation and manifestation of behaviour: relation between nature and nurture; behavioural genetics and epigenetics 11 Self-perception, personality theories 12 Parenting styles and family; motives and factors in family dynamics 13 Psychology of atypical perception and behaviour in childhood and adolescence

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

Student obligations	Regular class attendance, active participation in in-class activities, successful completion of individual and group tasks, producing and presenting a seminar paper, passing the final exam or a mid-term and end-of-term 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	☒
	Continuous assessment of knowledge	☒		☐		☐
		☐				

Assessment and evaluation of student work	The final grade for the course is the result of systematic monitoring of class activity and participation (40%), the seminar paper (20%), and written exams (40%). The criteria for the assessment and evaluation of each element are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Selected papers from relevant online databases	0	yes
	Lecture notes – summarised lectures	0	yes

Supplementary literature	Berk, L. (2006). Psihologija cjeloživotnog razvoja. Jastrebarsko: Naklada Slap. Milas, G. (2005 or later). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap. Petz, B. (2003). Uvod u psihologiju. Jastrebarsko: Naklada Slap. Slavin, R. E. (2011). Educational Psychology: Theory and Practice (10th Edition). Boston: Pearson. Vasta, R., Haith, M.M. i Miller, S.A. (1998). Dječja psihologija: Moderna znanost. Jastrebarsko: Naklada Slap. Vidović Vizek, V., Rijavec, M., Vlahović Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP-VERN. Woolfolk, A. (2007). Educational psychology. New York: Allyn and Bacon.
Quality assurance	Class attendance, in-class participation, success in carrying out set tasks; student survey on the quality of teaching and instructors at the university level; passed exam and fulfilment of other course-defined obligations; individual teacher-student consultations; student self-assessment of achieved learning outcomes; collaborative teacher–student evaluation of the implementation and quality of teaching processes.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			

Lectures	Psychology as a science and profession; the subject of psychology	2	
Seminar	Psychology as a science and profession; the subject of psychology	2	
Week: 2.			
Lectures	History and development	2	
Seminar	History and development	2	
Week: 3.			
Lectures	Scientific methods and research	2	
Seminar	Scientific methods and research	2	
Week: 4.			
Lectures	Psychoanalysis, psychosexual development	2	
Seminar	Psychoanalysis, psychosexual development	2	
Week: 5.			
Lectures	Behaviorism, classical and instrumental conditioning	2	
Seminar	Behaviorism, classical and instrumental conditioning	2	
Week: 6.			
Lectures	Social cognitive theory, theory of mind and cognitive psychology	2	
Seminar	Social cognitive theory, theory of mind and cognitive psychology	2	
Week: 7.			
Lectures	Psychology and neuroscience of learning and memory, state of consciousness, the role of neurotransmitters	2	
Seminar	Psychology and neuroscience of learning and memory, state of consciousness, the role of neurotransmitters	2	
Week: 8.			
Lectures	Intelligence behaviour and decision making	2	
Seminar	Intelligence behaviour and decision making	2	
Week: 9.			
Lectures	Emotion, development of emotion and role in nurture and education	2	
Seminar	Emotion, development of emotion and role in nurture and education	2	
Week: 10.			
Lectures	Experience of control behaviour, self-control behaviour, attribution theories, motivation	2	
Seminar	Experience of self-control behaviour, self-control behaviour, attribution theories, motivation	2	
Week: 11.			
Lectures	Temperament, relationships between genetics and environment, behavioral genetics, epigenetic	2	
Seminar	Temperament, relationships between genetics and environment, behavioral genetics, epigenetic	2	
Week: 12.			
Lectures	Theories of personality	2	
Seminar	Theories of personality	2	
Week: 13.			
Lectures	Parenthood styles and family; motivation and factors of family system dynamics	2	
Seminar	Parenthood styles and family; motivation and factors of family system dynamics	2	
Week: 14.			
Lectures	Psychology of abnormal behaviour and experiences in youth and adolescents	2	
Seminar	Psychology of abnormal behaviour and experiences in youth and adolescents	2	

Week: 15.			
Lectures	Psychology of abnormal behaviour and experiences in youth and adolescents	2	
Seminar	Psychology of abnormal behaviour and experiences in youth and adolescents	2	

<table>
<tr><td>Course name</td><td colspan="5">Sociology of Education</td></tr>
<tr><td>ID</td><td>HZX004</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Toni Popović, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">2.5</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Matea Čular</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">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The course aims to enable students to acquire competences within the basic concepts of the sociology of education, with particular emphasis on the relationship between the educational subsystem and the global societal system. Furthermore, within the course, students will become familiar with the main sociological theories of education, contemporary perspectives in the sociology of education, insights into the social foundations of the teaching profession, and the processes through which educational institutions operate in contemporary society.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of this course, students will be able to:
1 Describe and define the basic concepts of the sociology of education
2 Explain the social context of education
3 Recognise sociological theoretical perspectives on education
4 Identify the influence of social and technological changes on the development of education
5 Link the system of educational institutions with the social significance of the teacher’s role (characteristics of the profession)</td></tr>
<tr><td>Syllabus</td><td colspan="5">1 Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts
2 Emergence and development of the sociology of education; subject and methods of the sociology of education; relationship to other disciplines
3 Sociological approach and relevant theoretical concepts of education, part I
4 Sociological approach and relevant theoretical concepts of education, part II
5 Social character of education: inequalities in education; inequalities in educational opportunity
6 Sociology of education in the primary and secondary school context
7 Midterm exam; service learning
8 Central European and Scandinavian structures od education (PISA project) / Bologna Process in higher education
9 Transition problems in education; education and globalisation
10 Education and European Integration
11 Contemporary perspectives in the sociology of education – education for democracy and human rights, environmental education, intercultural education
12 Entrepreneurial education
13 Curriculum sociology
14 Sociology of Profession; status, role, and teacher prestige
15 End-of-term exam; course evaluation</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students are required to attend lectures (80%) and seminars (80%), actively participate in all forms of class activities, produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">term exam, and conduct themselves in accordance with the ethical and scientific principles of higher education.</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">In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements: passing the written exam, that is midterm and end-of-term exam (70%) as well as producing and presenting a seminar paper (30%).</td></tr>
<tr><td rowspan="10">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">Haralambos, M., Holborn, M. (2002). Sociologija: Teme i perspektive. Zagreb: Golden marketing. (pp. 773-882)</td><td>10</td><td colspan="2"></td></tr>
<tr><td colspan="3">Pilić, Š. (ed.) (2008). Obrazovanje u kontekstu tranzicije. Split: HPKZ. (pp. 45-57; 59-66; 129-145; 149-162; 165-174; 239-244)</td><td>10</td><td colspan="2"></td></tr>
<tr><td colspan="3">Duffour, B., Curtis. W. (2012). Sudij odgojno-obrazovnih znanosti. Zagreb: Educa. (pp. 41-70; 123-152)</td><td>2</td><td colspan="2"></td></tr>
<tr><td colspan="3">Gevirc, Š, Krib, A. (2012). Razumevanje obrazovanja: sociološka perspektiva. Beograd: Edicija Reč.</td><td>0</td><td colspan="2"></td></tr>
<tr><td colspan="3">Baranović, B. (ed.) (2015). Školski kurikulum: teorijski i praktični aspekti. Zagreb: Institut za društvena istraživanja u Zagrebu. (pp. 15-62)</td><td>0</td><td colspan="2"></td></tr>
<tr><td colspan="3">Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Pristupi i izazovi: Rijeka: Filozofski fakultet. (pp. 10-49)</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Mehta, J. Davies, S. (ed.) (2018). Education in a new society: renewing the sociology of education. Chicago, London: The University of Chicago Press.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Boronski, T., Hassan, N. (2020). Sociology of Education. London, Thousand Oaks, New Delhi, Singapore: SAGE.</td><td>0</td><td colspan="2"></td></tr>
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<tr><td>Supplementary literature</td><td colspan="6">1. Alfirević, N., Relja, R., Popović, T. (2016). Razvojne perspektive društva i školstvo. In: Krce Miočić, B., Pavičić, J., Alfirević, N., Najev Čačija, Lj. (ed.). Upravljanje odgojno-obrazovnom ustanovom: menadžment i marketing u školama. Sveučilište u Zadru. (pp. 11-35)
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	28. Rogošić, S., Baranović, B., Šabić, J. (2021). Primjena IKT-a u procesu učenja, poučavanja i vrednovanja u srednjim strukovnim školama: Kvalitativna analiza. Metodički ogledi, 28(1): 63-88. 29. Selwyn, N., Facer, K. (2014). The sociology of education and digital technology: past, present and future. Oxford Review of Education, 40(4): 482-496. 30. Sjøberg, S., Jenkins, E. (2020). PISA: a political project and a research agenda. Studies in Science Education, 58(1): 1–14. 31. Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirević N., Burušić J., Pavičić J., Relja R. (ed.) School Effectiveness and Educational Management. Palgrave Macmillan. 32. Štulhofer, A. (1992). Mitologija obrazovnih šansi. Theleme, 38(2): 61-72. 33. Tomlinson, S. (2017). A Sociology of Special and Inclusive Education: Exploring the Manufacture of Disability. London, New York: Routledge. 34. Vujčić, V. (1990). Obrazovne šanse. Zagreb: Školske novine. 35. Vujčić, V. (1989). Obrazovanje i društvo. Zagreb: CDD.
Quality assurance	- Class attendance, in-class participation, and success in carrying out set tasks - Student questionnaires on quality of teaching carried out at university level - Student success on the exam and in fulfilling other course-defined requirements - Student self-assessment of achieved learning outcomes - Individual teacher-student consultations - Collaborative teacher–student evaluation of the implementation and quality of teaching processes
Other (in the opinion of the proponent)	/

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts	2	MM
Seminar	Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts	2	MM
Week: 2.			
Lectures	The Emergence and Development of the Sociology of Education; Subject Matter and Research Methods in the Sociology of Education	2	
Seminar	In this seminar assignment, the development of the sociology of education as a discipline will be examined, with an emphasis on its fundamental theoretical and research approaches. The subject matter of the sociology of education will be explored, including the relationship between the education system and social structure. Particular attention will be devoted to research methods in the sociology of education, as well as to key areas of analysis such as educational inequalities, socialization, and the role of education in social reproduction and mobility.	2	
Week: 3.			
Lectures	The Sociological Approach and Relevant Theoretical Conceptions of Education, Part I – 2 hours	2	
Seminar	In this seminar assignment, the fundamental theoretical conceptions of education within sociology will be examined, with an emphasis on functionalist and liberal approaches. Functionalist theories of education will be considered through	2	

	the works of Émile Durkheim and Talcott Parsons, with particular attention to the role of education in socialization, integration, and the maintenance of social order. Special attention will be devoted to liberal approaches in the works of John Dewey and Ivan Illich, including critiques of institutionalized schooling and the idea of alternative forms of learning. Differences between these theoretical approaches in understanding the function and purpose of education within contemporary society will also be examined.		
Week: 4.			
Lectures	The Sociological Approach and Relevant Theoretical Conceptions of Education, Part II – 2 hours	2	
Seminar	In this seminar assignment, contemporary theoretical approaches to education will be examined, with an emphasis on interactionism, the New Right, and postmodern perspectives. Within the interactionist approach, processes of labelling, interaction, and the construction of educational expectations that shape students' achievement and identities will be explored. Particular attention will be devoted to New Right approaches, which emphasize market logic, standardization, the measurement of educational outcomes, and individual responsibility in education, as well as to postmodern perspectives that problematize the status of knowledge, the curriculum, and the authority of educational institutions under conditions of social pluralization.	2	
Week: 5.			
Lectures	The Social Character of Education: Inequalities in Education; Inequalities of Educational Opportunity – 2 hours	2	
Seminar	In this seminar assignment, the 'new sociology of education' will be examined, that is, theories that problematize the relationship between education and cultural and social reproduction. The emphasis is on the analysis of the works of Basil Bernstein, Paul Willis, and Pierre Bourdieu, as well as on key concepts such as linguistic codes, counter-school culture, and cultural capital. The ideal of equality of educational opportunity in contemporary society is approached critically, that is, the conception of education that enables each individual to realize their academic and social potential. Furthermore, emphasis is placed on the differences between the paradigm of inclusive education and the model of integration, and attention is drawn to the shortcomings of school practice that prevent a growing number of students with difficulties from achieving inclusion. The positions of different sociological theories in understanding the aims, processes, and outcomes of inclusive education are also critically examined.	2	
Week: 6.			
Lectures	The Sociology of School Education – 2 hours	2	
Seminar	In this seminar assignment, the school will be examined as a specific social institution within the education system. The organizational structure of the school, patterns of governance, and authority relations that shape its functioning will be analyzed. Particular attention will be devoted to school culture and climate, including the norms, values, and informal practices present in everyday school life. The school will also be considered as an institutional environment that structures relationships among different actors in the educational process.	2	

Week: 7.			
Lectures	Midterm Exam I; Service-Learning – 2 hours	2	
Seminar	In this seminar assignment, the concept of service-learning will be examined as an approach that connects education, civic engagement, and community action. The fundamental characteristics and models of service-learning will be explored, with an emphasis on linking academic knowledge with socially relevant issues. Particular attention will be devoted to the educational, social, and developmental effects of this approach, including its role in fostering social responsibility, participation, and experiential learning.	2	
Week: 8.			
Lectures	Central European and Scandinavian Structures of Education (Programme for International Student Assessment) / Bologna Process in Higher Education – 2 hours	2	
Seminar	In this seminar assignment, the characteristics of Central European and Scandinavian education systems will be examined from a comparative perspective, with particular emphasis on Programme for International Student Assessment as a framework for evaluating educational outcomes. The advantages and limitations of the PISA approach will be explored, including sociological critiques of standardization, competitiveness, and the reduction of education to measurable outcomes. Particular attention will be devoted to the Bologna Process and its effects on higher education, considering its objectives, scope, and critiques related to market logic, bureaucratization, and changes in academic autonomy. The extent to which these reforms contribute to the quality, equity, and internationalization of education will also be analyzed.	2	
Week: 9.			
Lectures	Transitional Problems of Education; Education and Globalization - 2 hours	2	
Seminar	In this seminar assignment, education will be examined in the context of social transition in Croatia and the processes of globalization. Changes and problems within the education system related to (post-)transitional transformations will be explored, including issues of institutional adaptation, quality, and social inequalities. Particular attention will be devoted to the impact of globalization processes on educational policies, the role of knowledge in a global society, and the relationship between national education systems and supranational reform trends. Sociological interpretations of the tensions between local educational needs and global developmental pressures will also be analyzed.	2	
Week: 10.			
Lectures	Education and European Integration – 2 hours	2	
Seminar	In this seminar assignment, the relationship between education and processes of European integration will be examined, with an emphasis on the impact of European policies on national education systems. Key initiatives and processes related to the European education area will be explored, including the harmonization of standards, mobility, recognition of qualifications, and the development of common educational objectives. Sociological perspectives that critically examine the relationship between integration processes, the effectiveness of educational policies, and social inequalities will also be considered.	2	
Week: 11.			

Lectures	Contemporary Perspectives in the Sociology of Education: Education for Democracy and Human Rights; Environmental Education; Intercultural Education – 2 hours	2	
Seminar	In this seminar assignment, education for democracy and human rights, environmental education, and intercultural education are examined as responses to contemporary social challenges and transformations of educational goals. Particular attention will be devoted to the values, contents, and practices that promote democratic participation, ecological awareness, and intercultural understanding. Sociological debates on the possibilities and limitations of education in promoting social inclusion, sustainability, and pluralism will also be analyzed.	2	
Week: 12.			
Lectures	Entrepreneurship Education – 2 hours	2	
Seminar	In this seminar assignment, entrepreneurship education will be examined as a contemporary dimension of educational policies and curricular approaches. The role of entrepreneurial competences in fostering initiative, innovation, and social responsibility will be explored, with an emphasis on the place of entrepreneurship in contemporary education systems. Particular attention will be devoted to sociological debates on the relationship between entrepreneurship education, the labour market, and broader social development, as well as to the possibilities and limitations of such an approach in educational practice.	2	
Week: 13.			
Lectures	The Sociology of the Curriculum – 2 hours	2	
Seminar	In this seminar assignment, the curriculum will be examined as an institutional response to contemporary social challenges and risks. Its content and effectiveness in Croatia will be explored, with an emphasis on the need for a sociological analysis of educational policies and their outcomes.	2	
Week: 14.			
Lectures	The Sociology of the Profession; The Position, Role, and Prestige of Teachers – 2 hours	2	
Seminar	In this seminar assignment, the teaching profession will be examined from the perspective of the sociology of professions, with an emphasis on the social position, roles, and prestige of this occupation. Fundamental conceptions of professionhood and key elements of professionalization will be explored, including expertise, autonomy in work, control over specialized knowledge, and professional standards. Particular attention will be devoted to contemporary trends, as well as to processes that contribute to the decline in the social prestige of teachers, such as the loss of autonomy in decision-making, the increase in administrative responsibilities, and relatively low material compensation.	2	
Week: 15.			
Lectures	Midterm Exam II; Course Evaluation – 2 hours	2	
Seminar	In this seminar assignment (group discussion), the future development of the sociology of education will be examined in the context of contemporary social, economic, and environmental changes. Key challenges and research directions within the discipline will be explored. Particular attention will be devoted to the role of the sociology of education in shaping development policies and educational practices.	2	

Course name	Language Competencies in Teaching and Translation Practices I					
ID	HZT607	Study year	1.			
Lecturer	Maja Bilić, senior language instructor	ECTS workload	4.0			
Associates		Number of hours	L	S	E	P
			0	0	60	0
Course status	Compulsory	Online percentage	10%			
Course description						
Course aims	The aim of the course is to develop solid oral and written language competences at different language levels and in different registers, to enable students to understand, use and translate phraseological structures of the Italian language, to become aware of the similarities and differences between the Italian and Croatian languages in both simple and complex texts. By analyzing and translating texts, students will master the mechanisms and procedures of the translation process and acquire new knowledge about Italian culture and civilization and current social events.					
Enrolment requirements	No prerequisites.					
Learning outcomes	Upon completion of the course, students will be able to: - explain and comment on the morphological and syntactic structures of the Italian language with a comparative and contrastive analysis between Croatian and Italian, - evaluate and compare knowledge from the use and stylistics of tenses and moods in the Italian language with those in Croatian, - demonstrate and apply skills in written and oral communication in the Italian language, - recognize and apply various strategies and techniques in language teaching and translation, - use normative manuals necessary for work in the profession, - analyze materials and materials for the needs of the teaching process and translation.					
Syllabus	1. Introduction to the course content, monitoring and assessment methods. Test. 2. Translating the absent: article (definite, indefinite and partitive). Translation exercises and text analysis. Hypercorrection, analogy and omission of the article. Developing listening skills (Rai Play Sound). 3. Pronouns: uses and misuses. Translation and analysis exercises. Expressions with particles “ci” and “ne”. 4. Use of auxiliary verbs; transitive, intransitive and reflexive verbs. Comparison of reflexive verbs in Croatian and Italian. Translation and analysis exercises. 5. Prepositions and adjectives (TRA/FRA-DOPO-FA, PER, DA,) and use of tenses. 6. Midterm exam. Analysis and correction of midterm exam. 7. Translating the structure and stylistics of verb tenses: presente indicativo, contrastive elements in Croatian and Italian; passato prossimo vs imperfetto. Reading selected texts. 8. Translating the structures and stylistics of verb tenses: passato prossimo vs. passato remoto. Contrastive elements. Reading selected texts. 9. Translating the structures and stylistics of verb tenses: trapassato prossimo and trapassato remoto. Contrastive elements. Reading selected texts. 10.Translating the structures and stylistics of verb tenses: futuro and futuro anteriore. Contrastive elements. 11.Translating the structures and stylistics of verb tenses: indicativo/ congiuntivo/condizionale. Professional languages. Reading selected texts. 12.Translating the structures and stylistics of verb tenses: subordinate clauses; exercises in transforming the explicit form into the implicit form and vice versa. 13.Translating the structures and stylistics of verb tenses: sequence of tenses; transition from direct to indirect speech. 14. Second midterm exam. 15.Analysis and correction of the exam. Preparation for the oral exam.					

Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision		☐ ☐ ☐ ☐	
Student obligations	- actively and constructively participate in classes (80%) - participate in and complete curricular and extracurricular (individual and group) activities and tasks that enable the acquisition of learning outcomes foreseen by the course - prepare an independent written work according to pre-determined criteria - pass an oral exam (presentation and discussion of the written work) - obtain information about classes that were missed during consultations with the teacher and with other students					
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 during classes (joint assessment of homework, comparison and analysis of texts. Assignments, analysis and comparison of translations in class. Consultations. Final assessment of acquired knowledge and skills: independent work and discussion (oral part). 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. (2013). Nuovo Contatto C1. Corso di lingua e civiltà italiana per stranieri. Torino: Loescher editore.	2	
	Jernej J. (1999). Priručnik za viši stupanj. Zagreb: Školska knjiga.	1	
	Sensini M. (1997). La grammatica della lingua italiana. Milano: Mondadori.	1	
	Serianni L. (1989). Grammatica italiana. Torino: UTET.	1	
	Trifone P. – Palermo M. (2000). Grammatica italiana di base. Bologna: Zanichelli.	1	
Supplementary literature	Deanović M. – Jernej J (2008). Hrvatsko talijanski rječnik, Zagreb: Školska knjiga. Deanović M. – Jernej J. (2006). Talijansko hrvatski rječnik, Zagreb: Školska knjiga. Gambino P. (2024). Nuova Grammatica della lingua avanzata, Firenze: Alma edizioni. Luppi A. - Jernej A. (2000). Talijansko hrvatski poslovni rječnik / Dizionario commerciale croato-italiano, Zagreb: Školska knjiga. Luppi A. - Jernej A. (2007). Hrvatsko talijanski poslovni rječnik / Dizionario commerciale italiano-croato, Zagreb: Školska knjiga. Pittano G. (20063º ed.). Sinonimi e contrari, Dizionario fraseologico delle parole equivalenti, Bologna: Zanichelli.F		

	Renzi L.- Salvi G. - Cardinaletti A. (2001). Grande grammatica italiana di consultazione, Volumi I, II e III, Bologna: Il Mulino. Zingarelli N. (2008). Lo Zingarelli, Vocabolario della lingua italiana, Bologna: Zanichelli. Enciclopedia Zanichelli, Dizionario enciclopedico di arti, scienze, tecniche, lettere, filosofia, storia, geografia, diritto, economia. (2007). Bologna: Zanichelli. Tematske enciklopedije «Le Garzantine», Milano, Garzanti: Italiano, Letteratura, Musica, Religioni, Mitologia, Arte, Economia. Lesina R. (2002). Il nuovo manuale di stile, Guida alla redazione di documenti relazioni, articoli, manuali, tesi di laurea. Bologna: Zanichelli. Podeur, J. (1993). La pratica della traduzione, Napoli: Liguori. Sobrero, A. (1993). Introduzione all'italiano contemporaneo. I: Le strutture, II: La variazione e gli usi, Roma-Bari: Laterza. Zolli, P. (1973). Bibliografia dei dizionari specializzati italiani del XX secolo, Firenze: Olschki. http://www.dizionario-italiano.it http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1 http://dizionari.corriere.it/ http://www.dizionario.rai.it/ http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58 http://www.italicon.it
Quality assurance	- class attendance, class activity, success in completing tasks, as well as monitoring students' needs, suggestions and reactions during the teaching process - 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	Introduction to the course content, monitoring and assessment methods. Test.	4	P2
Week: 2.			
Language practicals	Translating the absent: article (definite, indefinite and partitive). Translation exercises and text analysis. Hypercorrection, analogy and omission of the article. Developing listening skills (Rai Play Sound).	4	P2
Week: 3.			
Language practicals	Pronouns: uses and misuses. Translation and analysis exercises. Expressions with particles “ci” and “ne”.	4	P2
Week: 4.			
Language practicals	Use of auxiliary verbs; transitive, intransitive and reflexive verbs. Comparison of reflexive verbs in Croatian and Italian. Translation and analysis exercises.	4	P2
Week: 5.			
Language practicals	Prepositions and adjectives (TRA/FRA-DOPO-FA, PER, DA,) and use of tenses.	4	P2
Week: 6.			

Language practicals	Midterm exam. Analysis and correction of midterm exam.	4	P2
Week: 7.			
Language practicals	Translating the structure and stylistics of verb tenses: presente indicativo, contrastive elements in Croatian and Italian; passato prossimo vs imperfetto. Reading selected texts.	4	P2
Week: 8.			
Language practicals	Translating the structures and stylistics of verb tenses: passato prossimo vs. passato remoto. Contrastive elements. Reading selected texts.	4	P2
Week: 9.			
Language practicals	Translating the structures and stylistics of verb tenses: trapassato prossimo and trapassato remoto. Contrastive elements. Reading selected texts.	4	P2
Week: 10.			
Language practicals	Translating the structures and stylistics of verb tenses: futuro and futuro anteriore. Contrastive elements.	4	P2
Week: 11.			
Language practicals	Translating the structures and stylistics of verb tenses: indicativo/ congiuntivo/condizionale. Professional translation. Reading selected texts.	4	P2
Week: 12.			
Language practicals	Translating the structures and stylistics of verb tenses: subordinate clauses; exercises in transforming the explicit form into the implicit and vice versa.	4	P2
Week: 13.			
Language practicals	Translating the structures and stylistics of verb tenses: sequence of tenses; transition from direct to indirect speech.	4	P2
Week: 14.			
Language practicals	Preparation for second midterm exam: sequence of tenses, congiuntivo. Second midterm exam.	4	P2
Week: 15.			
Language practicals	Analysis and correction of the exam. Preparation for the oral exam.	4	P2

<table>
<tr><td>Course name</td><td colspan="5">Contemporary Italian Language</td></tr>
<tr><td>ID</td><td>HZT602</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>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">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">Getting acquainted with the basic characteristics of the synchronic varieties of Italian language. Gaining linguistic and pragmatic competence in the contemporary Italian language.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Enrolled in a graduate study program. No preconditions. Competences and skills acquired upon the completion of the 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 types of linguistic varieties in the contemporary Italian language
- illustrate the findings and studies of the contemporary Italian language
- plan, prepare and present linguistic analysis of a specific item representing one of the varieties of the contemporary Italian 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: Repertory of the Italian language: synchronic survey.
Seminar course: La situazione linguistica in Italia (Coveri et al. 1984).

3rd week
Lecture: Repertory of the Italian language: diachronic survey.
Seminar course: L’italianizzazione nel secondo dopoguerra (Coveri et al. 1984).

4th week
Lecture: Standard language. Dialect. Variety.
Seminar course: Le dimensioni di variazione dell’italiano (Bazzanella 2005: 26-43).

5th week
Lecture: Standard Italian and ‘substandard’ Italian.
Seminar course: La variazione diafasica (Coveri et al. 1984).

6th week
Lecture: Administrative language. Languages for special purpose.
Seminar course: Registri. Sottocodici.

7th week
Lecture: Contemporary Italian language in the media.
Seminar course: Il linguaggio della pubblicità (Nigoević 2019).

8th week
Lecture: 'L’italiano standard' – Standard Italian; 'L’italiano neo-standard' – Neo-standard Italian; 'L’italiano popolare' – Popular Italian (or ‘vernacular Italian’).”
Seminar course: Tratti dell'italiano in movimento (Renzi 2012).

9th week
Lecture: New tendencies of the Italian language.
Seminar course: Il cambiamento nella lingua (Renzi 2012).

10th week
Lecture: Intensification strategies in the Italian ‘neostandard’.
Seminar course: Struttura del messaggio pubblicitario (Nigoević 2019).

11th week</td></tr>
</table>

	Lecture: Morphosyntactic features of the Italian 'neostandard'. Seminar course: Funzioni linguistiche del messaggio pubblicitario (Nigoević 2019). 12th week Lecture: Semantic changes and innovations in the Italian 'neostandard'. Seminar course: La lingua della pubblicità: le strategie e le tecniche verbali (Nigoević 2019). 13th week Lecture: Lexical stratification, semantics of words and sentences: difference in the contemporary varieties. Seminar course: Analisi dei messaggi pubblicitari. 14th week Lecture: Word formation and neologisms in the Italian literature and in the 'neostandard' varieties. Seminar course: Analisi dei messaggi pubblicitari. 15th week Lecture: Figurative language. Seminar course: Analisi dei messaggi pubblicitari.

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 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) – 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.

Required literature	Title	Number of copies available	Availability via other media

	D'Achille, P. (2003). L'italiano contemporaneo. Bologna: Il Mulino.	1	
	Nigoević, M. (2019). Analisi dei messaggi pubblicitari. Split: Filozofski fakultet (web lecture).		on line
	Sobrero, A. A. (ed.) (1993). Introduzione all'italiano contemporaneo. La variazione e gli usi. Roma-Bari: Laterza.	1	
Supplementary literature	Berruto, G. (2012). Sociolinguistica dell'italiano contemporaneo. Nuova edizione. Roma: La Nuova Italia Scientifica. Nuova edizione. Cortelazzo, M. A. (2000). Italiano d'oggi. Padova: Esedra. Coveri, L. & Benucci, A. & Diadori, P. (1984). La varietà dell'italiano. Manuale di sociolinguistica italiana. Roma: Bonacci. D'Agostino, M. (2007). Sociolinguistica dell'Italia contemporanea. Bologna: Il Mulino. De Mauro, T. (1993). Lessico di frequenza dell'italiano parlato (LIP). Milano: Etaslibri. Lorenzetti, L. (2003). L'italiano contemporaneo. Roma: Carocci. Nigoević, M. (2020). Intenzifikacija u jeziku: S primjerima iz hrvatskog i talijanskog jezika. Split: Filozofski fakultet Sveučilišta u Splitu. Nigoević, M. (2019). Il linguaggio della pubblicità. Split: Filozofski fakultet (online lecture). Renzi, L. (2012). Come cambia la lingua. L'italiano in movimento. Bologna: Il Mulino. Serianni, L. (2003). Italiani scritti. Bologna: Il Mulino. Simone, R. (1990). Fondamenti di linguistica. Roma-Bari, Laterza. Trifone, P. (2010). Storia linguistica dell'Italia disunita. Bologna: Il Mulino. Trifone, P. (ed.) (2009). Lingua e identità. Una storia sociale dell'italiano. Roma: Carocci.		
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	
Seminar	Introducing students with their project work, ways of assessment, preparation and presentation of their seminar paper. Survey of bibliography.	1	
Week: 2.			
Lectures	Repertory of the Italian language: synchronic survey.	2	
Seminar	La situazione linguistica in Italia (Coveri et al. 1984).	1	
Week: 3.			
Lectures	Repertory of the Italian language: diachronic survey.	2	
Seminar	L'italianizzazione nel secondo dopoguerra (Coveri et al. 1984).	1	
Week: 4.			
Lectures	Standard language. Dialect. Variety.	2	
Seminar	Le dimensioni di variazione dell'italiano (Bazzanella 2005: 26-43).	1	
Week: 5.			
Lectures	Standard Italian and 'substandard' Italian.	2	
Seminar	La variazione diafasica (Coveri et al. 1984).	1	

Week: 6.			
Lectures	Administrative language. Languages for special purpose.	2	
Seminar	Registri. Sottocodici.	1	
Week: 7.			
Lectures	Contemporary Italian language in the media.	2	
Seminar	Il linguaggio della pubblicità (Nigoević 2019).	1	
Week: 8.			
Lectures	'L'italiano standard' – Standard Italian; 'L'italiano neo-standard' – Neo-standard Italian; 'L'italiano popolare' – Popular Italian (or 'vernacular Italian')." First midterm exam.	2	
Seminar	Tratti dell'italiano in movimento (Renzi 2012).	1	
Week: 9.			
Lectures	New tendencies of the Italian language.	2	
Seminar	Il cambiamento nella lingua (Renzi 2012).	1	
Week: 10.			
Lectures	Intensification strategies in the Italian 'neostandard'.	2	
Seminar	Struttura del messaggio pubblicitario (Nigoević 2019).	1	
Week: 11.			
Lectures	Morphosyntactic features of the Italian 'neostandard'.	2	
Seminar	Funzioni linguistiche del messaggio pubblicitario (Nigoević 2019).	1	
Week: 12.			
Lectures	Semantic changes and innovations in the Italian 'neostandard'.	2	
Seminar	La lingua della pubblicità: le strategie e le tecniche verbali (Nigoević 2019).	1	
Week: 13.			
Lectures	Lexical stratification, semantics of words and sentences: difference in the contemporary varieties.	2	
Seminar	Analisi dei messaggi pubblicitari.	1	
Week: 14.			
Lectures	Word formation and neologisms in the Italian literature and in the 'neostandard' varieties. Second midterm exam.	2	
Seminar	Analisi dei messaggi pubblicitari.	1	
Week: 15.			
Lectures	Figurative language.	2	
Seminar	Analisi dei messaggi pubblicitari. Final consideration.	1	

<table>
<tr><td>Course name</td><td colspan="6">History of Italian Theatre and Dramatic Literature</td></tr>
<tr><td>ID</td><td>HZT907</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Srećko Jurišić, 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>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="7">Course description</td></tr>
<tr><td>Course aims</td><td colspan="6">The aim of the course is to familiarize students with the long and complex history of Italian theatre, from the 10th century to the present day. Students will also become acquainted with the rich repertoire of Commedia dell’Arte and other phenomena that gave rise to so-called “minor” and insufficiently appreciated writers, as well as world classics.
Through a comparative overview of the most significant representatives such as Machiavelli, Ariosto, Ruzante, Alfieri, Goldoni, D’Annunzio, and Pirandello, students will be trained to recognize the influence and characteristics of Italian theatre and to analyze its comparative advantages in relation to European and global movements. Furthermore, through the study of texts and stage performances during the seminar component of the course, students will gain insight into the breadth of Italian dramatic literature and explore the complex role and importance of theatre in the overall development of civil society on the Italian peninsula, enabling them to recognize these aspects within the context of Italian literature.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="6">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="6">Upon completion of the course, students will be able to:
- identify the periods, poetics, authors, and genres of Italian theatre and dramatic literature;
- critically analyze selected authorial texts related to the course program;
- competently use theoretical and critical terminology related to dramatic art;
- write and discuss Italian dramatic literature in the Italian language.</td></tr>
<tr><td>Syllabus</td><td colspan="6">1. The beginnings of Italian theatre and the Middle Ages
2. Theatre during the Humanist and Renaissance periods (Ariosto, Machiavelli, Commedia dell’Arte)
3. Theatre in the 17th century
4. Theatre in the 18th century (melodrama, Goldoni)
5. Theatre in the 19th century (Alfieri, Manzoni, Verga, Capuana)
6. Theatre in the 20th century (D’Annunzio, Pirandello, the Futurists, grotesque theatre, Betti, Pasolini, Fo)</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 class, seminar paper, essay. Students are required to attend lectures (80%) and seminars (80%) (maximum of 3 absences);
- Students are required to give an oral seminar presentation (students must send the PowerPoint presentation at least 24 hours before the presentation) without the obligation to submit the paper in written form;
- The final grade is determined upon submission of the final essay (guidelines for essay writing are available in the course repository).</td></tr>
<tr><td rowspan="3">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>
</table>

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

Assessment and evaluation of student work	Continuous oral assessment of knowledge during classes, written and oral presentation of the seminar paper. Essay evaluation. The percentage weighting of individual components in the final grade is as follows: class participation (40%), seminar paper (30%), essay (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
	Angelini, F. (1988). Teatro e spettacolo nel primo Novecento. Roma-Bari: Laterza.	0	yes
	Angelini, F. (1975). Il teatro barocco. Roma-Bari: Laterza.	0	yes
	Borsellino, N. - Mercuri, R. (1973). Il teatro del Cinquecento. Roma-Bari: Laterza	0	yes
	Pullini, G. (1981). Il teatro dell'Ottocento. Milano: Vallardi.	0	yes
	Puppa, P. (1990). Teatro e spettacolo nel secondo Novecento. Roma-Bari: Laterza.	0	yes
	Tessari, R. (1995). Teatro e spettacolo nel Settecento, Roma-Bari: Laterza.	0	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	da
Supplementary literature	Antonucci, G. (1990). Storia della critica teatrale. Roma: Studium. Attolini, G. (1988). Teatro e spettacolo nel Rinascimento. Roma-Bari: Laterza. Guglielminetti, M. (2001). Pirandello. Roma: Salerno. Smith, P. J. (1981). La decima musa. Storia del libretto d'opera. Firenze: Sansoni. Valentini, V. (1993).Tragedia moderna e mediterranea. Il teatro di Gabriele D'Annunzio. Milano: Franco Angeli		
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 beginnings of Italian theatre and the Middle Ages - Le origini del teatro italiano;	1	
Seminar	1. The beginnings of Italian theatre and the Middle Ages- Le origini del teatro italiano;	1	
Week: 2.			
Lectures	2. The beginnings of Italian theatre and the Middle Ages -Il teatro medievale;	1	

Seminar	2. The beginnings of Italian theatre and the Middle Ages - Il teatro medievale;	1	
Week: 3.			
Lectures	3. Theatre during the Humanist and Renaissance periods - Ludovico Ariosto;	1	
Seminar	3. Theatre during the Humanist and Renaissance periods - Ludovico Ariosto;	1	
Week: 4.			
Lectures	4. Theatre during the Humanist and Renaissance periods- Niccolò Machiavelli;	1	
Seminar	4. Theatre during the Humanist and Renaissance periods - Niccolò Machiavelli;	1	
Week: 5.			
Lectures	5. Theatre during the Humanist and Renaissance periods- La commedia dell'arte;	1	
Seminar	5. Theatre during the Humanist and Renaissance periods- La commedia dell'arte;	1	
Week: 6.			
Lectures	6. Theatre in the 17th century - Il dramma barocco e la commedia barocca e il melodramma;	1	
Seminar	6. Theatre in the 17th century - Il dramma barocco, la commedia barocca e il melodramma;	1	
Week: 7.			
Lectures	7. Theatre in the 18th century - Carlo Goldoni e la riforma del teatro comico;	1	
Seminar	7. Theatre in the 18th century - Carlo Goldoni e la riforma del teatro comico;	1	
Week: 8.			
Lectures	8. Theatre in the 18th century - Vittorio Alfieri e il rinnovamento del genere tragico;	1	
Seminar	8. Theatre in the 18th century - Vittorio Alfieri e il rinnovamento del genere tragico;	1	
Week: 9.			
Lectures	9. Theatre in the 19th century - Alessandro Manzoni e il dramma storico;	1	
Seminar	9. Theatre in the 19th century - Alessandro Manzoni e il dramma storico;	1	
Week: 10.			
Lectures	10. Theatre in the 19th century - il teatro verista di Giovanni Verga e Luigi Capuana;	1	
Seminar	10. Theatre in the 19th century - il teatro verista di Giovanni Verga e Luigi Capuana;	1	
Week: 11.			
Lectures	11. Theatre in the 20th century - d'Annunzio drammaturgo;	1	
Seminar	11. Theatre in the 20th century - d'Annunzio drammaturgo;	1	
Week: 12.			
Lectures	12. Theatre in the 20th century - Le istanze di rinnovamento - i futuristi e i grotteschi;	1	
Seminar	12. Theatre in the 20th century - Le istanze di rinnovamento - i futuristi e i grotteschi;	1	
Week: 13.			
Lectures	13. Theatre in the 20th century- Luigi Pirandello;	1	
Seminar	13. Theatre in the 20th century - Luigi Pirandello;	1	
Week: 14.			
Lectures	14. Theatre in the 20th century - Dal dopoguerra a Pasolini	1	
Seminar	14. Theatre in the 20th century- Dal dopoguerra a Pasolini;	1	
Week: 15.			

Lectures	15. Preparation for the exam essay	1	
Lectures	15. Preparation for the exam essay	1	

<table>
<tr><td>Course name</td><td colspan="3">Introduction to Italian Onomastics</td></tr>
<tr><td>ID</td><td>HZT908</td><td>Study year</td><td>1.</td></tr>
<tr><td>Lecturer</td><td>Antonia Luketin Alfirević, PhD, assistant 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 15 0 0</td></tr>
<tr><td>Course status</td><td>Elective</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 this course is to present the significance of onomastics within the framework of linguistic-historical research, and to enable students to carry out independent research and analyze Croatian-Italian linguistic contacts through the study of anthroponymic, toponymic, and chrematonymic examples.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="3">There are no prerequisites for this course. Competences acquired through passing examinations in language courses from previous semesters.</td></tr>
<tr><td>Learning outcomes</td><td colspan="3">Upon successful completion of this course, students will be able to:
- differentiate and accurately define core onomastic concepts and terminology;
- interpret and analyze linguistic and extra-linguistic information embedded within names;
- describe various naming patterns and practices;
- analyze the structures and functions of names in the Italian language;
- independently apply acquired theoretical knowledge to their own research work within the field of Italian linguistics.</td></tr>
<tr><td>Syllabus</td><td colspan="3">1. Definition of onomastics; Subject matter; Methods
2. The position of onomastics within linguistic disciplines, onomastics and other sciences; Core onomastic terminology in the Italian and Croatian languages
3. Linguistic sign/onomastic sign; Proper name and appellative; Motivation and etiology of names
4. The development of onomastic research in Italy and Croatia
5. Methods of onomastic research (traditional, contemporary, interdisciplinarity)
6. Deonomastics (eponymy); Proper names as components of phrasal expressions
7. Anthroponymy (subfields in anthroponymy); Foundling names
8. Toponymy (subfields in toponymy)
9. Other names (chrematonyms, zoonyms, phytonyms...)
10. Onomastic competence in glottodidactics – names in Italian as a foreign language
11. Chrematonyms as a stimulus in the acquisition of communicative language competence and intercultural communicative competence in Italian as a foreign language
12. Linguistic landscape (definition, research methods of LL – examples of LL in Croatian and Italian urban areas)
13. Onomastic research of linguistic landscapes
14. Language contacts in onomastics; Italianisms in the LL of Croatian cities
15. Literary onomastics</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</td><td colspan="3">Students are required to attend lectures (80%) and seminars (80%), prepare one seminar paper to be presented orally with a PPT presentation (with no obligation to submit a written version), and pass the oral exam. The seminar paper may be completed in pairs.</td></tr>
</table>

<table>
<tr><td>obligations</td><td colspan="6"></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="3"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="6">The final grade is based on class activity and participation in discussions during lectures and seminars (15%), the quality of the seminar paper (15%), and performance on the oral exam (70%). The evaluation and grading criteria for each element 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">Bellinzona, M. (2021). Linguistic landscape. panorami urbani e scolastici nel XXI secolo. Milano: Franco Angeli.</td><td></td><td colspan="2">available from the course instructor</td></tr>
<tr><td colspan="3">Gałkowski, A. (2023). La competenza onomastica nell'insegnamento e nell'uso dell'italiano L2. Il contesto polacco. Łódź: Wydawnictwo Uniwersytetu Łódzkiego. https://dspace.uni.lodz.pl/xmlui/bitstream/handle/11089/47738/Galkowski_La%20competenza__pdf.pdf? sequence=7&isAllowed=y</td><td></td><td colspan="2">online – open access</td></tr>
<tr><td colspan="3">Marcato, C. (2009). Nomi di persona, nomi di luogo: Introduzione all'onomastica italiana. Bologna: il Mulino.</td><td>1</td><td colspan="2">available from the course instructor</td></tr>
<tr><td>Supplementary literature</td><td colspan="6">1. Luketin Alfirević, A.; Jukić, L. (2024.) Jezični krajolik Bologne // Jezik i migracije. Zbornik radova s međunarodnoga znanstvenog skupa Hrvatskog društva za primijenjenu lingvistiku / Pon, L.; Šarić Šokčević, I. (ed.). Zagreb: Hrvatsko društvo za primijenjenu lingvistiku, pp. 301-321
2. Luketin Alfirević, A. (2018.), Italianità nello spazio urbano croato: sulla presenza degli elementi italiani nelle insegne dei ristoranti croati // Dai margini a dentro, da dentro ai margini. Mappe dei cambiamenti letterali e culturali / Szirmai, A. ; Szkarosi, E.; Matyus, N.; Szakal, K. (ed.), Firenze: Franco Cesati Editore, pp. 151-157.
3. Luketin Alfirević, A.; Rogošić, A. (2010.) Elementi di origine italiana nei crematonimi della città di Spalato, Adriatico/Jadran ; Rivista di cultura tra le due sponde. Atti del V Congresso Internazionale della Cultura Adriatica,Giammarco, M ; Šimunković, Lj. (ed.). Pescara: Fondazione Ernesto Giammarco, pp. 322-331.
4. Sasso, L. (2003). Nomi di cenere. Percorsi di onomastica letteraria tra Ottocento e Novecento.Pisa: Edizioni ETS.
5. Šimunović, P. (2009). Uvod u hrvatsko imenoslovlje, Zagreb: Golden marketing – Tehnička knjiga.</td></tr>
<tr><td colspan="2">Quality assurance</td><td colspan="5">- class attendance, class participation, and performance in completing tasks
- student survey on the quality of teaching and faculty at the university level</td></tr>
</table>

	- passed exam and completion of other course requirements prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - peer 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 to the course content, teaching methods, assessment procedures, and final grading criteria. Definition of onomastics; Subject matter; Methods.	1	P2
Seminar	Introducing students to the seminar format and workflow. Discussion and selection of seminar topics (topics correspond to the material covered in the course literature).	1	P2
Week: 2.			
Lectures	The position of onomastics within linguistic disciplines, onomastics and other sciences; Core onomastic terminology in the Italian and Croatian languages.	1	P2
Seminar	Seminar presentation: A contrastive analysis of core onomastic terminology in the Croatian and Italian languages. Questions and discussion on the presented topic.	1	P2
Week: 3.			
Lectures	Linguistic sign/onomastic sign; Proper name and appellative; Motivation and etiology of names.	1	P2
Seminar	Seminar presentation: Motivation and etiology of names using the example of sailing ship names in 19th-century Dalmatia (with a special focus on names of Italian origin). Questions and discussion on the presented topic.	1	P2
Week: 4.			
Lectures	The development of onomastic research in Italy and Croatia.	1	P2
Seminar	Seminar presentation: Names of Italian regions, demonyms, and possessive adjectives (of regions and capital cities). Questions and discussion on the presented topic.	1	P2
Week: 5.			
Lectures	Methods of onomastic research (traditional, contemporary, interdisciplinarity)	1	P2
Seminar	Seminar presentation: The importance of an interconnected, interdisciplinary approach in onomastic research using the example of the analysis of Italian food product names (e.g., Mulino Bianco). Questions and discussion on the presented topic.	1	P2
Week: 6.			
Lectures	Deonomastics (eponymy); Proper names as components of phrasal expressions.	1	P2
Seminar	Seminar presentation: Deanthroponymic derivatives in the Italian language. / Proper names as components of the phraseological and paremiological corpus of the Italian / Croatian language. Questions and discussion on the presented topic.	1	P2
Week: 7.			
Lectures	Anthroponymy (subfields of anthroponymy); Foundling names.	1	P2

Seminar	Seminar presentation: Surnames of Italian origin in Zadar / Split / Dubrovnik. Questions and discussion on the presented topic.	1	P2
Week: 8.			
Lectures	Toponymy (subfields of toponymy).	1	P2
Seminar	Seminar presentation: Foundling names in Dalmatian foundling hospitals in the 19th century. Questions and discussion on the presented topic.	1	P2
Week: 9.			
Lectures	Other names (chrematonyms, zoonyms, phytonyms...).	1	P2
Seminar	Names of Italian Serie A football clubs. Questions and discussion on the presented topic.	1	P2
Week: 10.			
Lectures	Onomastic competence in glottodidactics – names in Italian as a foreign language.	1	P2
Seminar	Seminar presentation: Questions and discussion on the presented topic.	1	P2
Week: 11.			
Lectures	Chrematonyms as a stimulus in the acquisition of communicative language competence and intercultural communicative competence in Italian as a foreign language.	1	P2
Seminar	Seminar presentation: The chrematonymy of an Italian city. Questions and discussion on the presented topic.	1	P2
Week: 12.			
Lectures	Linguistic landscape (definition, research methods in LL – examples of LL in Croatian and Italian urban environments)	1	P2
Seminar	Seminar presentation: The linguistic landscape of an Italian and/or Croatian city. Questions and discussion on the presented topic.	1	P2
Week: 13.			
Lectures	Onomastic research of linguistic landscapes.	1	P2
Seminar	Seminar presentation: Names in the linguistic landscape of an Italian and/or Croatian city. Questions and discussion on the presented topic.	1	P2
Week: 14.			
Lectures	Language contacts in onomastics; Italianisms in the linguistic landscape of Croatian cities.	1	P2
Seminar	Seminar presentation: Italianisms (and pseudo-Italianisms) in the linguistic landscape of Split. Questions and discussion on the presented topic. OR: Fieldwork: Italianisms (and pseudo-Italianisms) in the linguistic landscape of the old town of Split.	1	P2
Week: 15.			
Lectures	Literary onomastics.	1	P2
Seminar	Seminar presentation: Names in literature on examples from a selected Italian literary work. Questions and discussion on the presented topic.	1	P2

<table>
<tr><td>Course name</td><td colspan="5">Italian Literature and Film</td></tr>
<tr><td>ID</td><td>HZT610</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Srećko Jurišić, 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>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 develop the ability for theoretical and critical understanding of the relationship between Italian literature and film, and to equip students, through a diachronic overview of film and literary examples, for the analysis of selected works from these two media. Given the growing tendency of narrative languages toward intermediality, with an emphasis on audiovisual storytelling, students will be trained to decode the rhetorical structures on which film diegesis is based and which constitute the foundations of the language of all audiovisual narratives – from film to television series, documentary film, and even video games and comics.
Students acquire the ability to “read” and recognize the specific features of film language in relation to literary language, which has historically been privileged in the education of humanities students. They also develop the ability to analyze the process of adapting written narratives into film narratives through the analysis of selected film examples based on literary works, graphic novels, or other cultural products with strongly developed diegesis.
Furthermore, students acquire mastery of the fundamentals of cinematic expression, along with the ability to recognize the specific characteristics of film narration that emerge through the process of “translation” from a literary text.</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:
- master the fundamentals of narratology and intersemiotic translation;
- master the basics of film and visual language in general and recognize hybrid languages (such as comics, etc.);
- compare literary and film works and recognize the communicative potential of film in relation to literature;
- analyze the adaptation process;
- analyze the aesthetic, rhetorical, and technical characteristics of both film and literary works;
- critically evaluate the communication policies of cultural systems through the use of audiovisual narratives;
- independently approach literary and film works through writing texts (book/film reviews, essays).</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Narration. Story and plot. Fabula and intreccio. The author and the narrator. The reader. (Edoardo Ripari, Through the Visible to Speak, in Cinematic History of Italian Literature, Rome, Carocci, 2015, pp. 14–39);
2. Narration. Narratological categories according to Genette. Point of view. Cinematic language: general considerations and the specific features of cinematic language in relation to other narrative languages. (Andrea Bernardelli, Narration, Rome-Bari, Laterza, 1999);
3. Narration. Time and space in literature and cinema. (Andrea Bernardelli, Narration, Rome-Bari, Laterza, 1999);
4. The concept of intersemiotic translation; translation from the literary to the cinematic medium (how to translate an idea into an image; adaptation, translation, transcodification). Cinema as a mythopoetic mirror of reality. (Linda Hutcheon, A Theory of Adaptation, New York, Routledge, 2013; G. Tinazzi, Adaptation, in Writing and the Gaze, Venice, Marsilio, 2007);
5. The screenplay, a genre of uncertain status; writing for cinema – theory and practice; original screenplays and adapted screenplays. (Film case studies);</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">6. Film criticism; forms and spaces of criticism. The work of the critic, reviewer, and essayist; recurring methods and themes. (Paolo Bertetto (ed.), The Interpretation of Films: Eleven Masterpieces in the History of Cinema, Venice, Marsilio, 2018);
7. Film interpretation, examples and writing exercises; preparatory work for the final essay.</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 classes regularly and actively participate in them; furthermore, they are required to give an oral seminar presentation (without the obligation to submit the paper in written form) and submit an exam essay on an agreed topic. Required class attendance: 80% (maximum of 3 absences).</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">Continuous oral assessment of knowledge during classes, written and oral presentation of the seminar paper, oral exam. Essay evaluation. The percentage weighting of individual components in the final grade is as follows: class participation (40%), seminar paper (30%), essay (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.</td></tr>
<tr><td rowspan="8">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">Bertetto P. (a cura di), (2018). L’interpretazione dei film. Undici capolavori della storia del cinema. Venezia: Marsilio.</td><td>0</td><td colspan="2">yes</td></tr>
<tr><td colspan="3">Bernardelli, A.(1999). Narrazione. Roma-Bari: Laterza.</td><td>1</td><td colspan="2">yes</td></tr>
<tr><td colspan="3">Hutcheon, L. A. (2013). Theory of Adaptation. New York: Routledge.</td><td>0</td><td colspan="2">yes</td></tr>
<tr><td colspan="3">Ripari, E. (2015). Storia cinematografica della letteratura italiana. Roma: Carocci.</td><td>0</td><td colspan="2">yes</td></tr>
<tr><td colspan="3">Ruozzi, G.; Tellini, G. (2020). Didattica della letteratura italiana. Riflessioni e propste applicative. Firenze: Le Monnier.</td><td>1</td><td colspan="2">yes</td></tr>
<tr><td colspan="3">Ruozzi, G.; Tellini, G. (2024). Filologia della letteratura italiana. Firenze: Le Monnier</td><td>1</td><td colspan="2">yes</td></tr>
<tr><td colspan="3">Tinazzi, G. (2007). La scrittura e lo sguardo. Venezia: Marsilio.</td><td>0</td><td colspan="2">yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="6">None.</td></tr>
<tr><td>Quality assurance</td><td colspan="6">- 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.</td></tr>
</table>

Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	1. Narration. Story and plot. Fabula and intreccio. The author and the narrator. (Edoardo Ripari, Through the Visible to Speak, in Cinematic History of Italian Literature, Rome, Carocci, 2015, pp. 14–39).	2	
Seminar	1. Narration. Story and plot . Fabula e intreccio - seminar paper on an assigned topic and movie screening	2	
Week: 2.			
Lectures	2. Narration. The author and the narrator. The Reader. (Edoardo Ripari, Through the Visible to Speak, in Cinematic History of Italian Literature, Rome, Carocci, 2015, pp. 14–39).	2	
Seminar	2. Narration. The author and the narrator. The Reader. - seminar paper on an assigned topic and movie screening	2	
Week: 3.			
Lectures	3. Narration. Narratological categories according to Genette. (Andrea Bernardelli, Narration, Rome-Bari, Laterza, 1999).	2	
Seminar	3. Narration. Narratological categories according to Genette. (Andrea Bernardelli, Narration, Rome-Bari, Laterza, 1999). - seminar paper on an assigned topic and movie screening	2	
Week: 4.			
Lectures	4. Narration. Cinematic language: general considerations and the specific characteristics of cinematic language in relation to other narrative languages. (Andrea Bernardelli, Narration, Rome-Bari, Laterza, 1999).	2	
Lectures	4. Narration. Cinematic language: general considerations and the specific characteristics of cinematic language in relation to other narrative languages. (Andrea Bernardelli, Narration, Rome-Bari, Laterza, 1999). -seminar paper on an assigned topic and movie screening	2	
Week: 5.			
Lectures	5. Narration. Time and space in literature and cinema. (Andrea Bernardelli, Narration, Rome-Bari, Laterza, 1999).	2	
Seminar	5. Narration. Time and space in literature and cinema. (Andrea Bernardelli, Narration, Rome-Bari, Laterza, 1999). -seminar paper on an assigned topic and movie screening	2	
Week: 6.			
Lectures	6. The concept of intersemiotic translation; translation from the literary to the cinematic medium (how to translate an idea into an image). (Linda Hutcheon, A Theory of Adaptation, New York, Routledge, 2013; G. Tinazzi, Adaptation, in Writing and the Gaze, Venice, Marsilio, 2007).	2	
Seminar	6. The concept of intersemiotic translation; translation from the literary to the cinematic medium (how to translate an idea into an image). -seminar paper on an assigned topic and movie screening	2	
Week: 7.			
Lectures	7. Adaptation. Translation. Transcodification. Cinema as a mythopoetic mirror of reality. (Linda Hutcheon, A Theory of Adaptation, New York, Routledge, 2013; G. Tinazzi, Adaptation, in Writing and the Gaze, Venice, Marsilio, 2007).	2	

Seminar	7. Adaptation. Translation. Transcodification. Cinema as a mythopoetic mirror of reality. -seminar paper on an assigned topic and movie screening	2	
Week: 8.			
Lectures	8. The screenplay, a genre of uncertain status; writing for cinema – theory and practice; original and adapted screenplays. (Film case studies) – part one.	2	
Seminar	8. The screenplay, a genre of uncertain status; writing for cinema – theory and practice; original and adapted screenplays. (Film case studies) – part one. -seminar paper on an assigned topic and movie screening	2	
Week: 9.			
Lectures	9. The screenplay, a genre of uncertain status; writing for cinema – theory and practice; original and adapted screenplays. (Film case studies) – part two	2	
Seminar	9. The screenplay, a genre of uncertain status; writing for cinema – theory and practice; original and adapted screenplays. (Film case studies) – part two -seminar paper on an assigned topic and movie screening	2	
Week: 10.			
Lectures	10. Film criticism; forms and spaces of criticism. (Paolo Bertetto (ed.), The Interpretation of Films: Eleven Masterpieces in the History of Cinema, Venice, Marsilio, 2018).	2	
Seminar	10. Film criticism; forms and spaces of criticism. (Paolo Bertetto (ed.), The Interpretation of Films: Eleven Masterpieces in the History of Cinema, Venice, Marsilio, 2018). -seminar paper on an assigned topic and movie screening	2	
Week: 11.			
Lectures	11. The work of the critic, reviewer, and essayist; recurring methods and themes. (Paolo Bertetto (ed.), The Interpretation of Films: Eleven Masterpieces in the History of Cinema, Venice, Marsilio, 2018).	2	
Seminar	11. The work of the critic, reviewer, and essayist; recurring methods and themes. (Paolo Bertetto (ed.), The Interpretation of Films: Eleven Masterpieces in the History of Cinema, Venice, Marsilio, 2018).-seminar paper on an assigned topic and movie screening	2	
Week: 12.			
Lectures	12. Film interpretation, examples and writing exercises – part one	2	
Seminar	12. Film interpretation, examples and writing exercises – part one	2	
Week: 13.			
Lectures	13. Film interpretation, examples and writing exercises – part two.	2	
Seminar	13. Film interpretation, examples and writing exercises – part two.	2	
Week: 14.			
Lectures	14. Preparatory work for the final essay – analysis of films based on literary works – part one.	2	
Seminar	14. Preparatory work for the final essay – analysis of films based on literary works – part one.	2	
Week: 15.			
Lectures	15. Preparatory work for the final essay – analysis of films based on literary works – part two.	2	

Lectures	15. Preparatory work for the final essay – analysis of films based on literary works – part two.	2	

<table>
<tr><td>Course name</td><td colspan="5">Fundamentals of Pedagogy</td></tr>
<tr><td>ID</td><td>HZX001</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Sani Ćavar, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">2.5</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">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">To enable students to engage in the critical scientific study of pedagogy as a theory and practice of preparing individuals for life, and to ensure the successful organisation and satisfactory professional and scientific execution of pedagogical activities in the processes of education.</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:
- explain the epistemological characteristics of pedagogy.
- critically analyse and compare traditional and contemporary definitions of the fundamental concepts of pedagogy and the various understandings of pedagogy as a science.
- explain the fundamental principles of pedagogy as a theory of training.
- identify the advantages and limitations of pedagogical theories of personality development.
- distinguish the qualitative levels of individual development and how tasks are implemented by the teacher.
- explain the aspects and methods of pedagogical action in the training process.
- relate pedagogy to andragogy.
- justify the need for theoretical and practical training for intercultural interactions.
- justify why curriculum design constitutes a pedagogical problem.
- critically reflect on and discuss basic pedagogical concepts and reform pedagogical theories, as well as identify their advantages and limitations.
- advocate an opinion on the necessity of respecting the rights, needs, interests, and uniqueness of each individual.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introduction to the course
2. Scientific determination – epistemological characteristics of pedagogy
3. Pedagogy within the science system and the scientific system of pedagogy
4. Socio-historical dimension and development of pedagogy
5. Fundamental principles of pedagogy as a theory of training
6. Different pedagogical paradigms
7. Reform pedagogies
8. Basic characteristics of the school system
9. Curriculum design as a pedagogical problem
10. Pedagogical theories of personality development
11. Competency-based approach in pedagogy
12. Qualitative levels of development
13. Aspects and methods of pedagogical action in the training process
14. Relationship between pedagogy and andragogy within the system of lifelong learning
15. Training for sustainable development and life in a pluralistic society
16. Course conclusions</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>☒ Other e-learning 20%
☐
☐
☐</td></tr>
</table>

<table>
<tr><td>Student obligations</td><td colspan="6">Students are required to actively participate in lectures (80%) and seminars (80%), present their seminar papers and pass a midterm and end-of-term exam.</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 formed based on the achievement of the following elements: presenting a seminar paper (20%) and passing the midterm and end-of-term exam (80%). Students who do not take the midterm or end-of-term exam will have to take the final exam.
The criteria for evaluating and assessing individual elements are described in the course repository.</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">Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi, Zagreb: Educa (selected chapters)</td><td>10</td><td colspan="2"></td></tr>
<tr><td colspan="3">Lukaš, M., Mušanović, M. (2020). Osnove pedagogije, 2nd expanded edition. Osijek: Vlastita naklada.</td><td>10</td><td colspan="2"></td></tr>
<tr><td colspan="3">König E. Zedler, P.(2000). Teorije znanosti o odgoju. Zagreb: Educa (selected chapters)</td><td>12</td><td colspan="2"></td></tr>
<tr><td colspan="3">Milat, J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga.</td><td>14</td><td colspan="2"></td></tr>
<tr><td colspan="3">Milat, J. (2005). Pedagoške paradigme izrade kurikuluma. Pedagogijska istraživanja, 2(2), 199-208.</td><td>0</td><td colspan="2">yes</td></tr>
<tr><td colspan="3">Milat, J. (2007). Epistemologija pedagogije: dileme, pitanja, moguća rješenja. Pedagogijska istraživanja, 4(2), 189-199.</td><td>0</td><td colspan="2">yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Babić, N. (2007). Konstruktivizam i pedagogija. Pedagogijska istraživanja, 4(2), 217-227.
Bašić, S. (2009). Dijete (učenik) kao partner u odgoju: kritičko razmatranje. Odgojne znanosti, 11(2), 27-44.
Ćatić, I. (2012). Kompetencije i kompetencijski pristup obrazovanju. Pedagoggijska istraživanja, 9(1/2), 175-187.
Delors, J. (1998). Učenje - blago u nama. Zagreb: Educa. - odabrana poglavlja
Giesecke, H. (1993). Uvod u pedagogiju. Zagreb: Educa.
Gudjons, H. (1994). Pedagogija - temeljna znanja. Zagreb: Educa. - odabrana poglavlja.
Hentig, von H. (2008), Što je obrazovanje? Zagreb: Educa.
Hentig, von H. (2007). Kakav odgoj želimo? Zagreb: Educa.
Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa.
Jukić, T. (2010). Odnos kurikuluma i nastavnog plana i programa. Pedagogijska istraživanja, 7(1),55-64.
Kunac, S. (2015). Kreativnost i pedagogija. Napredak, 156(4), 423-446.
Kunac, S. (2020). Odgojno-obrazovne filozofije – ključ razumijevanja nastavnikovih uvjerenja u odgojno-obrazovnoj praksi. Školski vjesnik: časopis za pedagogijsku teoriju i praksu, 69(2), 533-552.
Kušić, S., Vrcelj, S. (2017). In Search for the Pedagogy (Studies) Identity: The Croatian Context. Sodobna pedagogika, 68(134), 126-142.
Malić, J., Mužić, V. (1981). Pedagogija, Zagreb: Školska knjiga.</td></tr>
</table>

	Mijatović, A. (ed.) (1999). Osnove suvremene pedagogije, Zagreb: Hrvatski pedagoško - književni zbor. Morin, E. (2002). Odgoj za budućnost. Zagreb: Educa. Palekčić, M. (2015). Pedagogijska teorijska perspektiva: značenje teorije za pedagogiju kao disciplinu i profesiju. Zagreb: Erudita. Vukasović, A. (1990). Pedagogija. Zagreb: HKZ „Mi”.
Quality assurance	Class attendance, in-class participation, success in carrying out set tasks, student questionnaires on quality of teaching carried out at university level, student success on the exam and in fulfilling other course-defined requirements, student self-assessment of achieved learning outcomes, individual teacher-student consultations, and collaborative teacher–student evaluation of the implementation and quality of teaching processes.
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Introductory lecture	2	
Seminar	Introductory seminar - allocation of seminar topics	2	
Week: 2.			
Lectures	Definition of pedagogy and introduction to basic pedagogical concepts	2	
Seminar	Aspects of upbringing	2	
Week: 3.			
Lectures	Hermeneutic pedagogy and empirical science of education	2	
Seminar	Curricular ideologies	2	
Week: 4.			
Lectures	Pedagogy as a science of principles and critical pedagogy	2	
Seminar	Education for values	2	
Week: 5.			
Lectures	Structuralism, post-structuralism and systems theory of education	2	
Seminar	Implicit pedagogies/Educational philosophies	2	
Week: 6.			
Lectures	Constructivism and reflective science of education	2	
Seminar	Perspectives on teaching	2	
Week: 7.			
Lectures	Midterm exam 1	2	
Seminar	Review session for the midterm	2	
Week: 8.			
Lectures	Theories of personality development and the socio-historical dimensions of pedagogy	2	
Seminar	The teacher in the role of homeroom teacher - upbringing aspects	2	
Week: 9.			
Lectures	Pedagogy - theory of training/competence development	2	
Seminar	Pedagogical aspects of leisure time	2	
Week: 10.			
Lectures	Aspects and methods of pedagogical action in the training/learning process	2	
Seminar	Andragogy and lifelong learning	2	
Week: 11.			
Lectures	Basic characteristics of the school system	2	

Seminar	Pedagogical challenges of multiculturalism and interculturalism	2	
Week: 12.			
Lectures	Curricular and competency-based approaches in pedagogy	2	
Seminar	Creativity as a challenge in teaching	2	
Week: 13.			
Lectures	Qualitative levels of personality development	2	
Seminar	Reform pedagogies	2	
Week: 14.			
Lectures	Education for sustainable development and life in a pluralistic society	2	
Seminar	Education for women?	2	
Week: 15.			
Lectures	Midterm exam 2	2	
Seminar	Course conclusions and review for the second midterm	2	

<table>
<tr><td>Course name</td><td colspan="3">Didactics</td></tr>
<tr><td>ID</td><td>HZX002</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Morana Koludrović, PhD, associate professor</td><td>ECTS workload</td><td colspan="4">2.5</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Ante Grčić</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 train students in the field of contemporary didactics in such a way that their acquired competences can be applied in their own teaching practice with a particular emphasis on a competence-based and constructivist approach to planning, structuring, implementing, and evaluating learning and teaching processes.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of this course, students will be able to:
1. Analyse various didactic theories and approaches with regard to the structure of the teaching process, the roles of stakeholders in the teaching process, as well as social and economic factors
2. Apply the principles of the competency-based and constructivist approach to educational practices
3. Analyse curricula according to their purpose and application
4. Select teaching strategies, methods, media, and patterns of interaction according to learning outcomes and considering students' individual needs
5. Design the teaching process based on constructive alignment
6. Select appropriate approaches, methods, and techniques for the assessment of student achievement and self-assessment.
7. Define forms of and evaluate effective modes of cooperation with parents, students, educational institution staff, and the local community.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Determinants of contemporary didactics grounded in the competency-based and curriculum-based approach to education: the educational, social, and economic context
2. The role of the teacher in contemporary teaching.
3. Classroom climate and environment; guidance in the educational process
4. Learner characteristics and individualisation in contemporary teaching and didactics
5. National, subject-specific, and school curriculum
6. The theory of constructive alignment
7. Planning and structuring the teaching process
8. Teaching strategies, methods, and patterns of interaction
9. Media in teaching
10. Implementing the teaching process
11. (Self-)evaluation of the quality of the teaching process
12. Evaluation of student achievement: types, modes, approaches
13. Techniques and methods of (self-)evaluation
14. Parent–teacher meetings and individual parent conferences
15. The educational role of teaching and the teacher (homeroom duties; cooperation with the local community)
16. Reform pedagogies and pedagogical pluralism
Seminars are organised as thematic workshops in which students reflectively and critically examine, describe, interpret, and evaluate relevant, learning-outcome-based topics in the field of didactics. Active participation and group work are expected from students during seminars.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia</td><td>☐
☐
☐</td></tr>
</table>

	☐ Remote learning ☐ Blended learning	☐ Laboratory ☐ Supervision	☐

Student obligations	- Regular class attendance: 80% for lectures and 80% for seminars. - Conduct in accordance with the ethical and scientific principles of higher education. - Plan, structure, and present a lesson plan. - Active and constructive in-class contribution. - Complete in-class and other individual and group activities, as well as research tasks in a timely manner to achieve the learning outcomes outlined by the course. - Produce and present a seminar paper compliant with the established criteria. - Pass the written exam, or a midterm and end-of-term 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 course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements: 1. passing the written exam, that is midterm and end-of-term exam (receiving a positive grade on the midterm and end-of-term exam is equivalent to the final written exam) – 70% 2. producing and presenting a seminar paper compliant with the course instructor's instructions – 20% 3. in-class participation, participation in class discussions, successfully carrying out individual and group tasks – 10% The criteria for evaluating and assessing individual elements are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Miljković, D.; Strugar, V.; Cindrić, M. (2016). Didaktika i/ili kurikulum. Zagreb: Učiteljski fakultet.	10	
	Ljubetić, M.; Koludrović, M. (2023). Partnerstvo obitelji i škole – važno društveno pitanje In: J. Zloković (ed.), Osnaživanje obitelji – izazovi i perspektive. Rijeka: Filozofski fakultet, 174-184.	2	
	Koludrović, M.; Rajić, V. (2021). Razvoj i uloga školskog kurikuluma: Povijesno-komparativna analiza. Metodički ogledi, 28 (2), 11-36.	0	yes
	Vizek Vidović, V. et al. (2014), Psihologija odgoja i obrazovanja. Zagreb: IEP-VERN. (selected chapters on school docimology)	5	
	Koludrović, M., Vučić, M. (2018). Učimo cjeloživotno učiti i poučavati. Priručnik za nastavnike u obrazovanju odraslih. Zagreb: ASOO.	0	yes

Supplementary literature	1. Koludrović, M., Rajić, V. (2019). Što je (ne)suvremeno u suvremenom školstvu? Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 139-152. 2. Koludrović, M. (2021). Uloga, važnost i mogućnosti školske knjižnice u kontekstu razvoja kurikulumskog pristupa. 33. Proljetna škola školskih knjižničara RH: Kurikulsko planiranje - provedba nepostojećeg kurikula nastavnog područja Školsko knjižničarstvo. Zagreb: Agencija za odgoj i obrazovanje, 22-33. 3. Rijavec, M., Miljković, D. (2015). Pozitivna disciplina u razredu. Zagreb: IEP.

	4. Following the lecturer's recommendations and in line with their chosen seminar topic, students select additional scholarly and professional literature, both online and in print. 5. Relevant current laws and bylaws in the field of education
Quality assurance	- Class attendance, in-class participation, and success in carrying out set tasks - Student questionnaires on quality of teaching carried out at university level - Student success on the exam and in fulfilling other course-defined requirements - Student self-assessment of achieved learning outcomes - Individual teacher-student consultations - Collaborative teacher–student evaluation of the implementation and quality of teaching processes
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Determinants of contemporary didactics grounded in the competency-based and curriculum-based approach to education: the educational, social, and economic context	2	Marko Marulić Great Hall
Seminar	Students select seminar topics in consultation with their subject teacher.	2	Marko Marulić Great Hall
Week: 2.			
Lectures	The role of the teacher in contemporary education. Classroom climate and environment; guidance in the educational process	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 3.			
Lectures	Learner characteristics and individualisation in contemporary teaching and didactics	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 4.			
Lectures	National, subject-specific, and school curriculum	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 5.			
Lectures	The theory of constructive alignment	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 6.			

Lectures	Planning and structuring the education process 1. colloquium	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 7.			
Lectures	Teaching strategies, methods, and patterns of interaction Media in teaching	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 8.			
Lectures	Preparation of teaching lesson	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 9.			
Lectures	Implementing the teaching processsa	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 10.			
Lectures	Evaluation of student achievement: types, modes, approaches	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 11.			
Lectures	Techniques and methods of (self-)evaluation	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 12.			
Lectures	(Self-)evaluation of the quality of the teaching process	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 13.			

Lectures	Parent–teacher meetings and individual parent conferences	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 14.			
Lectures	The educational role of teaching and the teacher (homeroom duties; cooperation with the local community)	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall
Week: 15.			
Lectures	Reform pedagogies and pedagogical pluralism	2	Marko Marulić Great Hall
Seminar	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Marko Marulić Great Hall

<table>
<tr><td>Course name</td><td colspan="5">Language Competencies in Teaching and Translation Practices II</td></tr>
<tr><td>ID</td><td>HZT708</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Maja Bilić, senior language instructor</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>0</td><td>0</td><td>30</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 course aims to develop solid oral and written language competences at different language levels and in different registers. By working on source texts, students will master the mechanisms and procedures of the translation process and acquire new knowledge about Italian culture and civilization.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion, students will be able to:
- distinguish and analyze adverbial markers, or sentence complements (introduced by a preposition) in the Italian language with regard to their role in the sentence (complementi indiretti - tassemi).
- apply acquired knowledge about prepositions and prepositional phrases in business correspondence in the Italian language.
- interpret the use of prepositional-case expressions and predict their use in a new context.
- (re)construct a text in the Italian language in which prepositions are missing.
- define and explain the basic concepts of language acquisition and teaching.
- recognize and apply various strategies and techniques in language teaching and translation.
- use normative manuals necessary for work in teaching/translation.
- analyze materials and materials for the needs of the teaching process and translation.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introductory lecture: course objectives, entrance test: Prepositions and prepositional phrases.
2. Translation and translation analysis. Consideration of the use of the article with a preposition. Translation of a text: a newspaper article.
3. Preposition A. Transformation and translation exercises with contrastive notes.
4. Preposition DI. Transformation and translation exercises with contrastive notes.
5. Preposition DA. Transformation and translation exercises with contrastive notes.
6. 1st midterm exam.
7. Preposition IN. Transformation and translation exercises with contrastive notes..
8. Preposition CON. Exercises in reframing and translation with contrastive notes.
9. Preposition SU. Exercises in reframing and translation with contrastive notes.
10. Preposition PER. Transformation and translation exercises with contrastive notes..
11. Prepositions TRA/FRA. Transformation and translation exercises with contrastive notes..
12. Prepositional phrases.
13. Transformation and translation exercises with contrastive notes: prepositional phrases.
14. 2nd midterm exam.
15. Analysis of midterm exam: evaluation and student self-assessment.</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>

<table>
<tr><td>Student obligations</td><td colspan="6">- actively and constructively participate in classes (80% attendance)
- participate in and complete curricular and extracurricular (individual and group) activities and tasks that enable the acquisition of learning outcomes stipulated in the course
- pass a written exam (equivalent to a written exam are 2 passed midterms)
- pass an oral exam
- get information about classes that were missed during consultations with teachers and other students</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 overall grade will be formed based on the achievement of the following elements: active participation in classes and timely submission of homework (20%) and passing 2 midterm exams and an oral exam (80%). The exam method for students who do not take the midterm exams is a written exam. The criteria for evaluating and grading individual elements 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">De Giuli, A. (2001.) Le preposizioni italiane. Firenze: Alma Edizioni.</td><td>0</td><td colspan="2">available from the course instructor</td></tr>
<tr><td colspan="3">Patota, G. (2003). Grammatica di riferimento della lingua italiana per stranieri. Firenze: Le Monnier.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Santoni, M.; Ventre, E. (2023.) Una preposizione tira l'altra. Un viaggio con le preposizioni alla scoperta della cultura italiana. Torino: Loescher Editore</td><td>0</td><td colspan="2">available from the course instructor</td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Chiuchiù, A. – Coletti. E. (2006). Guida all'uso delle preposizioni. Perugia: Guerra Edizioni.
Chiuchiù, A. – Fazi, M. C. – Bagianti, M. R. (2019) Le preposizioni – Perugia: Guerra Edizioni.
Lesina, R. (2002). Il nuovo manuale di stile, Guida alla redazione di documenti relazioni, articoli, manuali, tesi di laurea. Bologna: Zanichelli. Luppi, A. – Jernej, A. (2000). Talijansko hrvatski poslovni rječnik/Dizionario commerciale croato-italiano. Zagreb: Školska knjiga.
Pittano, G. (20063º ed.). Sinonimi e contrari, Dizionario fraseologico delle parole equivalenti. Bologna: Zanichelli.
Trifone, P., Palermo, M. (2020). Grammatica italiana di base. Bologna: Zanichelli.
Zingarelli, N. (2008). Lo Zingarelli, Vocabolario della lingua italiana, Bologna: Zanichelli.
http://www.dizionario-italiano.it
http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1
http://dizionari.corriere.it/
http://www.dizionario.rai.it/
http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/
http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58
http://www.italicon.it
Serianni, L. (1989). Grammatica italiana. Torino: UTET.
Enciclopedia Zanichelli, Dizionario enciclopedico di arti, scienze, tecniche, lettere, filosofia, storia, geografia, diritto, economia. (2000). Bologna: Zanichelli.
Tematske enciklopedije «Le Garzantine», Milano, Garzanti: EGG, Atlante geopolitico, Diritto, Finanza ecc.</td></tr>
<tr><td colspan="2">Quality assurance</td><td colspan="5">- class attendance, class activity, success in completing tasks as well as monitoring students' needs, suggestions and reactions during the teaching process</td></tr>
</table>

	- 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	Introductory lecture: course objectives, entrance test: Prepositions and prepositional phrases.	2	P2
Week: 2.			
Language practicals	Translation and translation analysis. Consideration of the use of the article with a preposition. Translation of a text: a newspaper article.	2	P2
Week: 3.			
Language practicals	Preposition A. Transformation and translation exercises with contrastive notes.	2	P2
Week: 4.			
Language practicals	Preposition DI. Transformation and translation exercises with contrastive notes.	2	P2
Week: 5.			
Language practicals	Preposition DA. Transformation and translation exercises with contrastive notes.	2	P2
Week: 6.			
Language practicals	1st midterm exam.	2	P2
Week: 7.			
Language practicals	Preposition IN. Transformation and translation exercises with contrastive notes.	2	P2
Week: 8.			
Language practicals	Preposition CON. Exercises in reframing and translation with contrastive notes.	2	P2
Week: 9.			
Language practicals	Preposition SU. Exercises in reframing and translation with contrastive notes.	2	P2
Week: 10.			
Language practicals	Preposition PER. Transformation and translation exercises with contrastive notes.	2	P2
Week: 11.			
Language practicals	Prepositions TRA/FRA. Transformation and translation exercises with contrastive notes..	2	P2
Week: 12.			
Language practicals	Prepositional phrases.	2	P2
Week: 13.			
Language practicals	Transformation and translation exercises with contrastive notes: prepositional phrases.	2	P2
Week: 14.			
Language practicals	2nd midterm exam.	2	P2
Week: 15.			

Language practicals	Analysis of midterm exam: evaluation and student self-assessment.	2	P2

<table>
<tr><td>Course name</td><td colspan="5">Glottodidactics</td></tr>
<tr><td>ID</td><td>HZT707</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Snježana Bralić, 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>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 main objective of the course is to enable students to understand relevant findings and fundamental theories and concepts related to glottodidactics as an interdisciplinary science. The aim of the course is also to provide insight into approaches, methods and techniques related to foreign language teaching. The course serves as a preparation for the courses Italian Language Teaching Methodology and Practicum and Teaching Practice.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No requirements</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Having attended the course, completed the obligations and passed the exam, the student will be able to:

- define the key concepts and features of language teaching theory;
- describe and perceive the advantages and disadvantages of different methods of teaching foreign languages throughout the history;
- understand the switch in the role and position of contemporary language teachers and students of a foreign language;
- choose appropriate techniques for developing and evaluating essential receptive and productive language skills;
- notice and recognize different factors and variables that affect the process of language acquisition (age, motivation, etc.).
- evaluate and choose suitable teaching materials and teaching aids;
- recognize the role and benefit of modern technologies in teaching foreign languages;
- recognize the purpose of introducing elements of culture and civilization in the language teaching and choose the appropriate cultural contents appropriate for different profiles and different age of students;
- understand the importance and application of various authentic materials in teaching the Italian language;
- recognize and utilize different methods of evaluation of students' knowledge and skills;
- identify various errors in students' interlanguage and interpret them on the basis of cause and level of occurrence;
- recognize the need for additional training in order to be able to work with students with special needs;
- use indipendently the required theoretical knowledge in his/her own research.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1.
a) Lecture
Introduction to glottodidactics as an interdisciplinary science; terminology (lingua materna lingua seconda, lingua straniera; acquisizione, apprendimento, insegnamento; approccio, metodo, tecnica; progettazione, curriculum, syllabus); references to literature and useful documents and links.
b) Seminar session
Discussion about seminar topics.

2.
a) Lecture
Historical overview of different approaches to learning foreign languages; methods of teaching foreign languages; contemporary approaches to teaching foreign languages; objectives of foreign language teaching; definition of communicative competence.
b) Seminar session
By arrangement (seminar session thematically refers to the lecture).</td></tr>
</table>

	3. a) Lecture Common European Framework of Reference for Languages - CEFR (Quadro comune europeo di riferimento per le lingue). Analysis of the scale (A1-C2) for each skill within the CEFR. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 4. a) Lecture Receptive and productive language skills - reading, listening, writing and speaking. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 5. a) Lecture Techniques in foreign language teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 6. a) Lecture Didactic materials in foreign language teaching; criteria for selection and evaluation of textbooks and authentic materials; adaptation and use of authentic materials. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 7. a) Lecture Vocabulary and its role and importance in foreign language acquisition/teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 8. a) Lecture Grammar and its role and importance in foreign language acquisition/teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 9. a) Lecture Cultural elements in foreign language acquisition/teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 10. a) Lecture ICT in foreign language teaching and learning. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 11. a) Lecture Classroom management; discipline in the classroom; role of the teacher. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 12. a) Lecture Evaluation and testing; methods, procedures and elements of evaluation of students in primary and secondary schools; certifications of proficiency in foreign languages.

	b) Seminar session By arrangement (seminar session thematically refers to the lecture). 13. a) Lecture Interlanguage; errors in students' production. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 14. a) Lecture The role of age in language acquisition – Teaching children and adults. The use of games in teaching foreign languages. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 15. a) Lecture Teaching strategies for students with special needs. b) Seminar session By arrangement (seminar session thematically refers to the lecture).

Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	☒ Radionice ☐ ☐ ☐
Student obligations	Class attendance and participation in teaching process, preparation and presentation of seminar paper, final written exam (or two colloquia). Students are required to attend 70% of lectures and 80% of seminar sessions and to prepare one seminar paper according to the criteria and instructions provided by the lecturer and present it to the class. Students' participation is encouraged through various tasks and activities. Students actively participate by presenting and discussing their seminar papers during each seminar session. Students are required to pass the written exam (equivalent to the written exam are 2 passed colloquia). Students' obligations in the cases of students' absence more than four times consist in writing an additional seminar paper. Seminar papers are based on the course bibliography and additional materials provided by the lecturer. Seminar papers must be handed over to the lecturer before the final exam. Seminar sessions thematically follow the lectures. If the seminar paper of a student requires a theoretical overview, then it is based on further elaboration of the teaching units on the basis of the recommended literature, which the teacher provides to the student. The seminar paper may consist of an empirical study supported by a relevant theoretical background that enables and facilitates the analysis of the obtained results.		

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 evaluation is based on class attendance, participation and activity (15%), seminar essay (15%) and written exam (70%). The assessment of student knowledge/performance will be based on the following: continuous assessment and written examination. The final exam is in the written form. Instead of the final exam, students may take two preliminary exams provided during semester. Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Balboni, P. E. Nozionario di glottodidattica	0	on-line
	De Marco, A. (a cura di) (2000). Manuale di glottodidattica. Insegnare una lingua straniera. Roma: Carocci.	1	
	Diadori, P. A. (2001). Insegnare italiano a stranieri. Firenze: Le Monnier.	1	
	Freddi, G. (1994). Glottodidattica – Fondamenti, metodi e tecniche. Torino: UTET.	1	
	Mezzadri, M. (2003). I ferri del mestiere: (auto)formazione per l'insegnante di lingue / Perugia: Guerra; Welland Ontario: Soleil.	1	
	Mezzadri, M. (2004). Il Quadro comune europeo a disposizione della classe. Un percorso verso l'eccellenza. Perugia: Guerra Edizioni.	1	
Supplementary literature	In.It, quadrimestrale, Perugia: Guerra; www.initonline.it Petrović E. (1988). Teorija nastave stranih jezika, Zagreb, Školska knjiga. Prebeg-Vilke, M. (1977). Uvod u glotodidaktiku: teorija nastave stranih jezika s posebnim obzirom na engleski jezik, Zagreb, Školska knjiga.		
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	Introduction to Glottodidactics as an interdisciplinary field of study; key terminological distinctions (mother tongue, second language, foreign language; acquisition, learning, teaching; approach, method, technique; instructional design, curriculum, syllabus); presentation of compulsory and supplementary literature, as well as relevant documents, resources, and online materials. Analysis of the course syllabus	1	P1
Seminar	Discussion and consultation with students regarding course organization and seminar topics. Discussion based on the assigned reading (available in the course repository) concerning the development and assessment of teaching competences in Croatia. Teaching profession: perspectives and challenges – student-led discussion. Diagnostic entry test (Test d'ingresso): expectations regarding the Glottodidactics course and personal professional reflections on the future teaching profession.	1	P1
Week: 2.			

Lectures	Overview of foreign language teaching methods; contemporary approaches to foreign language instruction; characteristics of the Communicative Approach; the role of teachers and learners; the teacher as facilitator and classroom manager (insegnante facilitatore e regista); development and assessment of communicative competence; self-assessment instruments for teaching competences; Glottodidactics as an interdisciplinary discipline; continuing professional development of foreign language teachers within the framework of related disciplines.	1	P1
Seminar	Seminar presentations: Historical overview of foreign language teaching approaches. Professional development courses for teachers of Italian (Corsi di aggiornamento per docenti d'italiano). Teacher portfolio. Analysis of video excerpts illustrating selected teaching methods and approaches.	1	P1
Week: 3.			
Lectures	External and internal factors influencing foreign language learning, acquisition, and teaching (age, gender, affective variables, motivation, foreign language anxiety, school environment, social context, and cognitive styles).	1	P1
Seminar	Seminar presentations: Teaching children (Insegnamento ai bambini). Early bilingualism (Bilinguismo precoce). Teaching adults and adolescents (Insegnamento agli adulti/adolescenti). Languages for Specific Purposes (LSP) and microlanguage teaching (Didattica delle microlingue). Discussion of research findings on the impact of age and motivation on foreign language learning and teaching; motivation in children and adult learners. Application of educational games in teaching Italian as a foreign language.	1	P1
Week: 4.			
Lectures	The Common European Framework of Reference for Languages (CEFR).	1	P1
Seminar	Seminar presentation: Analysis of the CEFR proficiency scale (A1–C2) across individual language skills and competences	1	P1
Week: 5.			
Lectures	Development and assessment of receptive language skills: reading and listening. Development and assessment of productive language skills: writing and speaking	1	P1
Seminar	Seminar presentation: Development of integrated language skills through activities such as summarising (riassunto), paraphrasing (parafrasi), dictation activity, translation (traduzione), note-taking and related communicative tasks.	1	P1
Week: 6.			
Lectures	Controlled techniques (tecniche controllate) in foreign language teaching: abbinamento, ricomposizione, selezione, sostituzione, completamento, correzione, trascrizione, discriminazione, automatismi linguistici.	1	P1
Seminar	Analysis of textbook materials and classroom practice examples illustrating the use of controlled teaching techniques	1	P1
Week: 7.			

Lectures	Guided and free techniques (tecniche guidate e libere): active reading (lettura attiva), active listening (ascolto attivo), integration (integrazione), transformation (trasformazione), expansion (espansione), reduction (restrizione), dramatization (drammatizzazione), interpretation (interpretazione), conversion (conversione), authentic reading (lettura autentica), relaxed listening (ascolto rilassato), code-switching and reformulation activities (commutazione), composition (composizione), oral presentation (esposizione), and transcoding (transcodifica).	1	P1
Seminar	Analysis of textbook materials and classroom practice examples illustrating guided and free techniques.	1	P1
Week: 8.			
Lectures	Development and selection of teaching materials for foreign language instruction; criteria for the selection and evaluation of textbooks; authentic materials – typology, classification, selection criteria, and pedagogical adaptation (didacticisation).	1	P1
Seminar	Seminar presentations: Analysis and critical review of textbooks for teaching Italian as a foreign language in primary and secondary education. Presentation and discussion of research studies concerning the use of authentic materials in teaching Italian as a foreign language	1	P1
Week: 9.			
Lectures	The role and importance of vocabulary in teaching Italian as a foreign language; effective approaches to vocabulary instruction; development of lexical competence.	1	P1
Seminar	Seminar presentation: Strategies for vocabulary teaching and learning. Analysis of classroom practice examples and textbook materials. Analysis of activities, techniques, and practical examples from the methodological handbook Lessico – insegnarlo e impararlo.	1	P1
Week: 10.			
Lectures	Grammar in foreign language teaching; inductive and deductive approaches to grammar instruction.	1	P1
Seminar	Seminar presentation: Strategies for grammar teaching and learning. Analysis of classroom practice examples and textbook materials. Analysis of activities, techniques, and practical examples from the methodological handbook Grammatica – insegnarla e impararla.	1	P1
Week: 11.			
Lectures	Cultural elements in foreign language teaching. Intercultural teaching. Teaching phraseology. Literature in the teaching of Italian as a foreign language.	1	P1
Seminar	Seminar presentation: Language and culture teaching: glottodidactic proposals	1	P1
Week: 12.			
Lectures	Contemporary technologies in foreign language teaching. Design and use of digital content in foreign language instruction. Audiovisual materials in the teaching of Italian as a foreign language.	1	P1
Seminar	DOS (Digital Educational Content), Wordwall, E-sfera. Presentation of research on the use of digital content in the teaching of Italian literature. Seminar presentation: Film in the teaching of Italian as a foreign language.	1	P1

Week: 13.			
Lectures	Classroom management; forms of classroom interaction; classroom discipline; the teacher's role; pedagogical measures.	1	P1
Seminar	Seminar presentation: Regulations on the criteria for the implementation of pedagogical measures. Discussion following voluntary classroom observation in a primary school, focused on monitoring classroom discipline (school visit). Gestione della classe: suggerimenti pratici.	1	P1
Week: 14.			
Lectures	Assessment of communicative competence; formative and summative assessment; self-assessment; interlanguage.	1	P1
Seminar	Seminar presentation: use of exit tickets / language portfolio.	1	P1
Week: 15.			
Lectures	Teaching students with special educational needs. Giftedness in foreign language teaching.	1	P1
Seminar	Seminar presentation: Implicit theories of language giftedness. Checklists for identifying language giftedness; differentiated instruction.	1	P1

<table>
<tr><td>Course name</td><td colspan="5">Lexis in Italian Language Courses</td></tr>
<tr><td>ID</td><td>HZT910</td><td>Study year</td><td colspan="4">1.</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>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">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 issues related to the understanding, acquisition, and teaching of vocabulary and lexical competence, which from the perspective of language didactics is considered one of the most complex areas. By illustrating recent scientific advances in the analysis, evaluation, and selection of lexical material for teaching purposes, the course seeks to raise awareness of the complexity of lexical content and the importance of lexical competence in contemporary approaches to foreign language teaching. Through examples of modern lexical material and a range of lexical nuances that require a more refined knowledge not only of the language itself but also of extralinguistic factors, the aim is to enable students to develop lexical competence and to combine different strategies and techniques related to vocabulary teaching, as good preparation for their future professional work in the field for which they are being trained.</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 key concepts in the field of vocabulary acquisition and teaching;
- identify and explain different strategies and techniques in vocabulary instruction;
- distinguish, classify, and compare linguistic phenomena at the lexical level;
- use normative reference materials required for professional practice;
- analyze teaching materials and lexical content for instructional purposes.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week – Introductory lecture (bibliographic guidelines, clarification of terminology). The importance of vocabulary in teaching the Italian language. Between theory and practice. Understanding, acquiring, and correctly using words in a foreign language.

2nd week – The lexical approach and other trends that place vocabulary at the centre of teaching practice. Ideas that led to the growing importance of vocabulary in foreign language learning.

3rd week – Strategies and techniques for vocabulary learning. Receptive, productive, and potential vocabulary. Strategies of repetition, processing, structuring, practice, and application.

4th week – From the learner’s perspective: vocabulary acquisition. What it means to know a word. Easy and difficult words to acquire. False friends. Vocabulary in the "Common European Framework of Reference for Languages" (CEFR).

5th week – From the teacher’s perspective: vocabulary teaching. Criteria for selecting vocabulary. How many and which words should be taught? Words needed to understand authentic, non-specialist texts.

6th week – Objectives in vocabulary teaching. Presenting and explaining new words. Understanding meaning from context. Non-verbal communication: foreign language versus mother tongue.

7th week – The role of dictionaries in vocabulary teaching. Proper use of dictionaries: bilingual or monolingual? Designing exercises and activities using dictionaries.

8th week – Learning how to use dictionaries. Teaching materials and exercise collections for vocabulary acquisition: how to use them.</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">9th week – Vocabulary teaching activities. Learner autonomy in vocabulary learning. How to present new words and how to strengthen and consolidate lexical knowledge. Vocabulary in fairy tales, fables, cartoons, and songs (text-based work).
10th week – Word games. Computer programs, the Internet, social media, and vocabulary teaching.
11th week – Thinking about the grammar of words. The role of derivational morphology in vocabulary acquisition. Word formation exercises focused on identifying root words, stems, prefixes, and suffixes.
12th week – Metaphors and idioms in teaching the Italian language. Symbolic and metaphorical extensions.
13th week – Formal and informal vocabulary. Words and expressions “for one-time use”. Trendy words. The use of Anglicisms and pseudo-Anglicisms.
14th week – Italian vocabulary as linguistic and cultural input. Neologisms and loanwords in contemporary language. New words in vocabulary and everyday usage.
15th week – The importance of words in an intercultural perspective. Intercultural lexical competence. Words as a potential source of misunderstandings in intercultural situations.</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">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 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 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>Availability via other media</td></tr>
<tr><td colspan="3">Cardona, M. (2004). Apprendere il lessico di una lingua straniera. Bari: Adriatica Editrice.</td><td></td><td>the professor has that book</td></tr>
<tr><td colspan="3">Colombo, M. – D'Achille, P. (2019). Repertorio italiano di famiglie di parole. Bologna: Zanichelli.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Consiglio d'Europa (a cura di) (2002). Quadro europeo comune di riferimento per le lingue. Firenze: La Nuova Italia.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Corda, A.- Marello, C. (2004). Lessico. Insegnarlo e impararlo. Perugia: Guerra.</td><td>1</td><td></td></tr>
</table>

	De Mauro, T. (2005). La fabbrica delle parole. Torino: UTET.		the professor has that book
	Prat Zagrebelsky, M. T. (1998). Lessico e apprendimento linguistico. Scandicci (Firenze): La Nuova Italia.		the professor has that book
	Tartaglione, R. (2017). Le prime 1000 parole italiane, Firenze: Alma Edizioni.	1	
	Tartaglione, R. (2018). Le prime 3000 parole italiane, Firenze: Alma Edizioni.	1	
Supplementary literature	Balboni, P. E. (1999). Parole comuni, culture diverse. Venezia: Marsilio. Casadei, F. (1996). Metafore ed espressioni idiomatiche. Roma: Bulzoni. Castoldi, M. – Salvi, U. (2021). Parole per ricordare. Dizionario della memoria collettiva. Bologna: Zanichelli. De Mauro, T. (1994). LIP - Lessico di frequenza dell'italiano parlato. Milano: Etas libri. Lewis, M. (1993). The Lexical Approach. London: LTP. TALIJANSKI ZA STRANCE: Aprile, G. (2011). Italiano per modo di dire. Esercizi su espressioni, proverbi e frasi idiomatiche. Firenze - Roma: Alma. Bertoni, S. - Nocchi, S. (2011). Le parole italiane. Esercizi e giochi per imparare il lessico. Firenze - Roma: Alma. Stefancich, G. (2004). Cose d'Italia. Tra lingua e cultura. Roma: Bonacci.		
Quality assurance	- Attendance, class participation, and successful completion of assigned tasks. - Student evaluation 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	Introductory lecture (bibliographic guidelines, clarification of terminology). The importance of vocabulary in teaching the Italian language. Between theory and practice. Understanding, acquiring, and correctly using words in a foreign language.	1	P2
Seminar	Introduction to the course plan, requirements, and reading materials. Agreement on schedules and allocation of topics for seminar presentations (e.g. fairy tales, fables, cartoons, songs, short stories, short films in teaching the Italian language).	1	P2
Week: 2.			
Lectures	The lexical approach and other trends that place vocabulary at the centre of teaching practice. Ideas that led to the growing importance of vocabulary in foreign language learning.	1	P2
Seminar	Preparation and presentation of a seminar: Defining the Italian word through the distinction between full and empty lexical items (parole piene / parole vuote). Factors influencing vocabulary learning and acquisition.	1	P2
Week: 3.			
Lectures	Strategies and techniques for learning and teaching vocabulary. Receptive, productive, and potential vocabulary. Strategies of repetition, processing, structuring, practice, and	1	P2

	application. Basic vocabulary ("Vocabolario di base"). Definition, number of basic words, and a historical overview of the first Italian dictionaries intended for language learning.		
Seminar	Preparation and presentation of a seminar: Basic vocabulary and authentic materials in teaching. The difference between receptive, productive, and potential vocabulary, as well as their application and role in language development. The use of a defined number of words in preparing teaching materials needed for understanding non-specialist authentic texts.	1	P2
Week: 4.			
Lectures	From the learner's perspective: vocabulary acquisition. What does it mean to know a word? Easy and difficult words to acquire. True and false friends ("veri e falsi amici"). Vocabulary in the "Common European Framework of Reference for Languages" (CEFR).	1	P2
Seminar	Preparation and presentation of a seminar: The multidimensional nature of words. Identification of factors influencing why some words are easier and others more difficult to acquire. Examples from practice. Vocabulary in the CEFR ("Common European Framework of Reference for Languages"), i.e. lexical competence within European standards in language learning.	1	P2
Week: 5.			
Lectures	From the teacher's perspective: teaching vocabulary. Criteria for selecting vocabulary. How many words and which words should be taught? Words needed to understand an authentic, non-specialist text.	1	P2
Seminar	Preparation and presentation of a seminar: Strategies for teaching and presenting vocabulary. How to explain and present new words through different language-teaching (glottodidactic) methods with concrete examples. Development of phases and guidelines in vocabulary learning and their application in concrete examples. Ways of fostering learner autonomy in vocabulary learning, with examples from practice.	1	P2
Week: 6.			
Lectures	Objectives in vocabulary teaching. Presenting and explaining new words. Understanding meaning from context. Non-verbal communication: foreign language versus native language.	1	P2
Seminar	Preparation and presentation of a seminar: The importance of knowledge of derivational morphology (word formation). Classification of vocabulary teaching exercises into recognition exercises and production exercises. Designing examples of exercises focused on word form or structure, meaning, collocations, etc.	1	P2
Week: 7.			
Lectures	The role of dictionaries in vocabulary teaching. Proper use of dictionaries: bilingual or monolingual dictionaries? Designing exercises and activities using dictionaries.	1	P2
Seminar	Analysis of contemporary Italian language textbooks through the identification and evaluation of exercises based on the lexical approach. Special emphasis is placed on working with the workbooks "Le prime 1000 parole" and "Le prime 3000 parole" (published by Alma Edizioni), which serve as key tools for the systematic acquisition and consolidation of the core	1	P2

	lexical stock of the Italian language. The study examines how vocabulary development from beginner (A1) to more advanced levels is encouraged through exercises and the application of materials containing the most frequent words.		
Week: 8.			
Lectures	Basic vocabulary of the Italian language: how many words are needed for “survival”. Handbooks and exercise collections for vocabulary acquisition: how to use them, and how many words to teach at each stage of language acquisition. Guidelines for using authentic language materials (fairy tales, fables, short stories, etc.).	1	P2
Seminar	Preparation and presentation of a seminar on the methodological analysis of fairy tales as a fundamental form of narrative prose. The focus is on the analysis of specific vocabulary related to fantasy and magic, archaic verb forms (such as the "passato remoto"), and fixed phrases and formulaic expressions characteristic of the beginning and end of stories (“C’era una volta…”). The seminar also explores how fairy tales can serve as a source for vocabulary acquisition, such as various lexical and semantic fields, descriptive adjectives, gradation, etc.	1	P2
Week: 9.			
Lectures	Vocabulary teaching exercises. Learner autonomy in vocabulary learning. How to present new words and how to strengthen and consolidate lexical knowledge. Vocabulary in cartoons, songs, and short stories (text-based work).	1	P2
Seminar	Preparation and presentation of a seminar on the didactic use of fables as a literary genre in teaching the Italian language. The focus is on the analysis of specific vocabulary related to the animal world and the study of moral lessons in the works of classical and contemporary authors (such as Aesop, Phaedrus, or modern Italian adaptations). The seminar explores how the fable, as a short form, serves for the acquisition of anthropomorphic epithets, archaic and contemporary linguistic structures, and idiomatic expressions derived from animal characteristics.	1	P2
Week: 10.			
Lectures	Word games. Computer programs, the Internet, social networks, and vocabulary teaching.	1	P2
Seminar	Preparation and presentation of a seminar on the didactic application of cartoons as a multi-layered teaching resource. The focus is on the analysis of audiovisual input and the methodological adaptation of dialogues for vocabulary development, with particular emphasis on younger learners and beginner levels (A1-A2). The seminar explores how the synergy of image, movement, and sound facilitates the acquisition of everyday lexical structures and basic conversational patterns.	1	P2
Week: 11.			
Lectures	Reflection on the grammar of words. The role of derivational morphology in vocabulary acquisition. Word formation exercises focused on identifying word stems, roots, prefixes, and suffixes.	1	P2
Seminar	Design and analysis of exercises in the field of word-formation morphology, with an emphasis on systematic practice of derivation and compounding in the Italian language. The focus is on breaking down words into stems, prefixes, and suffixes, enabling independent decoding of unknown vocabulary and the precise expression of shades of meaning (e.g. noun and adjective modification). Through practical word-transformation tasks,	1	P2

	the seminar highlights the logical interconnectedness within the lexical system, developing students' ability to create teaching materials that foster a deeper understanding of the structure of the Italian language and its creative potential.		
Week: 12.			
Lectures	Metaphors and idioms in teaching the Italian language. Symbolic and metaphorical extensions.	1	P2
Seminar	Preparation and presentation of a seminar on the Italian song as a powerful motivational and methodological tool. The focus is on the analysis of contemporary vocabulary across different musical genres. Special emphasis is placed on idiomatic expressions and phraseological structures deeply rooted in Italian tradition, as well as on the interpretation of metaphors and specific connotations within song lyrics. Through the melody and rhythm of language, the seminar facilitates the acquisition of correct pronunciation and intonation, while also highlighting the inseparable link between language and culture. The song is treated here as an authentic cultural and lexical resource through which Italian identity, sensibility, and social values are reflected.	1	P2
Week: 13.			
Lectures	Formal and informal vocabulary. Words and expressions "for one-time use". Trendy words. The use of Anglicisms and pseudo-Anglicisms.	1	P2
Seminar	Preparation and presentation of a seminar on short prose as a tool for vocabulary learning (LS/L2). The focus is on the methodological analysis of the "Italiano Facile" series (Alma Edizioni) across levels A1-C1. The seminar examines the preparation of lexical material and the systematic progression of vocabulary within narrative texts. This approach highlights the inseparable link between language and culture, where the short story serves as an authentic source for exploring Italian identity, acquiring various "language formulas", phraseology, and contemporary cultural connotations.	1	P2
Week: 14.			
Lectures	Italian vocabulary as linguistic and cultural input. Neologisms and loanwords in contemporary language. New words in vocabulary and in everyday usage.	1	P2
Seminar	Preparation and presentation of a seminar on the short film as a dynamic teaching resource. The focus is on the treatment of contemporary everyday vocabulary and the cultural context within which an authentic Italian environment is reflected. Special emphasis is placed on the acquisition of cultural features, connotative meanings, and the interpretation of implicit messages conveyed in the film.	1	P2
Week: 15.			
Lectures	The importance of words in an intercultural perspective. Intercultural lexical competence. Words as a potential source of misunderstandings in intercultural situations.	1	P2
Seminar	Final discussion and revision: synthesis of all covered topics, evaluation of presentations, and preparation for the final assessment.	1	P2
The course connects theory and practice in teaching vocabulary in Italian (LS/L2) through critical analysis and practical work. While lectures provide systematic coverage of theoretical frameworks, the seminar component is focused on the practical analysis of teaching materials and the preparation and presentation of seminar papers. Students prepare seminar papers using, in addition to vocabulary acquisition workbooks, authentic materials such as fairy tales, fables, cartoons, songs, short stories, and short films, with the aim of their methodological analysis and the implementation of authentic lexical content in Italian language teaching.			

<table>
<tr><td>Course name</td><td colspan="5">Croatian–Italian Language Contacts in Dalmatia</td></tr>
<tr><td>ID</td><td>HZT603</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Maja Bezić, PhD, associate professor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">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 historical and cultural contexts of Slavic–Romance and Croatian–Italian interactions on the eastern Adriatic coast, as well as with the terminology and processes of language borrowing related to loanwords and calques of Italian origin adopted from the coastal and island dialects of Dalmatia. The course also includes the analysis of Italian loanwords and calques found in dialectal texts.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are no specific prerequisites. Competences acquired through passing examinations in language courses from previous semesters.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- interpret the historical and cultural context of Slavic–Romance and Croatian–Italian interactions on the eastern Adriatic coast;
- explain the terminology and processes of language borrowing and provide appropriate examples;
- identify Italian loanwords and calques present in dialectal texts of the coastal and island dialects of Dalmatia;
- classify calques and analyze the adaptation process of loanwords at the phonological, morphological, and semantic levels.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Week 1: Introduction to the course requirements and an overview of the study of Croatian–Italian language contact in Dalmatia.
Week 2: Spoken and written language in Dalmatian cities until the beginning of the 15th century.
Week 3: The linguistic situation in Dalmatia during the rule of the Serenissima.
Week 4: Linguistic renewal in the 18th century.
Week 5: The linguistic situation in the 19th century and the language policy of the Austrian authorities in Dalmatia; the use of the Italian language in Dalmatia after the First World War.
Week 6: Language contacts in Dalmatia: basic concepts.
Week 7: Loanwords: definition, types and adaptation.
Week 8: Italianisms in the Croatian language and in the local dialects of the Dalmatian coast and islands.
Week 9: Phonological adaptation of Italianisms.
Week 10: Morphological adaptation of Italianisms.
Week 11: Semantic adaptation of Italianisms.
Week 12: Croatian–Italian hybrid formations; other lexical and semantic changes.
Week 13: Calques: definition and typology.
Week 14: Structural, semantic, and phraseological calques based on the Italian model.
Week 15: Syntactic calques based on the Italian model.</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>

<table>
<tr><td></td><td colspan="6">Writing an essay, preparing a seminar paper, and passing a written exam. Possibility of taking 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 grade consists of four components: the exam (50%), the essay (20%), the seminar paper (20%), and class participation (10%).
Class participation includes the regular completion of assigned tasks and participation in discussions.
The essay is based on articles covered during seminars and is written on a previously assigned topic.
The seminar paper must be submitted in written form.
The exam consists of one part, which may be taken through midterm exam.
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">Filipović, R. (1986). Teorija jezika u kontaktu. Uvod u lingvistiku jezičnih dodira, Zagreb: Školska knjiga.</td><td>2</td><td colspan="2"></td></tr>
<tr><td colspan="3">Gusmani, R. (1993). Saggi sull’interferenza linguistica. Firenze: le Lettere.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Ljubičić, M. (2011). Posuđenice i lažni parovi. Hrvatski, talijanski i jezično posredovanje. Zagreb: FF press.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Sočanac, L. (2004). Hrvatsko-talijanski jezični dodiri. Zagreb: Nakladni zavod Globus.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Šimunković Lj. (2009). I contatti linguistici italiano-croati in Dalmazia. Hrvatsko-talijanski jezični dodiri u Dalmaciji. Split: Dante Alighieri.</td><td>11</td><td colspan="2"></td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Bezić, M. (2012). L'influsso dello spazio linguistico italiano sulle isole dalmate: livello semantico. U C. Salvadori Lonergan (ed.), Insularità e cultura mediterranea nella lingua e nella letteratura italiane, Atti del XIX Congresso dell'A.I.P.I., Volume primo: L’Italia insulare. Firenze: Franco Cesati, 49– 58.
Bezić, M. – Kalebić, L. (2015). Gli italianismi nella fraseologia dialettale croata: il caso della parlata di Spalato. Quaestiones Romanicae III/2, 428-435.
Bezić, M. (2016). Semantička adaptacija talijanizama u splitskom govoru. Fluminensia: časopis za filološka istraživanja 28 / 2; 39-51.
Bezić, M. (2016). Giulio Bajamonti e Niccolò Tommaseo a confronto: l’atteggiamento verso l’illirico e l’italiano. U N. Balić Nižić; L. Borsetto; A. Jusup Magazin (ed.), Književnost, umjetnost, kultura između dviju obala Jadrana i dalje od mora IV. / Letteratura, arte, cultura tra le due sponde dell'Adriatico ed oltre IV. Zadar: Sveučilište u Zadru, 425-438.
Bezić, M. (2021). Talijanizmi u Brešanovoj Mrduši Donjoj. U M. Nigoević (ed.), „La rappresentazione dell'Amleto nel villaggio di Merduscia di Sotto“
– Prijevod na istromletački dijalekt drame Ive Brešana „Predstava 'Hamleta' u selu Mrduša Donja“. Split. Filozofski fakultet Split, 205–230.
Bezić, M. – Bešlić, H. (2024). Proučavanje talijanskog jezičnog utjecaja i talijanizama u govorima Dalmacije: kronološki i abecedni popis izabrane literature. Čakavska rič, LII/1–2; 239–277.
Bezić, M. – Čudina Turčinov, N. (2024). Talijanizmi u Smojinim čakavskim kronikama. Smojinih 100. Monografija u povodu 100. godišnjice rođenja Miljenka Smoje (eds. M.</td></tr>
</table>

	Nigoević and A. Runjić-Stoilova). Split – Zagreb: Filozofski fakultet Split – HDPL, 31–47. Boerio, G. (1856). Dizionario del dialetto veneziano. Venezia: Giovanni Cecchini. Bruni, F. (a cura di) (1997). L'italiano nelle regioni. Voll. 1-2. Torino: UTET. Gačić, J. (2003). Jezična slojevitost na istočnoj obali Jadrana i dalmatinskomletački dijalekt. Filologija, 41, 21–32. Gačić, J. (1979a). Romanski elementi u splitskom čakavskom govoru. Čakavska rič, IX/1, 3–54. Gačić, J. (1979b). Romanski elementi u splitskom čakavskom govoru. Čakavska rič, IX/2, 107–155. Ljubičić, M. (1991–1992). Parole ibride croato-venete nel „Vocabolario del dialetto veneto-dalmata" di L. Miotto. SRAZ, XXXVI–XXXVII, 121–129. Malinar, S. (2002–2003). Italiano e croato sulla cosa orientale dell'Adriatico. Dai primi secoli all'Ottocento. SRAZ, XLVII–XLVIII, 283–310. Marković, I. (2019). Govori grada Zadra s rječnikom romanizama. Zagreb – Zadar: Hrvatska sveučilišna naklada – Sveučilište u Zadru. Miotto, L. (1984, 1991). Vocabolario del dialetto veneto-dalmata. Trieste: LINT. Muljačić, Ž. (1999). Dalmatski. Fluminensia, 11 / 1–2, 1–30. Nigoević, M. (2007). Romanizmi u Berekinu. Split: Napredak. Nigoević, M. ((2006). Adattamento e produttività nella varietà regionale dalmata. U E. Cresti (ed.) Prospettive nello studio del lessico italiano. Atti SILFI 2006, vol. 2, Firenze: FUP, 637–643. Pinguentini, G. (1986). Nuovo dizionario del dialetto triestino: storico, etimologico, fraseologico. Modena: Del Bianco. Skok, P. (1971–1974). Etimologijski rječnik hrvatskoga ili srpskoga jezika, I-IV. Zagreb: JAZU. Sočanac, L. (2005). L'influsso italiano sulla lingua croata. Ambra: percorsi di italianistica (1586-9199), VI (2005) / 6, 194-206. Sočanac L. et al. (2005). Hrvatski u dodiru s europskim jezicima. Prilagodba posuđenica. Zagreb: Nakladni zavod Globus. Šimunković, Lj. (2006). Zlatna knjiga grada Splita II (Uvodna studija), Split: Književni krug Šimunković, Lj. – Kezić, M. (2003). Glosar kuharske i kulinarske terminologije u splitskome dijalektu. Split: Dante Alighieri Split. Turk, M. (2013). Jezično kalkiranje u teoriji i praksi. Prilog lingvistici jezičnih dodira. Zagreb: Hrvatska sveučilišna naklada – Filozofski fakultet Sveučilišta u Rijeci. Vinja, V. (1998-2004). Jadranske etimologije. Jadranske dopune Skokovu etimologijskom rječniku. Knjige I-III. Zagreb:HAZU – Školska knjiga. Vulić, M. (2002). Važnost proučavanja dalmatskog. Čakavska rič, XXX/1–2, 443–459. Weinreich, U. (2008). Lingue in contatto (Nuova edizione a cura di V. Orioles). Torino: UTET.
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.	1	P2

	Introduction to the study of Croatian–Italian language contact in Dalmatia.		
Seminar	Introduction to the seminar requirements, working methods and bibliography.	1	P2
Week: 2.			
Lectures	Spoken and written language in Dalmatian cities until the beginning of the 15th century.	1	P2
Seminar	Analysis of an article thematically related to the lecture.	1	P2
Week: 3.			
Lectures	The linguistic situation in Dalmatia during the rule of the Serenissima.	1	P2
Seminar	Analysis of an article thematically related to the lecture.	1	P2
Week: 4.			
Lectures	Linguistic renewal in the 18th century.	1	P2
Seminar	Analysis of an article thematically related to the lecture.	1	P2
Week: 5.			
Lectures	The linguistic situation in the 19th century and the language policy of the Austrian authorities in Dalmatia. The use of the Italian language in Dalmatia after the First World War.	1	P2
Seminar	Analysis of an article thematically related to the lecture.	1	P2
Week: 6.			
Lectures	Language contacts in Dalmatia: basic concepts.	1	P2
Seminar	Methodology for the analysis of the etymology and adaptation of Italianisms. Instructions for the preparation of the seminar paper.	1	P2
Week: 7.			
Lectures	Loanwords: definition, types and adaptation.	1	P2
Seminar	Analysis of Italianisms in a dialectal text. Instructions for writing the essay.	1	P2
Week: 8.			
Lectures	Italianisms in the Croatian language and in the local dialects of the Dalmatian coast and islands.	1	P2
Seminar	Analysis of Italianisms in a dialectal text.	1	P2
Week: 9.			
Lectures	Phonological adaptation of Italianisms.	1	P2
Seminar	Analysis of Italianisms in a dialectal text.	1	P2
Week: 10.			
Lectures	Morphological adaptation of Italianisms.	1	P2
Seminar	Analysis of Italianisms in a dialectal text.	1	P2
Week: 11.			
Lectures	Semantic adaptation of Italianisms.	1	P2
Seminar	Analysis of Italianisms in a dialectal text.	1	P2
Week: 12.			
Lectures	Croatian–Italian hybrid formations. Other lexical and semantic changes.	1	P2
Seminar	Analysis of Italianisms in a dialectal text.	1	P2
Week: 13.			
Lectures	Calque: definition and typology.	1	P2
Seminar	Analysis of Italianisms and calques based on the Italian model in a dialectal text.	1	P2
Week: 14.			
Lectures	Structural, semantic, and phraseological calques based on the Italian model.	1	P2
Seminar	Analysis of Italianisms and calques based on the Italian model in a dialectal text.	1	P2
Week: 15.			
Lectures	Syntactic calques based on the Italian model.	1	P2

Seminar	Midterm exam.	1	P2

<table>
<tr><td>Course name</td><td colspan="5">Italian Short Story</td></tr>
<tr><td>ID</td><td>HZT709</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">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">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 familiarize students with the most important representatives of Italian literature through a historical overview of the development of the novella as a literary prose genre. Students will examine the socio-historical context in Italy, from the emergence of the earliest novella forms to the contemporary short story. Students will learn to place selected Italian authors within their literary-historical context and, by applying the acquired knowledge, will learn to interpret the assigned texts. Students will also learn to independently demonstrate their 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 the prose forms of the novella, tale, and short story;
provide an overview of the development of the novella in Italian literature;
critically read and interpret novella texts;
place authors within the appropriate literary-historical context;
independently interpret selected literary texts;
independently apply the acquired theoretical knowledge and use it in the interpretation of assigned texts.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Lectures
Introductory remarks. Topics: narration, the levels of content, plot and discourse. The level of characters.
Seminar
Exemplum and fabliaux. Examples, reading and analysis.
2. Lectures
The origin and development of the literary genre of the novella: exemplum, fabliaux. The relationship between novella – story, short story – fairy tale, fable. Plot and narrative structure. The concepts of time and space.
Seminar
Examples, reading and analysis. Il Novellino (Proemio + XXI, XXV, XLV, XLVI, XLVII, LXVI, LXVII, LXVIII, LXX, LXXI).
3. Lectures
Religious and moral themes in the novella: Fra Jacopo Passavanti: Lo specchio di vera penitenza. I Fioretti di San Francesco: an anthology on the life of St. Francis of Assisi and his disciples: Fra Giovanni dei Marignoli.
Seminar
Examples, reading and analysis: Franco Sacchetti – Il Trecentonovelle.
4. Lectures
Il Novellino and the novella. The Boccaccian novella tradition. Decameron – themes and formal characteristics. Effects, the spirit of the novella, influences, and elements of the Provençal tradition.
Seminar
Examples, reading and analysis: Giovanni Boccaccio: Andreuccio da Perugia.
5. Lectures
Giovanni Boccaccio and the so-called “framed novella” (novela incorniciata). Characters and historical framework. Grotesque forms in Boccaccio.
Seminar
Examples, reading and analysis: Giovanni Boccaccio: Ser Ciappelletto.
6. Lectures
Quattrocento: the novella modeled after Boccaccio: Giovanni Gherardi da Prato and Giovanni Sabbadino degli Arienti. The “spicciolata” novella. Epistle: Historia de duobus amantibus – Enea Silvio Piccolomini.</td></tr>
</table>

	Seminar Examples, reading and analysis: Giovanni Gherardi da Prato: Il Paradiso degli Alberti. Antonio Tucci Manetti: Novella del Grasso legnaiuolo. 7. Lectures Giovanni Sabbadino degli Arienti, Massuccio Salernitano: Il Novellino. Cinquecento: Giovanni Francesco Straparola, Anton Francesco Doni, Matteo Bandello: abandonment of the Boccaccian novella tradition. Seminar Examples, reading and analysis: Giovanni Sabbadino degli Arienti: De civica salute, Le Porrettane. 8. Lectures Seicento: Giambattista Basile: Lo cunto de li cunti and European fantastic literature. Giovanni Sagredo and Lorenzo Magalotti. Seminar Examples, reading and analysis: Giambattista Basile: Lo cunto de li cunti. 9. Lectures Settecento: the reformist novella of Gasparo Gozzi – context, language, and themes. Antonio Cesari: the elegance of language. Seminar Examples, reading and analysis: selected texts by Gasparo Gozzi: Prose varie. 10. Lectures Ottocento: Romantic novellas. Giuseppe Giusti – irony and humor. Edmondo De Amicis. Cuore – children's literature. Carlo Collodi – Pinocchio. Seminar Examples, reading and analysis: Edmondo De Amicis: Cuore. Collage. 11. Lectures Giovanni Verga: the Verist novella and the Vergian novella. Context, language, and themes. Seminar Giovanni Verga: Nedda, La vita dei campi. 12. Lectures The Verist novella: Grazia Deledda, Luigi Capuana. Context, language, and themes. The Italian novella between Verismo and Decadentism: Gabriele D'Annunzio. Themes, style, language, and new linguistic forms. Historical oppositions and context: north–south, center–periphery, rural– urban. Seminar Examples, reading and analysis: Giovanni Verga: Cavalleria rusticana, Rosso Malpelo. 13. Lectures The novella: themes, motifs, and historical context. Massimo Bontempelli, Alberto Moravia. Seminar Examples, reading and analysis: selected texts by Gabriele D'Annunzio: Le novelle della Pescara. 14. Lectures Luigi Pirandello: Novelle per un anno. Themes and context. Mask, deformation, illusion. Humorism. The Pirandello–Svevo line. Italo Svevo – identity and boundary. Seminar Examples, reading and analysis: selected texts by Luigi Pirandello. 15. Lectures Context and twentieth-century themes: memory, irony, sentimentalism: Dino Buzzati, Giorgio Bassani, Italo Calvino, Antonio Tabucchi. Women's novella writing: Ada Negri. Seminar Examples, reading and analysis: selected texts by Italo Svevo.

Teaching types	☒ Lectures ☒ Seminars	☐ Fieldwork ☒ Independent work	☐ ☐

	☐ Practicals ☐ Remote learning ☒ Blended learning	☒ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐

Student obligations	Students' obligations are the following: - 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.

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
	Marchese, A., (1990). L'officina del racconto, semiotica della narratività. Milano: Mondadori.	1	
	Sergiacomo, L. (2018), L'assoluta libertà del Fantastico. Un viaggio nella fantasia da Omero a Calvino, Bologna: Odoya	1	
	Sbrilli, G., Treré, S., et. al. (2019) Voci d'autore, Firenze: Bulgarini	1	
	Pugliatti, P., (1985). Lo sguardo nel racconto. Teoria e prassi del punto di vista. Bologna: Zanichelli.	1	
	Guglielminetti, M. (1990). Sulla novella italiana. Lecce: Milella.	1	
	Segre, C. (1974). Le strutture e il tempo. Torino: Einaudi.	1	

Supplementary literature	Barthes, R., Greimas, A., Bremond, C., (1969). L'analisi del racconto, Milano: Bompiani. Brioschi, F., Di Girolamo F., (1993). Giovanni Boccaccio in Manuale di letteratura italiana, Torino: Bollati Boringhieri, pp. 625-654.

	Guglielmino S., Grosser, H. (1987). La narrativa degli exempla, Dall'exemplum alla novella in Il sistema letterario – Duecento e Trecento, Milano: Principato. pp. 120-126. Solar, M. (2004). Teorija novele, Novela i bajka u Ideja i priča. Zagreb: Golden marketing. Marić, A. (2020). Kratka priča: neistražena tradicija ili tradicija neistraženog // Navigare necesse est / Lozić Knezović, K.; Runjić-Stoilova, A. (ed.). Split: Filozofski fakultet Sveučilišta u Splitu, pp. 125-136; Marić, A.; Dragić, M.; Plavša, A., (2021). Mediteran kao antropološka riznica: Cunti Giambattiste Basilea i tradicijska kultura // Lingua Montenegrina, 28, pp. 217-237; Marić, A.; Dragić, M.; Plavša, A., (2021). The Grotesque, the Myth and the Didactic elements in G.B.Basile's Il Pentamerone // Folia linguistica et litteraria, 36, pp. 141-158. Marić, A. (2023). Umorismo e maldobrìe: fenomeni socioculturali nel contesto adriatico // Književnost, umjetnost, kultura između dviju obala Jadrana VI. / Letteratura, arte, cultura tra le due sponde dell'Adriatico VI. Zadar: Sveučilište u Zadru, 2023. pp. 22-33 Marić, A.; Alujević, M. (2023.) A Portrait of the Nostalgic Islander: Stories, Legends, Language // Humour and the Mediterranean. Discorsi sul comico nel contesto mediterraneo / Marić, A.; Trobia, M. G. (ed.), Caltanissetta: Salvatore Sciascia Editore, pp. 171-185 Selected texts: Il Novellino (anon.), Giovanni Boccaccio, Il Decamerone, Franco Sacchetti, Il Trecentonovelle, Matteo Bandello, Novelle, Gianfrancesco Straparola, Le piacevoli notti, Giovan Battista Basile, Lo cunto de li cunti, Luigi Capuana, Il Decameroncino, La voluttà di creare, Giovanni Verga, La vita dei campi, Nedda, Cavalleria rusticana, Luigi Pirandello, Novelle per un anno, Massimo Bontempelli, La scacchiera davanti allo specchio, Italo Svevo, L'assassinio in Via Belpogio, Dino Buzzati, La boutique del mistero, Goffredo Parise, Sillabari, Italo Calvino, Le cosmicomiche, Giulio Mozzi, Fiction.
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	1. Lectures Introductory remarks. Topics: narration, the levels of content, plot and discourse. The level of characters. Seminar Exemplum and fabliaux. Examples, reading and analysis.	2	
Week: 2.			
Lectures	2. Lectures The origin and development of the literary genre of the novella: exemplum, fabliaux. The relationship between novella – story, short story – fairy tale, fable. Plot and narrative structure. The concepts of time and space. Seminar	2	

	Examples, reading and analysis. Il Novellino (Proemio + XXI, XXV, XLV, XLVI, XLVII, LXVI, LXVII, LXVIII, LXX, LXXI).		
Week: 3.			
Lectures	3. Lectures Religious and moral themes in the novella: Fra Jacopo Passavanti: Lo specchio di vera penitenza. I Fioretti di San Francesco: an anthology on the life of St. Francis of Assisi and his disciples: Fra Giovanni dei Marignoli. Seminar Examples, reading and analysis: Franco Sacchetti – Il Trecentonovelle.	2	
Week: 4.			
Lectures	4. Lectures Il Novellino and the novella. The Boccaccian novella tradition. Decameron – themes and formal characteristics. Effects, the spirit of the novella, influences, and elements of the Provençal tradition. Seminar Examples, reading and analysis: Giovanni Boccaccio: Andreuccio da Perugia.	2	
Week: 5.			
Lectures	5. Lectures Giovanni Boccaccio and the so-called “framed novella” (novela incorniciata). Characters and historical framework. Grotesque forms in Boccaccio. Seminar Examples, reading and analysis: Giovanni Boccaccio: Ser Ciappelletto.	2	
Week: 6.			
Lectures	6. Lectures Quattrocento: the novella modeled after Boccaccio: Giovanni Gherardi da Prato and Giovanni Sabbadino degli Arienti. The “spicciolata” novella. Epistle: Historia de duobus amantibus – Enea Silvio Piccolomini. Seminar Examples, reading and analysis: Giovanni Gherardi da Prato: Il Paradiso degli Alberti. Antonio Tucci Manetti: Novella del Grasso legnaiuolo.	2	
Week: 7.			
Lectures	7. Lectures Giovanni Sabbadino degli Arienti, Massuccio Salernitano: Il Novellino. Cinquecento: Giovanni Francesco Straparola, Anton Francesco Doni, Matteo Bandello: abandonment of the Boccaccian novella tradition. Seminar Examples, reading and analysis: Giovanni Sabbadino degli Arienti: De civica salute, Le Porrettane.	2	
Week: 8.			
Lectures	8. Lectures Seicento: Giambattista Basile: Lo cunto de li cunti and European fantastic literature. Giovanni Sagredo and Lorenzo Magalotti. Seminar Examples, reading and analysis: Giambattista Basile: Lo cunto de li cunti.	2	
Week: 9.			
Lectures	9. Lectures	2	

	Settecento: the reformist novella of Gasparo Gozzi – context, language, and themes. Antonio Cesari: the elegance of language. Seminar Examples, reading and analysis: selected texts by Gasparo Gozzi: Prose varie.		
Week: 10.			
Lectures	10. Lectures Ottocento: Romantic novellas. Giuseppe Giusti – irony and humor. Edmondo De Amicis. Cuore – children's literature. Carlo Collodi – Pinocchio. Seminar Examples, reading and analysis: Edmondo De Amicis: Cuore. Collage.	2	
Week: 11.			
Lectures	11. Lectures Giovanni Verga: the Verist novella and the Vergian novella. Context, language, and themes. Seminar Giovanni Verga: Nedda, La vita dei campi.	2	
Week: 12.			
Lectures	12. Lectures The Verist novella: Grazia Deledda, Luigi Capuana. Context, language, and themes. The Italian novella between Verismo and Decadentism: Gabriele D'Annunzio. Themes, style, language, and new linguistic forms. Historical oppositions and context: north–south, center–periphery, rural–urban. Seminar Examples, reading and analysis: Giovanni Verga: Cavalleria rusticana, Rosso Malpelo.	2	
Week: 13.			
Lectures	13. Lectures The novella: themes, motifs, and historical context. Massimo Bontempelli, Alberto Moravia. Seminar Examples, reading and analysis: selected texts by Gabriele D'Annunzio: Le novelle della Pescara.	2	
Week: 14.			
Lectures	14. Lectures Luigi Pirandello: Novelle per un anno. Themes and context. Mask, deformation, illusion. Humorism. The Pirandello–Svevo line. Italo Svevo – identity and boundary. Seminar Examples, reading and analysis: selected texts by Luigi Pirandello.	2	
Week: 15.			
Lectures	15. Lectures Context and twentieth-century themes: memory, irony, sentimentalism: Dino Buzzati, Giorgio Bassani, Italo Calvino, Antonio Tabucchi. Women's novella writing: Ada Negri. Seminar Examples, reading and analysis: selected texts by Italo Svevo.	2	

<table>
<tr><td>Course name</td><td colspan="5">Romantic Literature written in Italian Language in Dalmatia</td></tr>
<tr><td>ID</td><td>HZT706</td><td>Study year</td><td colspan="4">1.</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>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">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">During this course students are introduced to the main features of the literature in Dalmatia written in Italian language during the period of Romanticism. They also learn the socio-historical and cultural characteristics of Dalmatia during the 1st half of 18th century. Students also learn how to approach critically a literary text and how to analyse it autonomously.</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) analyse the socio-historical and cultural circumstances in Dalmatia in the first half of 18th century;
2) recognise literary movements and styles of different authors in Dalmatia in the first half of 18th century;
3) differentiate literary styes of different authors in Dalmatia in the first half of 18th century;
4) compare different styles of the authors in Dalmatia in the first half of 18th century;
5) analyze autonomously and interpret literary texts in the field of Romanticism in Dalmatia in the first half of 18th century.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st week:
Lessons: Introducing students to the content of the course and the methodology of work. Social and cultural situation in Dalmatia after 1797 (the fall of Serenissima).
Seminars: Assignment of students' tasks and topics for seminars. Main characteristics of Dalmatia in the first half of 19th century. Differences among the residents and other complexities of that period in Dalmatia.
2nd week:
Social, administrative, territorial, economic, linguistic, and religious characteristics in Dalmatia in the first half of 19th century which influences literary production of the period.
Seminars: Three main historical essays at the at the end of 18th and the beginning of 19th century (Michieli-Vitturi, Albinoni, Katalinić) and their importance for Dalmatia and for the regional conscience regarding questions of patriotism.
3rd week:
Lessons: The authors of the Enlightenment to the Pre-Romanticism in Dalmatia who wrote literary texts in Italian language: main characteristics. Julije Bajamonti and Gian Domenico Stratico.
The literature at the beginning of 19th century; publishing and the theatrical production.
Seminars: The Morlaks. Their importance for literary and cultural context of Dalmatia. Morlaks in literary texts of the authors of the above mentioned period. Exmples on some literary texts of the end of 18th and beginning of 19th century.
4th week:
Lessons: Nikola Ivelli's literary work.
Seminars: Analysis of "L'Anarchia" by N. Ivelli.
5th week:
Lessons: Nikola Ivelli's literary work. Bernardino Bicego: the importance of his work in the context of national awakening in Dalmatia. Archdiocesan school (Archiepiscopal Seminary) in Split as the centre of culture and education in the first half of 19th century in Dalmatia.
Seminars: Analysis of "L'Anarchia" by N. Ivelli.</td></tr>
</table>

	6th week: Lessons: Nikola Jakšić. Bernardina Bicego's literary opus. Seminars: Analysis of "I contorni di Spalato". 7th week: Lessons:: Stipe Ivačić: his life and work. The importance of the author's work in the context of the national awakening in Dalmatia. Seminars: Analysis of "Le Wile del Mossor". 8th week: Lessons: Niccolò Tommaseo and his role in the context of Romanticism in Dalmatia and the importance of his literary work in the period of national awakening. Seminars: Analysis of "Iskrice" / "Scintille" by N. Tommaseo. 9th week: Lessons: Marko Kažotić and his historical novel in Dalmatia in Italian language. Seminars: Analysis of the novel "Milienco e Dobrilla" by Marko Kažotić. 10th week: Lessons: The importance of Kažotić's work in the wider European literary context. Seminars: Analysis of "Il Berretto rosso ossia Scene della vita morlacca". 11th week: Lessons: Journals published in Dalmatia between 1806. and 1870. Seminars: Examples of the texts published in Dalmatia between 1806. and 1870. 12th week: Lessons: Luigi Fichert. Seminars: Luigi Fichert's literary opus. Analysis of "La madre slava". 13th week: Lessons: Marko Antun Vidović's and Anna Vidović's life and literary work. Seminars: Analysis of some M. A. Vidović's and A. Vidović's work. 14th week: Lessons: Ferdinando Pellegrini and Giulio Solitro: the importance of the literary opus of these authors in Dalmatia in the 19th century. Seminars: Analysis of a part of the tragedy "I conti di Spalato" by G. Solitro. 15th week: Lessons: Repetition of the course content. Seminars: repetition of some basic aspects important for the analysis of the above mentioned 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 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% oral exam; 40% seminar essay; 20% class attendance and activities during class lessons. Evaluation criteria and grading of single elements are available in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Ivačić, S. (1833). Le wile del Mosor. Zadar: Battara.	1	
	Kažotić, M. (1833). Milienco e Dobrilla. Zara: Battara.	0	
	Mihaljević, N. (2012). "Un italiano in Dalmazia precursore del Risorgimento: l'abate vicentino Bernardino Bicego". In: La letteratura degli italiani 3. Gli italiani della letteratura letteratura (eds. Allasia, C. Masoero, M., Nay, L.). Alessandria: Edizioni dell'Orso, pp. 425-435.	1	
	Solitro, G. (1854). I conti di Spalato. Venezia: Perini.	0	
	Tommaseo, N. (1988). Iskrice. Zagreb: Matica hrvatska.	1	
	Vidović, M. A. (1858). Il re che non a' danari da pagar l'oste. Zara: Fratelli Battara	0	
	Vidović, M.A. (1862). Damiano di Ragusa. Zara: Fratelli Battara.	0	
	Zorić, M. (1992). Književni dodiri hrvatsko-talijanski. Split: Književni krug.	1	
Supplementary literature	Ivetić, E. (2002). "La Dalmazia, gli Slavi meridionali, il Tommaseo". In: Niccolo' Tommaseo e il suo mondo. Patrie e nazioni (a cura di Francesco Bruni). Mariano del Friuli: Biblioteca Nazionale Marciana - Venezia, Edizioni della Laguna. Mihaljević, N. (2013). Incontri tra due culture, quella croata e quella italiana, nell'opera di Stipe Ivačić, u: „Susret kultura", vol. II, (eds. Ivana Živančević Sekeruš), Novi Sad, Univerzitet u Novome Sadu, Filozofski fakultet, pp. 1159-1169. Mihaljević, N. – Galić Kakkonen, G. (2019). "Odjeci djela Vittorija Alfierija u tragedijama Nepomoceno Orsino i Damiano di Ragusa Marka Antuna Vidovića". In: Lingua Montenegrina, 12/2, 24, pp. 191-208. Tommaseo, N. (1926). Scintille. Lanciano: Carabba. Zorić, M. (1999). Dalle due sponde, contributi sulle relazioni letterarie italocroate. Roma: Il Calamo. Zorić, M. (1965). "Marko Kažotić (1804-1842)". Zagreb: Rad JAZU, knj. 338. pp. 375-510. Zorić, M. (1961). "Nikola Tommaseo i narodni preporod u Dalmaciji". In: Zadarska revija, no. 6, pp. 3-15. Zorić, M. (1957). "Intorno alle "Scintille" di N. Tommaseo". In: Studia Romanica Zagrabiensia, no. 4, pp. 53-60.		
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 students to the content of the course and the methodology of work. Social and cultural situation in Dalmatia after 1797 (the fall of Serenissima).	2	P4
Seminar	Assignement of students' tasks and topics for seminars. Main characteristics of Dalmatia in the first half of 19th century. Differences among the residents and other complexities of that period in Dalmatia.	1	P4
Week: 2.			
Lectures	The authors of the Enlightenment to the Pre-Romanticism in Dalmatia who wrote literary texts in Italian language: main characteristics. Julije Bajamonti and Gian Domenico Stratico.	2	P4
Seminar	The Morlaks. Their importance for literary and cultural context of Dalmatia. Morlaks in literary texts of the authors of the above mentioned period. Examples on some literary texts of the end of 18th and beginning of 19th century.	1	P4
Week: 3.			
Lectures	Social, administrative, territorial, economic, linguistic, and religious characteristics in Dalmatia in the first half of 19th century which influences literary production of the period.	2	P4
Seminar	Three main historical essays at the at the end of 18th and the beginning of 19th century (Michieli-Vitturi, Albinoni, Katalinić) and their importance for Dalmatia and for the regional conscience regarding questions of patriotism.	1	P4
Week: 4.			
Lectures	Nikola Ivelli's literary work.	2	P4
Seminar	Seminars: Analysis of "L'Anarchia" by N. Ivelli.	1	P4
Week: 5.			
Lectures	Nikola Ivelli's literary work. Bernardino Bicego: the importance of his work in the context of national awakening in Dalmatia. Archdiocesan school (Archiepiscopal Seminary) in Split as the centre of culture and education in the first half of 19th century in Dalmatia.	2	P4
Seminar	Analysis of "L'Anarchia" by N. Ivelli.	1	P4
Week: 6.			
Lectures	Nikola Jakšić. Bernardino Bicego's literary opus.	2	P4
Seminar	Analysis of "I contorni di Spalato".	1	P4
Week: 7.			
Lectures	Stipe Ivačić: his life and work. The importance of the author's work in the context of the national awakening in Dalmatia.	2	P4
Seminar	Analysis of "Le Wile del Mossor".	1	P4
Week: 8.			
Lectures	Niccolò Tommaseo and his role in the context of Romanticism in Dalmatia and the importance of his literary work in the period of national awakening."Iskrice" / "Scintille".	2	P4
Seminar	Test.	1	P4
Week: 9.			
Lectures	Marko Kažotić and his historical novel in Dalmatia in Italian language.	2	P4
Seminar	The analysis of the novel "Milienco e Dobrilla" by Marko Kažotić.	1	P4

Week: 10.			
Lectures	The importance of Kažotić's work in the wider European literary context.	2	P4
Seminar	Analysis of "Il Berretto rosso ossia Scene della vita morlacca".	1	P4
Week: 11.			
Lectures	Journals published in Dalmatia between 1806. and 1870.	2	P4
Seminar	Examples of the texts published in Dalmatia between 1806. and 1870.	1	P4
Week: 12.			
Lectures	Luigi Fichert.	2	P4
Seminar	Luigija Fichert's literary opus. The analysis of "La madre slava".	1	P4
Week: 13.			
Lectures	Marko Antun Vidović and Anna Vidović: life and literary opus.	2	P4
Seminar	The analysis of some literary texts by M. A. Vidovića and A. Vidović.	1	P4
Week: 14.			
Lectures	Ferdinando Pellegrini and Giulio Solitro: the importance of their literary work in the context of 19th century Dalmatia.	2	P4
Seminar	The analysis of a part of the tragedy "I conti di Spalato" by G. Solitro.	1	P4
Week: 15.			
Lectures	Repetition of the course content.	2	P4
Seminar	Test.	1	P4

<table>
<tr><td>Course name</td><td colspan="5">Myth and Mythopoesis in Italian Literature</td></tr>
<tr><td>ID</td><td>HZT911</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">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><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 emergence of myth in Italian literature. Students will acquire the basic theoretical concepts related to myth and learn how to compare and analyze the assigned materials, as well as distinguish and compare myth, fairy tale, and legend. The course also aims to equip students with the ability to critically approach and analyze the presence of myth in selected literary texts.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
theoretically examine and analyze the elements of myth and fairy tale;
master theoretical concepts and apply didactic approaches to myth;
compare classical and modern myth;
understand the differences between myth, fairy tale, and legend;
independently conduct comparative analyses of texts;
analyze the structure of selected texts, identify, and interpret the presence of myth;
defend a thesis with well-founded arguments and participate in discussions;
independently express opinions based on the knowledge acquired during the course.</td></tr>
<tr><td>Syllabus</td><td colspan="5">The course explores the emergence and forms of myth and mythopoesis in Italian literature. In the introductory part of the course, the topic of myth will primarily be approached from a theoretical perspective in order to provide students, after establishing the theoretical framework, with selected texts for interpretation.

The course will examine forms of mythopoesis in the works of individual authors, as well as its cultural, sociological, and especially literary implications. It will also investigate the function and purpose of myth, from archetypal and classical myth to modern myth, together with the legends associated with it. Furthermore, based on selected texts, the course will explore elements of the fantastic and the fairy tale, which are often culturally and historically connected to myth, as well as archetypal scenes, their meaning, and the reasons for their repetition.

The topics covered during lectures and seminars include the following:

Myth and Metamorphosis: from Dante to the Renaissance
Il mito e la metamorfosi: da Dante al Rinascimento
The Function of Myth in Dante’s Works
La funzione del mito nell’opera dantesca
Boccaccio’s Novellas, the Grotesque, the Fantastic, and the Macabre
Le novelle boccacciane e il grottesco, il fantastico e il macabro
Myth and the Fantastic in Baroque Literature
Il mito e il fantastico nella letteratura barocca
A Brief Overview of Myth from Neoclassicism to Decadentism
Il breve percorso nel mito dal neoclassicismo al decadentismo
Classical Mythology in Nineteenth-Century Literature: the Mythologization of Figures from Ancient History
La mitologia classica nella letteratura dell’Ottocento; la mitizzazione dei personaggi della storia antica
I Promessi Sposi and the Disappearance of Myth: Modes of Myth Usage
I Promessi sposi e la scomparsa del mito: modi d’uso del mito
Nineteenth-Century Theatre and Mythical Scenes
Il teatro dell’Ottocento e le scene del mito</td></tr>
</table>

	The Presence and Reuse of Myth in the Twentieth Century: Fragmentation and New Mythopoesis La presenza e il riuso del mito nel Novecento: frantumazione e nuova mitopoiesi Luigi Pirandello and Modern Myths Luigi Pirandello e il mito moderno Italo Svevo and Personal Myths: Eros and Thanatos Italo Svevo e i miti personali: Eros e Thanatos Massimo Bontempelli and the Reinterpretation of the Myth of Narcissus Massimo Bontempelli e la reinterpretazione del mito di Narciso The Reworking of Myth in Sansecondo's Theatre La rielaborazione del mito nel teatro sansecondiano Myth and the Mediterranean in Antonelli's Oeuvre Il mito e il Mediterraneo nell'opus antonelliano Pier Paolo Pasolini between Myth and Reality Pier Paolo Pasolini tra il mito e la realtà
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; - 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.

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

	Gibellini, P.; Bertazzoli, R. (ed.) (2003). Il mito nella letteratura italiana, Vol. 3: Dal Neoclassicimo al Decadentismo. Brescia: Morcelliana, 2003.	1	
	Gibellini, P.; Cantelmo, M. (ed.) (2007). Il mito nella letteratura italiana, Vol 4: L'età contemporanea. Brescia: Morcelliana.	1	
	Gibelli, P.;Bartazzoli, R. (ed.) (2010). Il mito nella letteratura italiana. Vol 5/1: Percorsi. Miti senza frontiere. Brescia. Morcelliana.	1	
	Buttitta, A. (2016), Mito fiaba rito. Palermo: Sellerio.	1	
Supplementary literature	Van den Bossche,B. (2017). Il mito nella letteratura italiana del Novecento: trasformazioni e elaborazioni. Firenze: Franco Cesati Editore. Marić, A.;Trobia, M. G. (ed.). (2018). Eros e mito : Rosso di San Secondo espressione del Novecento europeo. Roma-Caltanisetta: Sciascia editore. Marić, A. Fading Humanity and Myth-making: Scheming the Clandestine in Gomorrah by Matteo Garrone // Između Srednje Europe i Mediterana: glazba, književnost i izvedbene umjetnosti / Between Central Europe and the Mediterranean: Music, Literature and the Performing Arts / Tomić Ferić, I.; Marić, A. (ed.). (2021). Split: Umjetnička akademija Sveučilišta u Splitu; Filozofski fakultet Sveučilišta u Splitu. pp. 537-546. Marić, A.; Dragić, M.; Plavša, A. (2021).„The Grotesque, the Myth and the Didactic Elements in G.B. Basile's Il Pentamerone“ // Folia linguistica et litteraria, 36; 141-158. Sergiacomo, L. (2019). L' assoluta libertà del fantastico. Un viaggio nella fantasia da Omero a Calvino. Bologna: Odoya. Vernant, J-P. (2018). Figure, idoli, maschere. Milano: Il Saggiatore. Calabrese, S. (2013). Letteratura per l'infanzia. Fiaba, romanzo di formazione, crossover, Milano: Mondadori. Buia, A. (ed.). (2008). Racconti di orchi, di fate e di streghe : la fiaba letteraria in Italia. Milano: Mondadori.		
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	Myth and Metamorphosis: from Dante to the Renaissance Il mito e la metamorfosi: da Dante al Rinascimento	2	
Lectures	The Function of Myth in Dante's Works La funzione del mito nell'opera dantesca	2	
Lectures	Boccaccio's Novellas, the Grotesque, the Fantastic, and the Macabre Le novelle boccacciane e il grottesco, il fantastico e il macabro	2	
Lectures	Myth and the Fantastic in Baroque Literature Il mito e il fantastico nella letteratura barocca	2	
Lectures	A Brief Overview of Myth from Neoclassicism to Decadentism Il breve percorso nel mito dal neoclassicismo al decadentismo	2	
Lectures	Classical Mythology in Nineteenth-Century Literature: the Mythologization of Figures from Ancient History	2	

	La mitologia classica nella letteratura dell'Ottocento; la mitizzazione dei personaggi della storia antica		
Lectures	I Promessi Sposi and the Disappearance of Myth: Modes of Myth Usage I Promessi sposi e la scomparsa del mito: modi d'uso del mito	2	
Lectures	Nineteenth-Century Theatre and Mythical Scenes Il teatro dell'Ottocento e le scene del mito	2	
Lectures	The Presence and Reuse of Myth in the Twentieth Century: Fragmentation and New Mythopoesis La presenza e il riuso del mito nel Novecento: frantumazione e nuova mitopoiesi	2	
Lectures	Luigi Pirandello and Modern Myths Luigi Pirandello e il mito moderno	2	
Lectures	Italo Svevo and Personal Myths: Eros and Thanatos Italo Svevo e i miti personali: Eros e Thanatos	2	
Lectures	Massimo Bontempelli and the Reinterpretation of the Myth of Narcissus Massimo Bontempelli e la reinterpretazione del mito di Narciso	2	
Lectures	The Reworking of Myth in Sansecondo's Theatre La rielaborazione del mito nel teatro sansecondiano	2	
Lectures	Myth and the Mediterranean in Antonelli's Oeuvre Il mito e il Mediterraneo nell'opus antonelliano	2	
Lectures	Pier Paolo Pasolini between Myth and Reality Pier Paolo Pasolini tra il mito e la realtà	2	

<table>
<tr><td>Course name</td><td colspan="5">Language Competencies in Teaching and Translation Practices III</td></tr>
<tr><td>ID</td><td>HZT807</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Monica Priante, PhD, language instructor</td><td>ECTS workload</td><td colspan="3">2.0</td></tr>
<tr><td>Associates</td><td></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td></td><td>0</td><td>0</td><td>30</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 develop four linguistic competences and skills: listening, reading, writing, speaking, analysing and translating texts from Croatian to Italian and vice versa.
The aim is to develop solid oral and written technical language competences in students through error analysis: typical errors, errors due to transfer and finding strategies for eliminating errors. By analysing authentic texts (stylistic analysis, syntactic and lexical analysis), students will master the mechanisms and procedures of the translation process and acquire new knowledge about the Italian language, culture and civilization as well as contemporary social events.
During classes, maximum student participation is encouraged through various activities and tasks, solving tasks in groups, pair work, discussions, oral presentations.</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 and correct deviations from the linguistic (orthographic, grammatical) norm in their own and other people's written texts;
- predict and explain the most common problems in the use of the Italian standard language and connect them with the Croatian norm;
- select and apply appropriate lexical selection, citing semantic differences conditioned by the context;
- critically assess the validity of statements based on the adopted criteria;
- define and explain the basic concepts of language acquisition and teaching;
- recognize and apply various strategies and techniques in language teaching and translation;
- use normative manuals necessary for work in the profession;
- analyse teaching and other materials and materials for the needs of the teaching process and translation.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introduction to the course content, monitoring and assessment methods. Test.
2. Defining and identifying spelling errors. Spelling exercises, error analysis and self-correction of errors (parole staccate /parole unite; elisione/troncamento, accento).
3. Defining and identifying spelling errors. Spelling exercises, error analysis and self-correction of errors (le doppie, nessi consonantici, etc.).
4. Defining and identifying pronunciation errors. Spelling exercises, error analysis and self-correction of errors.
5. Defining and identifying punctuation errors. Exercises, analysis and self-correction of errors.
6. Defining and identifying morphological errors. Exercises, analysis and self-correction of errors
7. Midterm exam.
8. Analysis and correction of midterm exam.
9. Defining and identifying syntactic errors. Exercises, analysis and self-correction of errors.
10. Define and identify textual errors. Reading and translation of selected chapters.</td></tr>
</table>

	11. Use of new lexical structures: concrete/abstract meaning, word position as a modifier of meaning. 12. Use of new lexical structures: Reading and translation of selected chapters. 13. Use of dictionary: exercises. Idiomatic expressions. Reading and translation of selected chapters. 14. Second midterm exam. 15. Analysis and correction of midterm exam. Preparation for oral exam.

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

Student obligations	- actively and constructively participate in classes (80% attendance) - participate in and complete curricular and extracurricular (individual and group) activities and tasks that enable the acquisition of the planned learning outcomes - pass a written exam (equivalent to a written exam are 2 passed midterm exams) - pass an oral exam - get information about classes that were missed during consultations with teachers and other students

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 during classes (joint assessment of homework, comparison and analysis of texts. Assignments, analysis and comparison of translations in class. Consultations. Final assessment of acquired knowledge and skills: independent work and discussion (oral part). 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
	Marinucci, M. (1996). Grammatica. La lingua italiana, Milano: Ed. Scolastiche B. Mondadori.	1	
	Mattioli, M. A. – Pilotto, O. – Pozzi, C. (1996). Laboratorio. La lingua italiana, Milano, Ed. Scolastiche B. Mondadori.	1	

Supplementary literature	Gambino P. (2024). Nuova Grammatica della lingua avanzata, Firenze: Alma edizioni. Lesina, R. (2002). Il nuovo manuale di stile, Guida alla redazione di documenti relazioni, articoli, manuali, tesi di laurea, Bologna: Zanichelli. Mancini D.-Marani T. (2015). Il congiuntivo, Firenze: Alma edizioni. Podeur, J. (1993). La pratica della traduzione, Napoli: Liguori. Renzi, L. (1989). Grande grammatica italiana di consultazione, I. Bologna: Il Mulino. Sironić-Bonefačić, N. (1990). Analisi degli errori nell'espressione orale dell'italiano come lingua straniera in SRAZ XXXV, 173-181. http://www.dizionario-italiano.it http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1 http://dizionari.corriere.it/

	http://www.dizionario.rai.it/ http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58
Quality assurance	- class attendance, class activity, success in completing tasks, as well as monitoring students' needs, suggestions and reactions during the teaching process - 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	Introduction to the course content, monitoring and assessment methods. Test.	2	P2
Week: 2.			
Language practicals	Defining and identifying spelling errors. Spelling exercises, error analysis and self-correction of errors (parole staccate /parole unite; elisione/troncamento, accento).	2	P2
Week: 3.			
Language practicals	Defining and identifying spelling errors. Spelling exercises, error analysis and self-correction of errors (le doppie, nessi consonantici, etc.).	2	P2
Week: 4.			
Language practicals	Defining and identifying pronunciation errors. Spelling exercises, error analysis and self-correction of errors.	2	P2
Week: 5.			
Language practicals	Defining and identifying punctuation errors. Exercises, analysis and self-correction of errors.	2	P2
Week: 6.			
Language practicals	Defining and identifying morphological errors. Exercises, analysis and self-correction of errors	2	P2
Week: 7.			
Language practicals	Midterm exam.	2	P2
Week: 8.			
Language practicals	Analysis and correction of midterm exam.	2	P2
Week: 9.			
Language practicals	Defining and identifying syntactic errors. Exercises, analysis and self-correction of errors.	2	P2
Week: 10.			
Language practicals	Defining and identifying textual errors. Reading and translation of selected chapters.	2	P2
Week: 11.			
Language practicals	Use of new lexical structures: concrete/abstract meaning, word position as a modifier of meaning. 13. 14.	2	P2
Week: 12.			

Language practicals	Use of new lexical structures: Reading and translation of selected chapters.	2	P2
Week: 13.			
Language practicals	Use of dictionary: exercises. Idiomatic expressions. Reading and translation of selected chapters.	2	P2
Week: 14.			
Language practicals	Second midterm exam.	2	P2
Week: 15.			
Language practicals	Analysis and correction of midterm exam. Preparation for oral exam.	2	P2

<table>
<tr><td>Course name</td><td colspan="4">Italian Language Teaching Methodology</td></tr>
<tr><td>ID</td><td>HZT806</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Maja Bezić, PhD, associate professor
Magdalena Nigoević, 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">20%</td></tr>
<tr><td colspan="5">Course description</td></tr>
<tr><td>Course aims</td><td colspan="4">The main goal of the course is to gain insight into the nature of the process of teaching Italian as a foreign language in various educational environments and institutions and at different levels in order to apply knowledge of teaching methodology in practice. By monitoring and observing the process of teaching Italian as a foreign language in a variety of schools and at different levels of proficiency the students will develop an awareness and appreciation of the teaching process implementation, while their attention will be particularly drawn to creating and developing teaching strategies in articulating a lesson.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="4">No requirements.</td></tr>
<tr><td>Learning outcomes</td><td colspan="4">Having attended the course, completed the obligations and passed the exam, the student will be able to:
- define the key concepts and features of language teaching theory;
- describe and perceive the advantages and disadvantages of different methods of teaching foreign languages throughout the history;
- understand the switch in the role and position of contemporary language teachers and students of a foreign language;
- choose appropriate techniques for developing and evaluating essential receptive and productive language skills;
- notice and recognize different factors and variables that affect the process of language acquisition (age, motivation, etc.).
- evaluate and choose suitable teaching materials and teaching aids;
- recognize the role and benefit of modern technologies in teaching foreign languages;
- recognize the purpose of introducing elements of culture and civilization in the language teaching and choose the appropriate cultural contents appropriate for different profiles and different age of students;
- understand the importance and application of various authentic materials in teaching the Italian language;
- recognize and utilize different methods of evaluation of students' knowledge and skills;
- identify various errors in students' interlanguage and interpret them on the basis of cause and level of occurrence;
- recognize the need for additional training in order to be able to work with students with special needs;
-use indipendently the required theoretical knowledge in his/her own research.</td></tr>
<tr><td>Syllabus</td><td colspan="4">1.
a) Lecture
Introduction to Italian Language Teaching Methodology; terminology; references to literature and useful documents and links.
b) Seminar session
Discussion about seminar topics.
2.
a) Lecture
Testing; Error correction in the foreign language classroom.
Prove scritte / Prove orali. Analysis of the structure and typology of tasks in standardized tests for language proficiency.
b) Seminar session
By arrangement (seminar session thematically refers to the lecture).</td></tr>
</table>

	3. a) Lecture Techniques of introducing and evaluating vocabulary. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 4. a) Lecture Teaching grammar inductively. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 5. a) Lecture Development and evaluation of receptive skills – reading and listening. Development and evaluation of productive skills - writing and speaking. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 6. a) Lecture Tecniche controllate b) Seminar session By arrangement (seminar session thematically refers to the lecture). 7. a) Lecture Tecniche guidate b) Seminar session By arrangement (seminar session thematically refers to the lecture). 8. a) Lecture Tecniche libere b) Seminar session By arrangement (seminar session thematically refers to the lecture). 9. a) Lecture Integrating language skills - Abilità integrate. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 10. a) Lecture Literary texts in foreign language teaching. The importance of media in foreign language teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 11. a) Lecture European Language Portfolio. Teacher Portfolio. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 12. a) Lecture Pedagogical measures b) Seminar session By arrangement (seminar session thematically refers to the lecture). 13. a) Lecture The compulsory textbooks for teaching Italian as a foreign language in public schools and supplementary teaching resources. Textbooks for teaching Italian in private schools. b) Seminar session By arrangement (seminar session thematically refers to the lecture).

	14. a) Lecture The role and use of the first language in teaching Italian as a foreign language. b) Seminar session By arrangement (seminar session thematically refers to the lecture). 15. a) Lecture Contrastive approach in foreign language teaching. b) Seminar session By arrangement (seminar session thematically refers to the lecture).

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

Student obligations	Student participation is encouraged through various tasks and activities. Students actively participate by presenting and discussing their seminar papers during each seminar session. Seminar papers are based on the course bibliography and additional materials provided by the lecturer. Seminar papers must be sent to the lecturer before taking the final 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 evaluation is based on class attendance, participation and activity (15%), seminar essay (15%) and written exam (70%). The assessment of student knowledge/performance will be based on the following: continuous assessment and written examination. Presentation of the seminar paper is a precondition for taking the final exam.The final exam is in the written form. Instead of the final exam, the students may take two preliminary exams provided during semestar.

Required literature	Title	Number of copies available	Availability via other media
	Balboni, P. E. Nozionario di glottodidattica http://venus.unive.it/italslab/nozion/nozindic.htm		link
	Balboni, P. E. (1994). Didattica dell'italiano a stranieri. Roma: Bonacci..	1	
	Bornetto, S. (1998). C'era una volta il metodo – Tendenze attuali nella didattica delle lingue straniere. Roma: Carocci.	1	
	Diadori, P.A. (2001). Insegnare italiano a stranieri. Firenze: Le Monnier.	1	
	Di Raimondo Giani, G. (1991). Introduzione alla didattica dell'italiano. Roma: Armando.	1	
	Mezzadri, M. (2003). I ferri del mestiere: (auto)formazione per l'insegnante di lingue. Perugia: Guerra.	1	

Supplementary literature	Baldassarri, D. (2008). Lavorare in classe:Tecniche e attivita nelle classi di italiano seconda lingua/ Perugia:Guerra;Welland Ontario: Soleil. Mezzadri, M. (2004). Il Quadro comune europeo a disposizione della classe. Un percorso verso l'eccellenza. Perugia: Guerra Edizioni. Rigo, R. (2005). Didattica delle abilità linguistiche: Percorsi di progettazione e di formazione/ Roma: Armando.
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	Introduction to the Methodology of Teaching Italian as a Foreign Language: Terminological Definitions, Lesson Planning, EPONAJ, References to Relevant Literature, Essential and Supplementary Documents and Resources, the Act on Education in Primary and Secondary Schools and the National Curriculum for the Subject Italian Language.	1	P14
Seminar	Agreement and proposals from the lecturer and students; allocation of seminar topics. Opportunities and challenges of the teaching profession. Familiarization with the diversity of school curricula and educational programmes. Test d'ingresso: students' expectations regarding the course Methodology of Teaching Italian, analysis of personal perceptions and expectations in the context of developing a professional teacher identity. Overview of the profiles of the educational institutions previously attended by the students, and discussion of the profiles of the schools/training schools represented during the teaching practice to be carried out in the following semester.	2	P14
Week: 2.			
Lectures	Acquisition and Assessment of Teaching Competencies in the Croatian Education System. Opportunities and Programmes for the Professional Development and Continuing Education of Teachers in Croatia and Abroad.	1	P14
Seminar	Seminar Presentation: The European Portfolio for Student Teachers of Languages (EPOSTL) contained in the CEFR (Common European Framework of Reference for Languages). Collaborative, guided completion of the reflective self-assessment instrument. Discussion.	2	P14
Week: 3.			
Lectures	Assessment and Testing of Communicative Competence; Learner Interlanguage; Types of Language Tests. Formative and Summative Assessment.	1	P14
Seminar	Review of the Examination Catalogue and the State Exam in Italian Language. Analysis of the Assessment Techniques Used and the Language Skills Evaluated – Discussion.	2	P14
Week: 4.			
Lectures	Standardized Language Tests and Language Proficiency Certifications.	1	P14
Seminar	Italian Language Certifications (Le certificazioni di lingua italiana). Analysis of Assessment Techniques and the Language Skills Represented. The Basic Language Skills in the CEFR (Common European Framework of Reference for Languages).	2	P14
Week: 5.			

Lectures	Self-Assessment. The European Portfolio for Student Teachers of Languages (EPOSTL) – A Reflective Instrument.	1	P14
Seminar	Analysis of Self-Assessment Descriptors. Completion of the Introductory Section of the Reflective Instrument.	2	P14
Week: 6.			
Lectures	Error Typology; Causes of Errors in Language Production; Error Correction.	1	P14
Seminar	Seminar Presentation on Students' Attitudes toward Error Correction (results of empirical research). Seminar Presentation on Students' Attitudes toward Different Formats of Assessing Language Reception and Production (results of empirical research). Seminar Presentation on the Most Frequent Errors in Oral Italian Language Production among Native Speakers of Croatian. Errors in Written Croatian Language Production among Native Speakers of Italian.	2	P14
Week: 7.			
Lectures	The Role and Use of the Mother Tongue in Foreign Language Teaching.	1	P14
Seminar	Seminar Presentation on the Use of the Mother Tongue in Teaching Italian as a Foreign Language. Field Observation: A Volunteer Visit to an Elementary or Secondary School and a Report Following the Observation of 1–2 Lessons.	2	P14
Week: 8.			
Lectures	Contrastive Approach in Foreign Language Teaching. Transfer Errors. Transfer.	1	P14
Seminar	Seminar Presentation on the Use of the Contrastive Approach in Introducing Grammatical Structures.	2	P14
Week: 9.			
Lectures	Stages of the Inductive Approach to Grammar in Teaching Italian as a Foreign Language.	1	P14
Seminar	Seminar presentation on five phases: Osservazione - scoperta della regola, creazione delle ipotesi; Verifica dell'applicabilita' delle regole; Fissazione; Reimpiego della regola; Riflessione linguistica.	2	P14
Week: 10.			
Lectures	Development and Assessment of Receptive Skills through the Application of Language Teaching Techniques – Reading and Listening. Development and Assessment of Productive Skills through the Application of Language Teaching Techniques – Writing and Speaking.	1	P14
Seminar	Seminar Presentations: Application of Techniques; Cooperative Learning; Learner Autonomy.	2	P14
Week: 11.			
Lectures	The Role of Media in Foreign Language Learning (from Traditional to Digital Media).	1	P14
Seminar	Seminar Presentations on: Media Literacy of Foreign Language Teachers; Designing Learning Activities Using Media; Authentic Materials vs. Didactically Adapted Content; Effectiveness of Video Materials in Vocabulary Learning.	2	P14
Week: 12.			
Lectures	Literary Texts in Foreign Language Teaching.	1	P14
Seminar	Processing Literary Texts in Foreign Language Teaching: Pre-reading, Reading, and Post-reading Activities.	2	P14
Week: 13.			
Lectures	Classroom management. Collaborative learning.	1	P14

Seminar	Pedagogical Measures (Act on Education in Primary and Secondary Schools). Practical Suggestions.	2	P14
Week: 14.			
Lectures	Lesson Planning; Defining Objectives and Learning Outcomes; Structuring a Lesson Unit; Determining Lesson Stages and Their Duration; Designing the Introductory (Motivational), Main, and Concluding Parts of the Lesson; Creating Supplementary Activities; Board Plan; Preparation of Teaching Materials (Handouts).	1	P14
Seminar	Preparation of a Lesson Plan.	2	P14
Week: 15.			
Lectures	Lesson Planning; Defining Objectives and Learning Outcomes; Structuring a Teaching Unit; Determining Lesson Stages and Their Duration; Designing the Motivational (Introductory), Main, and Concluding Parts of the Lesson; Creating Supplementary Activities; Board Plan; Preparation of Teaching Materials (Handouts).	1	P14
Seminar	Preparation of a Lesson Plan.	2	P14

Course name	Croatian–Italian contrastive analysis					
ID	HZT804	Study year	2.			
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 explain the overall differences between the Italian and Croatian languages at the phonological, morphosyntactic, and lexical levels in order to avoid the literal translation of ideas from Croatian into Italian.					
Enrolment requirements	There are no prerequisites.					
Learning outcomes	Upon completion of the course, students will be able to: - define the place of contrastive analysis within linguistics; - describe the relationship between the linguistic aspect of contrastive research and the pedagogical implications of such studies; - apply the methods of contrastive analysis in carrying out specific contrastive tasks at the lexical and grammatical levels, which has a direct impact on the further development of language competence; - translate culturally conditioned idiomatic expressions.					
Syllabus	Week 1: Contrastive analysis – the development of the discipline and key concepts Week 2: Contrastive analysis of the Croatian and Italian phonological systems and prosodic features Week 3: Contrastive analysis of the Croatian and Italian morphological systems Week 4: Contrastive analysis of the Croatian and Italian syntactic systems Week 5: Contrastive phraseology and paremiology Week 6: Contrastive analysis of phraseological expressions in Croatian and Italian Week 7: Croatian–Italian contrastive analysis at the pragmalinguistic level Week 8: False friends in Croatian and Italian Week 9: The relationship between contrastive analysis and error analysis Week 10: Analysis of errors made by Croatian speakers in written expression in Italian Week 11: Analysis of errors made by Croatian speakers in oral expression in Italian Week 12: Analysis of errors made by Italian speakers in written and oral expression in Croatian Week 13: The relationship between contrastive analysis and translation Week 14: Croatian–Italian contrastive analysis of source texts and translations: cultural elements Week 15: Croatian–Italian contrastive analysis of source texts and translations: stylistic elements					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	☐ ☐ ☐ ☐			
Student obligations	Students are required to attend lectures (80%) and seminars (80%), and to prepare one seminar paper, which they are required to present orally with a PowerPoint presentation, without the obligation of submitting the paper in written form. 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 determined on the basis of the following components: classroom participation – 15%, seminar paper – 15%, and performance in the written examination (or midterm examinations) – 70%. 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
	Katerinov, K. (1997). L'analisi contrastiva degli errori di lingua applicata all' insegnamento dell'italiano a stranieri. Perugia: Guerra.	0	ne
	Lapucci, C. (1993). Il dizionario dei modi di dire della lingua italiana. Milano: Garzanti.	1	ne
	Vučetić, Z. & Menac, A. (1995). Frazeološki hrvatsko-talijanski rječnik. Zagreb: Zavod za lingvistiku Filozofskog fakulteta Sveučilišta u Zagrebu.	0	ne
Supplementary literature	Bettoni, C. (2006). Usare un'altra lingua. Guida alla pragmatica interculturale. Editori Laterza. Canepari, L. (2003). Manuale di fonetica. München: Lincom Europa. Jernej, J. (1986). Studi contrastivi croato-italiani. Zagreb: Sveučilište u Zagrebu.		
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	Introduction of students to the course content and objectives, as well as to all obligations and assessment criteria. Contrastive analysis – the development of the discipline and key concepts	2	
Seminar	- instructions for the preparation of seminar papers and assignment of topics	1	
Week: 2.			
Lectures	Contrastive analysis of the Croatian and Italian phonological systems and prosodic features	2	
Seminar	- identification and notation of the open and closed pronunciation of the vowels "o" and "e" through examples of Italian words; self-evaluation of pronunciation; group work	1	
Week: 3.			
Lectures	Contrastive analysis of the Croatian and Italian morphological systems	2	P12
Seminar	- translation of a text from Croatian into Italian and comparison of past tense forms in the source text and the translation; functions of the imperfect tense in the Italian language	1	P12

Week: 4.			
Lectures	Contrastive analysis of the Croatian and Italian syntactic systems	2	P12
Seminar	- translation of a text from Croatian into Italian with an analysis of word order; nominal tassemics (J. Jernej); adjective government (J. Jernej)	1	P12
Week: 5.			
Lectures	Contrastive phraseology and paremiology	2	P12
Seminar	- examples of proverbs in the Italian and Croatian languages; socio-cultural conditioning	1	P12
Week: 6.			
Lectures	Contrastive analysis of phraseological expressions in Croatian and Italian	2	P12
Seminar	- contrastive analysis of Croatian and Italian phraseological expressions within the semantic field of the “human body”; phraseological lexical imagery and translation	1	P12
Week: 7.			
Lectures	Croatian–Italian contrastive analysis at the pragmalinguistic level	2	P12
Seminar	- J. Jernej, Pragmatica linguistica e studi contrastivi; seminar presentations	1	P12
Week: 8.			
Lectures	False friends in Croatian and Italian	2	P12
Seminar	First midterm exam.	1	P12
Week: 9.			
Lectures	The relationship between contrastive analysis and error analysis	2	P12
Seminar	- discussion of the differences between the approaches of contrastive analysis and error analysis in foreign language teaching - seminar presentations	1	P12
Week: 10.			
Lectures	Analysis of errors made by Croatian speakers in written expression in Italian	2	P12
Seminar	- correction and analysis of specific errors from written tests produced by students of Italian as a foreign language - seminar presentations	1	P12
Week: 11.			
Lectures	Analysis of errors made by Croatian speakers in oral expression in Italian	2	P12
Seminar	- analysis and comparison of the types and frequency of errors in written and oral expression in Italian on the basis of specific examples - seminar presentations	1	P12
Week: 12.			
Lectures	Analysis of errors made by Italian speakers in written and oral expression in Croatian	2	P12
Seminar	- analysis and comparison of the types and frequency of errors in written and oral expression in Croatian on the basis of examples produced by native speakers of Italian - seminar presentations	1	P12
Week: 13.			
Lectures	The relationship between contrastive analysis and translation	2	P12
Seminar	- formal vs. functional equivalence through examples of translations from Croatian into Italian and from Italian into Croatian - seminar presentations	1	P12

Week: 14.			
Lectures	Croatian–Italian contrastive analysis of source texts and translations: cultural elements	2	P12
Seminar	- translation of a text from Croatian into Italian and contrastive analysis of the source text and the translation, with particular emphasis on the level of cultural transposition - seminar presentations	1	P12
Week: 15.			
Lectures	Croatian–Italian contrastive analysis of source texts and translations: stylistic elements	2	P12
Seminar	Second midterm exam	1	P12

Course name	Comparative History of Italian and Croatian Literature					
ID	HZT805	Study year	2.			
Lecturer	Nikica Mihaljević, PhD, full professor	ECTS workload	3.0			
Associates		Number of hours	L	S	E	P
			15	15	0	0
Course status	Elective	Online percentage	20%			
Course description						
Course aims	The main focus in this subject is on the comparative analysis of the texts of Croatian and Italian authors (from 14th till 20th century) which stimulates a critical approach to the interpretation of the literary text. During the course students are prepared for an independent comparative analysis of the texts from different periods and literary movements. After introducing the students to the basic concepts of comparative studies (its aims, field of research, results of the research till today, etc.), the main part of the course focuses on the research of relations and reciprocal influence between Italian and Croatian authors.					
Enrolment requirements	None.					
Learning outcomes	After this course students will be able to: 1) to learn the basic methodology of the comparative analysis and comparative studies in general; 2) tp set up a research problem; 3) to be able to examine comparatively literary texts and to evaluate the comparative analysis.					
Syllabus	1st week: Lessons: Introducing students to the main aspects of the course, their duties and obligations. Seminars: Assignment of student seminar essays. Defining topics for seminar essays. 2nd week: Lessons: Introduction to the comparative studies. The aims of comparative studies, its research area, achievements of previous research. Imagology: main characteristics. Seminars: Examples of comparative studies. 3rd week: Lessons: Imagology: definition, methodology, previous researches. Seminars: Examples of imagology studies in Croatian literary tradition. 4th week: Lessons: Imagology: research till today. Seminars: Examples of stereotypes and prejudices regarding Croatian literature in Italian authors' works. 5th week. Lessons: Reflections of Dante' s work on Croatian literature. First contacts of Croatian authors with Dante's work. Seminars: Examples of Dante's influence in Dalmatia. Translations of "Divina commedia" into Croatian. 6th week: Lessons: Dante’ s influence on Petar Zoranić’s work. Seminars: The influence of Guido Guinizelli and Guido Cavalcanti on Croatian authors. Comparative analysis of Croatian authors and authors of "Dolce stil novo". 7th week: Lessons: Croatian contribution to the European Petrarchism. Š. Menčetić, Dž. Držić, N. Nalješković, H. Lucić, S. Bobaljević Mišetić. Seminars: Comparative analysis. Examples of Petrarchism in Dalmatia. 8th week: Lessons: Boccaccio’s influence on Croatian literary texts. Intertextuality in the work by Juraj Baraković.					

	Seminars: Comparative analysis: Boccaccio and Croatian authors. 9th week: Lessons: Sannazzaro's influence on Petar Zoranić's novel "Planine". Seminars: Comparative analysis of the two texts. 10th week: Lessons: The elements of Italian literary tradition in the work by Marin Držić. Seminars: Comparative analysis of Držić's and Boccaccio's literary work. 11th week: Lessons: female characters in Marin Držić's commedies. Seminars: Italian literary tradition influences on characters in Držić's plays. Comparative analysis of characters of Italian literary tradition with Držić's work. 12th week: Lessons: Torquato Tasso's sonnets written for Cvijeta Zuzorić. Seminars: Analysis of Tasso's sonnets. 13th week: Lessons: The influence of Manzoni's literary work (historical novel) on the tradition of historical novels in Dalmatia. The case of N. Jakšić, M. Kažotić, S. Ivačić, M. Pavlinović. Seminars: Examples of the influence of Manzoni's literary work on Croatian authors. 14th week: Translations into Croatian of Manzoni's work ("Il cinque maggio"). Importance of Kažotić's opus in the broader European context. Seminars: Analysis of "Il Berretto rosso ossia Scene della vita morlacca". 15th week: Lessons: Repetition. Seminars: Analysis of the examined literary texts of the previously mentioned authors.
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 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	40 % - oral exam / or semester colloquium. 40 % - seminar essay

<table>
<tr><td>evaluation of student work</td><td colspan="3">20 % - class attendance and activities during class lessons.
Evaluation criteria and grading of single elements are available in the course repository.</td></tr>
<tr><td rowspan="10">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Čale, F. (1968). O književnim i kazališnim dodirima hrvatsko-talijanskim. Dubrovnik: Matica hrvatska.</td><td>1</td><td></td></tr>
<tr><td>Mihaljević, N. (2012). La luna nell'acqua. La metamorfosi nel racconto fantastico tra Italia e Croazia. Macerata: EUM.</td><td>1</td><td></td></tr>
<tr><td>Mihaljević, N. – Carić, S. (2018). The Centre Cannot Hold. Quattro scrittrici migranti interpretno i malanni moderni. Split: Filozofski fakultet u Splitu.</td><td>5</td><td></td></tr>
<tr><td>Mihaljević, N. (2018). "Gli atteggiamenti filogini? Le straordinarie raffigurazioni dei personaggi femminili nelle commedie di Marin Držić“. In: Arriaga Florez, M.; Del Mastro, D.; Clavijo Martin, M.; Moreno Lago, E. M. (ed.). Debating the Querelle des femmes. Literature, theatre and education. Szczecin: Volumina.pl, pp. 283-296.</td><td>0</td><td></td></tr>
<tr><td>Švelec, F. (1990). Iz naše književne prošlosti. Split: Književni krug.</td><td>2</td><td></td></tr>
<tr><td>Tomasović, M. (1978). O hrvatskoj književnosti i romanskoj tradiciji. Zagreb: Mladost.</td><td>1</td><td></td></tr>
<tr><td>Zorić, M. (1992). Književni dodiri hrvatsko-talijanski. Split: Književni krug.</td><td>1</td><td></td></tr>
<tr><td>Zorić, M. (1989, 1990, 1992, 1994). Hrvatsko-talijanski književni odnosi, Zbornik I, II, III i IV. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta u Zagrebu.</td><td>0</td><td></td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Cronia, A. (1958). La conoscenza del mondo slavo in Italia. Padova: Officine grafiche Stediv.
Čale, F. (1971). Petrarca i petrarkizam. Zagreb: Školska knjiga.
Čale, F. (prir.) (1984). Dante i slavenski svijet (radovi međunarodnog simpozija). Zagreb: Jugoslavenska akademija znanosti i umjetnosti.
Galić Kakkonen – Mihaljević, N. (2016). "Globalizacija, svjetska književnost i prevođenje". In: Scotti Jurić, R.; Poropat Jeletić, N.; Matticchio, I. (ed.). Studi filologici e interculturali tra traduzione e plurilinguismo. Ariccia: Aracne editrice int.le S.r.l, pp. 215-224.
Gnisci, A. (prir.) (2002). Letteratura comparata. Milano: Bruno Mondadori.
Mihaljević, N. – Galić Kakkonen, G. (2019). "Odjeci djela Vittorija Alfierija u tragedijama Nepomoceno Orsino i Damiano di Ragusa Marka Antuna Vidovića". In: Lingua Montenegrina, 12/2, 24, pp. 191-208.
Raspudić, N. (2010). Jadranski (polu)orijentalizam: prikazi Hrvata u talijanskoj književnosti. Zagreb: Naklada Jurčić.
Švelec, F. (1968). Komički teatar Marina Držića. Zagreb: Matica hrvatska.
Tomasović, M. (1993). Komparatističke i romanističke teme. Split: Književni krug.
Torbarina, J. (1997). Kroatističke rasprave. (priredio S. Prosperov Novak), Zagreb: Matica hrvatska.
Zorić, M. (1999). Dalle due sponde, contributi sulle relazioni letterarie italocroate. Roma: Il Calamo.
Zorić, M. (1989). Italia e Slavia: contributi sulle relazioni letterarie italo-jugoslave dall'Ariosto al D'Annunzio. Padova: Antenore.</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 fulfillment of the other obligations prescribed by the syllabus
- individual consultations</td></tr>
</table>

	- 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 to the main aspects of the course, their duties and obligations.	1	P2
Seminar	Assignment of student seminar essays. Defining topics for seminar essays.	1	P2
Week: 2.			
Lectures	Introduction to the comparative studies. The aims of comparative studies, its research area, achievements of previous research. Imagology: main characteristics.	1	P2
Seminar	Examples of comparative studies.	1	P2
Week: 3.			
Lectures	Imagology: definition, methodology, previous researches.	1	P2
Seminar	Examples of imagology studies in Croatian literary tradition.	1	P2
Week: 4.			
Lectures	Imagology: research till today. Seminars: Examples of stereotypes and prejudices regarding Croatian literature in Italian authors' works.	1	P2
Seminar	Examples of stereotypes and prejudices regarding Croatian literature in Italian authors' works.	1	P2
Week: 5.			
Lectures	Reflections of Dante' s work on Croatian literature.	1	P2
Seminar	Examples of Dante's influence in Dalmatia. Translations of "Divina commedia" into Croatian.	1	P2
Week: 6.			
Lectures	Dante’ s influence on Petar Zoranić’s work.	1	P2
Seminar	The influence of Guido Guinizelli and Guido Cavalcanti on Croatian authors. Comparative analysis of Croatian authors and authors of "Dolce stil novo".	1	P2
Week: 7.			
Lectures	Croatian contribution to the European Petrarchism. Š. Menčetić, Dž. Držić, N. Nalješković, H. Lucić, S. Bobaljević Mišetić. Seminars: Comparative analysis. Examples of Petrarchism in Dalmatia.	1	P2
Seminar	Comparative analysis. Examples of Petrarchism in Dalmatia.	1	P2
Week: 8.			
Lectures	Boccaccio’s influence on Croatian literary texts. Intertextuality in the work by Juraj Baraković.	1	P2
Seminar	Comparative analysis: Boccaccio and Croatian authors.	1	P2
Week: 9.			
Lectures	Sannazzaro’s influence on Petar Zoranić’s novel "Planine".	1	P2
Seminar	Comparative analysis of the two texts.	1	P2
Week: 10.			
Lectures	The elements of Italian literary tradition in the work by Marin Držić. Seminars: Comparative analysis of Držić’s and Boccaccio’s literary work.	1	P2

Seminar	Comparative analysis of Držić's and Boccaccio's literary work.	1	P2
Week: 11.			
Lectures	Female characters in Marin Držić's commedies.	1	P2
Seminar	Italian literary tradition influences on characters in Držić's plays. Comparative analysis of characters of Italian literary tradition with Držić's work.	1	P2
Week: 12.			
Lectures	Torquato Tasso's sonnets written for Cvijeta Zuzorić.	1	P2
Seminar	Analysis of Tasso's sonnets.	1	P2
Week: 13.			
Lectures	The influence of Manzoni's literary work (historical novel) on the tradition of historical novels in Dalmatia. The case of N. Jakšić, M. Kažotić, S. Ivačić, M. Pavlinović.	1	P2
Seminar	Examples of the influence of Manzoni's literary work on Croatian authors.	1	P2
Week: 14.			
Lectures	Translations into Croatian of Manzoni's work ("Il cinque maggio"). Importance of Kažotić's opus in the broader European context.	1	P2
Seminar	Seminars: Analysis of "Il Berretto rosso ossia Scene della vita morlacca".	1	P2
Week: 15.			
Lectures	Repetition of the content of the lessons.	1	P2
Seminar	Test.	1	P2

<table>
<tr><td>Course name</td><td colspan="5">Italian Prose from the Neo-avant-garde to the Present Day</td></tr>
<tr><td>ID</td><td>HZT811</td><td>Study year</td><td colspan="3">2.</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>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">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 historical and cultural context and the main poetics, tendencies and prose authors in Italian literature from the neo-avant-garde to the present day. In the treatment of the poetics of postmodernism, an interdisciplinary approach to the treatment of the topic is used (parallel review of the elaboration of postmodernism in philosophy, architecture and the theory of literature and culture). Students will be trained to identify and analyze postmodern poetic elements in prose texts by Italian postmodern authors, as well as to critically read Italian authors from the 1980s to the present day. After attending lectures and presenting seminar papers, students will be trained to critically read and analyze texts in the original, as well as to distinguish between different poetics and tendencies in contemporary Italian literature.</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:
- distinguish between the poetics of modernism and postmodernism in literature at a theoretical level.
- use terminology related to the reflection on postmodernism in various fields (philosophy, literature, architecture).
- analyze individual postmodern elements in selected prose works by Italian authors (intertextuality, self-referentiality, metanarrative, historiographic metafiction, double coding, irony).
- recognize the most important tendencies, authors and their oeuvres in Italian literary prose at the end of the 20th century and the beginning of the 21st century.
- critically read prose texts by contemporary Italian authors
- expand vocabulary by reading texts in the Italian language.
- develop communication skills through analysis and discussions at seminars.
- develop presentation skills (presentation of seminar papers, powerpoint presentations).</td></tr>
<tr><td>Syllabus</td><td colspan="5">LECTURES:
Week 1: Attempts to think about postmodernity as a historical epoch and a category of thought
Week 2: Discourse on postmodernity in philosophy
Week 3: Overview of the most relevant postmodern literary theories on a global scale (L. Hutcheon, B. McHale, D. Lodge)
Week 4: Bio-bibliography of U. Eco; literary theory, narratology („The Open Work“ and „Lector in fabula“)
Week 5: Main elements of postmodern poetics: intertextuality, metanarrativeness, self-referentiality
Week 6: Main elements of postmodern poetics: double coding, historiographic metafiction, parody
Week 7: U. Eco and Italian postmodern culture (essayist work)
Week 8 and 9: U. Eco and the Italian novel of historiographic metafiction („The Name of the Rose“)
Week 9: Bio-bibliography of I. Calvino and the postmodern experimental novel
Week 10: Bio-bibliography of A. Tabucchi and his postmodern prose
Week 11 and 13: Main tendencies in Italian prose of the 1990s, authors, works.
Week 14 and 15: Italian prose of the 21st century, authors, works.</td></tr>
</table>

	SEMINARS: Seminars discuss and analyze chapters and excerpts from theoretical and essay texts, as well as prose literary texts by selected Italian authors.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☒ Supervision	☐ ☐ ☐ ☐
Student obligations	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. 3. Participate in and carry out teaching and extracurricular activities (read theoretical and literary texts and prepare for discussion at seminars). 4. Prepare a seminar paper according to pre-established criteria (the seminar can be prepared in pairs). 5. Present the seminar paper with a Powerpoint presentation according to pre-established criteria (the seminar can be prepared in pairs). 6. Inform yourself about the classes you missed during consultations with the teacher and with other students. 7. Pass a written exam (two passed midterms are equivalent to a written exam) and achieve a minimum of 50% accuracy on the exam/s. 8. 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	☒
	Continuous assessment	☒		☐		☐
		☐				

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade is formed based on the 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) – 60% 2. Oral exam – 20% 3. Seminar paper prepared and presented in accordance with the teacher's instructions – 20% 4. Activities in seminars, participation in analyses of literary works with prior preparation – a maximum of 25% of the total number of points from the second written midterm exam and the oral exam can be achieved. These points are added to the points achieved in individual written midterm exams and the oral exam.

Required literature	Title	Number of copies available	Availability via other media
	Casadei, A., Santagata, M. (2007). Manuale di letteratura italiana contemporanea. Bari: Laterza.	2	
	Ceserani, R. (1997). Raccontare il postmoderno. Torino: Bollati Boringhieri.	1	
	Eco, U. (1983). Il nome della rosa. (any edition that includes “Postille a Il nome della rosa”).	1	
	Ferroni, G. (2015). Letteratura italiana contemporanea, 1945-2014. Milano: Mondadori.	2	
	Jansen, M. (2002). Il dibattito sul postmoderno in Italia: in bilico tra dialettica e ambiguità. Firenze: Cesati, 29-49,97-118.	1	
	Pischedda, B. (1994). Come leggere il „Nome della rosa“. Milano: Mursia.	3	

	Tabucchi, A. (1984). Notturno indiano. (any edition)	2	
Supplementary literature	Calvino, I. (1979) Se una notte d'inverno un viaggiatore. Milano, Einaudi.		
Quality assurance	The evaluation and grading criteria for individual elements are described in the course repository. Class attendance, class activity, Success in completing assignments, Student survey on the quality of teaching and teachers at the university level, Individual consultations, Student self-assessment of achieved learning outcomes.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Attempts to think about postmodernism as a historical epoch and a category of thought.	2	P2
Seminar	Attempts to rethink postmodernity as a historical epoch and thought category. A review of the bibliographic references from the exam literature that deal with that topic and discussion. Division of topics for the preparation of seminar papers and agreement on deadlines for sending papers and presentation dates.	1	P2
Week: 2.			
Lectures	Discourse on postmodernism in philosophy.	2	P2
Seminar	Discourse on postmodernism in philosophy. A review of the bibliographic references from the exam literature that deal with that topic and discussion.	1	P2
Week: 3.			
Lectures	An overview of the most relevant postmodern literary theories on a global scale (L. Hutcheon, B. McHale, D. Lodge, U. Eco).	2	P2
Seminar	Review of the most relevant postmodern literary theories at the world level (L. Hutcheon, B. McHale, D. Lodge, U. Eco). A review of the bibliographic references from the exam literature that deal with that topic and discussion.	1	P2
Week: 4.			
Lectures	The main elements of postmodern poetics: intertextuality, metanarrativeness, self-referentiality, double coding, historiographical metafiction, parody.	2	P2
Seminar	Presentation of seminar papers on topics from the field of postmodern literary theory.	1	
Week: 5.			
Lectures	Main tendencies in Italian prose in the 1880s, an overview of the most important authors and their works.	2	P2
Seminar	1th midterm exam.	1	
Week: 6.			
Lectures	Bio-bibliography of U. Eco; literary theory, narratology („The open work“ and „Lector in fabula“) and review of the novel.	2	P2
Seminar	Eco and Italian postmodern culture. Presentation of seminar papers.	1	
Week: 7.			
Lectures	U. Eco and the Italian postmodern novel "The Name of the Rose".	2	P2

Seminar	Analysis of postmodern elements in Umberto Ecco's novel "The Name of the Rose". Presentation of seminar papers.	1	
Week: 8.			
Lectures	Italo Calvino's postmodern phase and a review of the experimental novel "If on a Winter's Night a Traveler".	1	P2
Seminar	Analysis of postmodern elements in the novel " If on a Winter's Night a Traveler ". Presentation of seminar papers.	1	
Week: 9.			
Lectures	Bio-bibliography of A. Tabucchi and a review of his postmodern prose.	2	P2
Seminar	Analysis of postmodern elements in the novel "Indian Nocturne" by A. Tabucchi. Presentation of seminar papers.	1	
Week: 10.			
Lectures	Main tendencies in Italian prose in the 1990s. Overview of the most important authors and their works.	2	P2
Seminar	2nd midterm exam.	1	P2
Week: 11.			
Lectures	Main characteristics of Italian pulp literature. Main representatives and their works.	2	P2
Seminar	Analysis of elements of pulp literature in the stories of N. Ammaniti. Presentation of seminar papers.	1	
Week: 12.			
Lectures	Main tendencies in Italian prose of the 1990s, authors, works. Overview of the most important authors and their works. (Part 2)	2	P2
Seminar	Analysis of elements of pulp literature in the novels of N. Ammaniti. Presentation of seminar papers.	1	
Week: 13.			
Lectures	Italian prose of the 21st century. An overview of the most important authors and a review of their works.	2	P2
Seminar	Presentations of seminar papers.	1	
Week: 14.			
Lectures	Italian prose of the 21st century. An overview of the most important authors and a review of their works. (Part 2)	4	P2
Seminar	Presentations of seminar papers.	1	
Week: 15.			
Seminar	3rd midterm exam.	2	
In week 14, there will be 4 hours of lectures instead of 2 to make up for the 2 hours of lectures from the last week.			

<table>
<tr><td>Course name</td><td colspan="5">Semantics in Italian Language Teaching</td></tr>
<tr><td>ID</td><td>HZT912</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Antonia Luketin Alfirević, PhD, assistant 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">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 subject matter and purpose of semantics as a linguistic discipline, and to equip them with the skills necessary to apply the acquired competencies from the field of lexical semantics to the teaching of the Italian language.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are no specific prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon successful completion of the course, students will be able to:
- identify and extract units of semantic analysis;
- describe and analyze units of lexical meaning;
- recognize semantic transfers (transfers of meaning);
- describe and critically evaluate semantic relations between words;
- apply competencies regarding different dimensions of lexical meaning and semantic relations between words in communication and in the teaching of the Italian language.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Fundamental semantic concepts, problems, and objectives of semantics; different approaches to semantics
2. Definition of meaning; types of meaning; denotative and connotative meaning
3. Types of meaning in the teaching of the Italian language
4. Componential analysis; semantic features; semantics and Italian language lexical acquisition
5. Semantic relations: semantic fields; the application of semantic fields in the teaching of the Italian language
6. Paradigmatic semantic relations between words: hyponymy, meronymy (hierarchical lexical relations)
7. Paradigmatic semantic relations between words: synonymy, homonymy, polysemy
8. Paradigmatic semantic relations between words: relations of opposition (opposites)
9. Syntagmatic semantic relations between words: collocations
10. Semantic relations between words in the teaching of the Italian language (applying the principles of semantic relations in Italian language teaching)
11. Semantic changes: specialization, generalization, metaphor, and metonymy
12. Semantic relations in phraseology
13. Conceptual Metaphor Theory and metonymy
14. Semantics and phraseodidactics; the development of phraseological competence
15. Semantics and Italian language acquisition; the development of semantic (lexical and pragmatic) competence</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td><td>☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students are required to attend lectures (80%) and seminars (80%), actively participate in practical exercises involving the description and analysis of semantic relations in selected texts, and write a seminar paper which they must present orally with a PPT presentation. Additionally, students are required to either pass two mid-term exams or take the final written exam.</td></tr>
<tr><td></td><td>Class attendance</td><td>☒</td><td>Research</td><td>☐</td><td>Practical work</td><td>☐</td></tr>
</table>

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

Assessment and evaluation of student work	The final grade is based on active participation and engagement in discussions during lectures and seminars (20%), the quality of the seminar paper (20%), and the performance on the written exam or mid-term exams (60%). Students are given the opportunity to pass the exam through mid-term evaluations held during the semester. The evaluation and grading criteria for each individual component are detailed in the course repository.

	Title	Number of copies available	Availability via other media
Required literature	Casadei, F. (2015). Lessico e semantica. Roma: Carocci.	1	
	Casadei, F. (2019). Lessico ed educazione linguistica. Roma: Carocci.	1	
	De Mauro, T. (1989). Introduzione alla semantica. Roma-Bari: Laterza.	1	

Supplementary literature	1. Aprile, M. (2013). Dalle parole ai dizionari. Bologna: Il Mulino. pp. 19. – 43. 2. Aprile, M. (2021). Manuale di base di linguistica e grammatica italiana. Bologna: Il Mulino. pp. 183. – 210. 3. Dardano, M. (2008). Nuovo manualetto di linguistica italiana. Bologna: Zanichelli. pp. 146. - 171. 4. De Benedetti, A. (2009). Vai piú la pratica. Piccola grammatica immorale della lingua italiana. Bari: Editori Laterza. 5. Della Valle, V. Patota, G. (2020). Le parole valgono. Roma: Treccani.
Quality assurance	Class attendance, active participation in class, and successful completion of assignments. Student course and instructor evaluation survey conducted at the university level. Passed exam and fulfillment of all other requirements prescribed by the syllabus. Individual consultations (office hours). Student self-assessment of achieved learning outcomes. Peer review / 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 material, required reading, teaching methods, and assessment criteria. Fundamental semantic concepts, problems, and objectives of semantics; different approaches to semantics.	2	P10
Seminar	Introduction to the seminar coursework and methodology. Allocation and selection of seminar topics (topics correspond to the material covered in the required reading).	1	P10
Week: 2.			
Lectures	Definition of meaning; types of meaning; denotative and connotative meaning.	2	P10
Seminar	Seminar presentation. Discussion.	1	P10

Week: 3.			
Lectures	Types of meaning in the teaching of the Italian language.	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 4.			
Lectures	Componential analysis; semantic features. Semantics and Italian language lexical acquisition.	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 5.			
Lectures	Semantic relations: semantic fields; the application of semantic fields in the teaching of the Italian language.	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 6.			
Lectures	Paradigmatic semantic relations between words: hyponymy, meronymy (hierarchical lexical relations).	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 7.			
Lectures	Paradigmatic semantic relations between words: synonymy, homonymy, polysemy.	2	P10
Seminar	First midterm exam.	1	P10
Week: 8.			
Lectures	Paradigmatic semantic relations between words: relations of opposition.	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 9.			
Lectures	Syntagmatic semantic relations between words: collocations.	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 10.			
Lectures	Semantic relations between words in the teaching of the Italian language (applying the principles of semantic relations in Italian language teaching).	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 11.			
Lectures	Semantic changes: specialization, generalization, metaphor, and metonymy.	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 12.			
Lectures	Semantic relations in phraseology.	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 13.			
Lectures	Conceptual Metaphor Theory and metonymy	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 14.			
Lectures	Semantics and phraseodidactics; the development of phraseological competence.	2	P10
Seminar	Seminar presentation. Discussion.	1	P10
Week: 15.			
Lectures	Semantics and Italian language acquisition; the development of semantic (lexical and pragmatic) competence.	2	P10
Seminar	Second midterm exam.	1	P10

<table>
<tr><td>Course name</td><td colspan="5">Italian Literature and TV Series</td></tr>
<tr><td>ID</td><td>HZT813</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">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="4">0%</td></tr>
<tr><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 historical development and growing influence of the television medium, particularly TV series; to examine the form, model, logic, and communicative power of TV series; and to introduce students to the fundamental theoretical concepts and definitions related to the development, form, themes, and narrative construction of TV series. The course also aims to evaluate TV series and compare them with their literary sources. Furthermore, the objective is to analyze and critically assess selected material and, through comparison with literary models, examine the sociological and cultural impact of TV series through the lens of constructing a new (global) reality.</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:
- master the theoretical content related to TV series, from their historical foundations to the present day;
- identify the socio-cultural dimension of TV series;
- compare the development of TV series in the Mediterranean region, particularly in Italy;
- compare cross-cultural influences between Europe and America and analyze individual elements of TV series;
- determine the semantic implications of TV series (such as the soap opera as an American product, the South American telenovela, or the soap italiana);
- compare and interpret elements of a TV series and its literary source text.</td></tr>
<tr><td>Syllabus</td><td colspan="5">The course explores the development of the television phenomenon, from its historical foundations to the present day, with particular emphasis on the development and influence of TV series, their expansion, qualitative transformation, and the normalization of the television “product.” TV series have established themselves as an extremely important form of media influence to the extent that they impose ideological themes, dictate trends, and shape worldviews. The course will examine their influence on attitudes toward certain social phenomena and social groups (from concepts of good and evil, the influence on young people, social aspects, interpersonal relationships, and issues such as corruption, social status, etc., within the Mediterranean, particularly Italian, context), namely the themes that TV series problematize and represent.

The study of TV series will initially be approached from a theoretical perspective so that, after establishing the theoretical framework, students will be introduced to selected TV productions, short video materials, and excerpts suitable for interpretation and comparison with selected literary texts on which they are based. In the practical part of the course, deviations from the literary source, as well as their reasons, purposes, and effects, will be examined.

Topics:

1st week – I precedenti storici della serialità televisiva. Serialità e sviluppo della civiltà industriale.
(Historical precedents of television seriality. Seriality and the development of industrial civilization.)

2nd week – L’età classica: televisione, broadcasting e vita nazionale. Dalla diretta al telefilm. Trionfo della serie episodica e ghettizzazione del serial. Estetica televisiva dell’età classica.</td></tr>
</table>

	(The classical age: television, broadcasting, and national life. From live broadcasting to the TV film. Triumph of the episodic series and the marginalization of the serial. Television aesthetics of the classical age.) 3rd week – L'età multicanale: la stagione dell'impegno. Crisi del Classic Network System. Serie di qualità. (The multichannel age: the era of engagement. Crisis of the Classic Network System. Quality series.) 4th week – L'età digitale. Questa non è televisione. Esplosione seriale. (The digital age. This is not television. The explosion of seriality.) 5th week – La terza età della televisione. La televisione dopo televisione. Le serie TV dell'età digitale. (The third age of television. Television after television. TV series in the digital age.) 6th week – La questione degli effetti. L'analisi di contenuto. La lunga serialità come metafora del linguaggio televisivo. (The question of effects. Content analysis. Long-form seriality as a metaphor for television language.) 7th week – Nuove prospettive: lunga serialità e costruzione sociale della realtà. Lunga serialità tra globale e locale. (New perspectives: long-form seriality and the social construction of reality. Long-form seriality between the global and the local.) 8th week – Le serie TV in Italia: dal monopolio al duopolio. I formati della fiction del monopolio. (TV series in Italy: from monopoly to duopoly. Fiction formats in the monopoly era.) 9th week – L'Italia nell'età dell'abbondanza. Generi e contenuti. La televisione come industria. (Italy in the age of abundance. Genres and content. Television as an industry.) 10th week – Narrazione e serie TV (I Bastardi di Pizzofalcone, Rocco Schiavone) (Narration and TV series.) 11th week – I formati della fiction: sceneggiato, originale, telefilm, serie TV. (Gomorra, La Paranza dei Bambini) (Fiction formats: drama serial, original production, TV film, TV series.) 12th week – La lunga serialità italiana (Un posto al sole, Vivere, Centovetrine) (Italian long-form seriality.) 13th week – La questione della qualità (Romanzo criminale, I delitti del BarLume) (The question of quality.) 14th week – Forme della serialità (Petra, L'allieva) (Forms of seriality.) 15th week – La serietà della serialità e letteratura (The seriousness of seriality and literature.)
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; - 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);

<table>
<tr><td></td><td colspan="6">- 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="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">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%</td></tr>
<tr><td rowspan="6">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">Cardini, D. (2015). La lunga serialità televisiva. Origini e modelli. Roma: Carocci.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Rossini, G. (2016). Le serie TV. Bologna: Il Mulino.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Dusi N.; Grignaffini, G. (2021) Capire le serie TV. Generi, stili, pratiche. Roma: Carocci.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Ariemma, T. (2017). La filosofia spiegata con le serie TV. Milano: Mondadori.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Grignaffini, G.; Bernadelli, A. (2017). Che cos'è una serie televisiva. Roma: Carocci.</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Turnbull, S. (2019). Crime: Storia, miti e personaggi delle serie tv più popolari. Roma: Minimum fax, 2019.
Marić, A. (2021). Fading Humanity and Myth-making: Scheming the Clandestine in Gomorrah by Matteo Garrone // Između Srednje Europe i Mediterana: glazba, književnost i izvedbene umjetnosti / Between Central Europe and the Mediterranean: Music, Literature and the Performing Arts / Tomić Ferić. I; Marić, A. (ed.). Split: Umjetnička akademija Sveučilišta u Splitu ; Filozofski fakultet Sveučilišta u Splitu, 2021., pp. 537-546. Barra, L.; Guarnaccia, F. (2021). SuperTele. Come guardare la televisione. Roma: Minimum fax, 2021.
Mallamaci, V. (2017). TV di serie. Analisi delle pratiche e dei temi che hanno cambiato il medium. Roma: Viola editrice, 2017.
Singer, I. (2008). Cinematic Mythmaking. Philosophy in Film. Cambridge-Massachusetts-London: The MIT Press.</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;
- individual consultations;
- students’ self-assessment of achieved learning outcomes;</td></tr>
</table>

	- 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 – I precedenti storici della serialità televisiva. Serialità e sviluppo della civiltà industriale. (Historical precedents of television seriality. Seriality and the development of industrial civilization.)	1	
Seminar	2nd week – L'età classica: televisione, broadcasting e vita nazionale. Dalla diretta al telefilm. Trionfo della serie episodica e ghettizzazione del serial. Estetica televisiva dell'età classica. (The classical age: television, broadcasting, and national life. From live broadcasting to the TV film. Triumph of the episodic series and the marginalization of the serial. Television aesthetics of the classical age.)	1	
Week: 2.			
Lectures	3rd week – L'età multicanale: la stagione dell'impegno. Crisi del Classic Network System. Serie di qualità. (The multichannel age: the era of engagement. Crisis of the Classic Network System. Quality series.)	1	
Seminar	4th week – L'età digitale. Questa non è televisione. Esplosione seriale. (The digital age. This is not television. The explosion of seriality.)	1	
Week: 3.			
Lectures	5th week – La terza età della televisione. La televisione dopo televisione. Le serie TV dell'età digitale. (The third age of television. Television after television. TV series in the digital age.)	1	
Seminar	6th week – La questione degli effetti. L'analisi di contenuto. La lunga serialità come metafora del linguaggio televisivo. (The question of effects. Content analysis. Long-form seriality as a metaphor for television language.)	1	
Week: 4.			
Lectures	7th week – Nuove prospettive: lunga serialità e costruzione sociale della realtà. Lunga serialità tra globale e locale. (New perspectives: long-form seriality and the social construction of reality. Long-form seriality between the global and the local.)	1	
Seminar	8th week – Le serie TV in Italia: dal monopolio al duopolio. I formati della fiction del monopolio. (TV series in Italy: from monopoly to duopoly. Fiction formats in the monopoly era.)	1	
Week: 5.			
Lectures	La terza età della televisione. La televisione dopo televisione, Le serie Tv dell'età digitale.	1	
Seminar	La terza età della televisione. La televisione dopo televisione, Le serie Tv dell'età digitale.	1	
Week: 6.			
Lectures	La questione degli effetti. L'analisi di contenuto. La lunga serialità come metafora del linguaggio televisivo.	1	

Seminar	La questione degli effetti. L'analisi di contenuto. La lunga serialità come metafora del linguaggio televisivo.	1	
Week: 7.			
Lectures	Nuove prospettive: lunga serialità e costruzione sociale della realtà. Lunga serialità tra globale e locale.	1	
Seminar	Nuove prospettive: lunga serialità e costruzione sociale della realtà. Lunga serialità tra globale e locale.	1	
Week: 8.			
Lectures	Le serie Tv in Italia: dal monopolio al duopolio. I formati della fiction del monopolio.	1	
Seminar	Le serie Tv in Italia: dal monopolio al duopolio. I formati della fiction del monopolio.	1	
Week: 9.			
Lectures	L'Italia nell'età dell'abbondanza. Generi e contenuti. La televisione come industria.	1	
Seminar	L'Italia nell'età dell'abbondanza. Generi e contenuti. La televisione come industria.	1	
Week: 10.			
Lectures	Narrazione e serie Tv (I Bastardi di Pizzofalcone, Rocco Schiavone)	1	
Seminar	Narrazione e serie Tv (I Bastardi di Pizzofalcone, Rocco Schiavone)	1	
Week: 11.			
Lectures	I formati della fiction: scieneggiato, originale, telefilm, serie Tv. (Gomorra, La Paranza dei Bambini)	1	
Seminar	I formati della fiction: scieneggiato, originale, telefilm, serie Tv. (Gomorra, La Paranza dei Bambini)	1	
Week: 12.			
Lectures	La lunga serialità italiana (Un posto al sole, Vivere, Centovetrine)	1	
Seminar	La lunga serialità italiana (Un posto al sole, Vivere, Centovetrine)	1	
Week: 13.			
Lectures	La questione della qualità (Romanzo criminale, I delitti del Bar Lume)	1	
Seminar	La questione della qualità (Romanzo criminale, I delitti del Bar Lume)	1	
Week: 14.			
Lectures	Forme della serialità (Petra, L'allieva)	1	
Seminar	Forme della serialità (Petra, L'allieva)	1	
Week: 15.			
Lectures	La serietà della serialità e letteratura	1	
Seminar	La serietà della serialità e letteratura	1	

<table>
<tr><td>Course name</td><td colspan="5">Selection and Preparation of Teaching Materials for Teaching and Learning Italian</td></tr>
<tr><td>ID</td><td>HZT812</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Marijana Alujević, 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>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">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 develop the ability to apply criteria and parameters for critical review, selection and use and creation of teaching materials for learning Italian as a foreign language. The goal is to introduce students to a wide repertoire of authentiv materials and available prepared structured materials (textbooks) and guide them in their selection and adequate use.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No requirements.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Having attended the course, completed the obligations and passed the exam, the student will be able to:
- critically estimate and independently select and/or create and prepare texts and tasks/activities that develop and evaluate receptive and productive language skills and introduce linguistic and cultural content
- notice the difference between authentic materials and materials created for didactic purposes and recognize potential of both types of material
- choose and apply different authentic materials in the teaching of the Italian language
- choose interactive digital content to supplement textual and visual materials</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. week
Criteria and parameters for estimating the quality and usability of approved textbooks for elementary and secondary schools
2. week
Compliance of teaching materials with the curriculum and the CEFR
3. week
Function and classification of authentic materials
Preparation and adaptation of authentic materials for didactic purpose
4. week
Selection of authentic materials for teaching adults
Selection of authentic materials for teaching children
5. week
Didactic function of illustrations and visual materials in classroom
6. week
Typology of glottodidactic techniques in textbooks
7. week
Typology of texts in textbooks
8. week
Selection and use of additional contents, manuals for teachers, workbooks
9. week
Selection and creation of materials for teaching linguistic contents
10. week
Selection and creation of materials for teaching cultural contents
11. week
Selection and creation of interactive contents
12. week
Tools for creating digital worksheets
13. week
Selection and creation of teaching materials for teaching Italian as a professional language
14. week</td></tr>
</table>

	Selection and adaptation of materials for students with special needs 15. week Selection and creation of teaching materials for students' independent work

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

Student obligations	Preparation and Presentation of a Seminar Paper as a Requirement for Course Credit. Seminars thematically follow the lectures. If a seminar consists of a theoretical overview, it is based on the further elaboration of the indicated teaching units by the student, according to the recommended literature, which is typically provided by the lecturer, who also directs the student to additional resources. A seminar paper may also involve conducting a small-scale field study, supported by relevant theoretical background, which facilitates the analysis of the obtained results. Seminars are presented in class. After successfully presenting the seminar paper, the student proceeds to complete the final individual written assignment, which is submitted to the lecturer after the course sessions. Students are required to attend at least 80% of the lectures and seminars and to prepare one seminar paper, which must be presented orally using a PowerPoint presentation.

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 monitoring of active participation and understanding of the presented contents during classes. During the course, student participation is encouraged through various tasks and activities. In forming the final grade, the activity and participation in the discussion during the seminar sessions, the grade from the seminar paper and the grade from the final written exam are taken into account. The grade is formed on the basis of the following components: class activity 15%, seminar work 15% and success in the written exam 70%. Students are allowed to take exams through two colloquia during the semester.

Required literature	Title	Number of copies available	Availability via other media
	Begotti P. (2004). La selezione dei materiali didattici, in Serragiotto G. (A cura di), CEDILS, Roma: Bonacci.	1	
	Bonvino, E. (2004). I materiali didattici per l'insegnamento dell'italiano L2: criteri di selezione, URL:http://grafiche.radioshock.info/uni/corsoscuolaita/2lezione/Criteri%20di%20selezione%20materiali%20didatti ci.pdf.	1	
	Comodi, A. (1995) Materiali autentici: selezione e uso nella didattica dell'italiano come lingua straniera. Perugia: Guerra Edizioni.	1	

Supplementary literature	https://www.guerraedizioni.com/initonline/

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	Criteria and Parameters for Evaluating the Quality and Usability of Approved Textbooks for Primary Schools, Grammar Schools, and Secondary Schools.	1	P14
Seminar	A Critical Analysis of the Introductory Section of the National Curriculum for the Italian Language Subject.	1	P14
Week: 2.			
Lectures	Alignment of Teaching Materials with the Subject Curriculum and the CEFR. Curriculum-Based Analysis of Italian as a Foreign Language Textbooks for the First Grade of Primary School (approved by the Ministry of Science and Education of the Republic of Croatia).	1	P14
Seminar	Seminar Presentation: Analysis and Review of a First-Grade Primary School Textbook. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the First Grade of Primary School.	1	P14
Week: 3.			
Lectures	Function and Classification of Authentic Materials. Didactic Adaptation, Preparation, and Adjustment of Authentic Materials.	1	P14
Seminar	Seminar Presentation: Analysis and Review of a Second-Grade Primary School Textbook. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the Second Grade of Primary School.	1	P14
Week: 4.			
Lectures	Selection of Authentic Materials for Teaching Adults. Selection of Authentic Materials for Teaching Children.	1	P14
Seminar	Seminar Presentation: Analysis and Review of a Third-Grade Primary School Textbook. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the Third Grade of Primary School.	1	P14
Week: 5.			
Lectures	Didactic Function of Illustrations and Pictorial Representations. Visual Materials in Teaching.	1	P14
Seminar	Seminar Presentation: Analysis and Review of a Fourth-Grade Primary School Textbook. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the Fourth Grade of Primary School.	1	P14
Week: 6.			

Lectures	Typology of Glottodidactic Techniques in Textbooks.	1	P14
Seminar	Seminar Presentation: Analysis and Review of a Fifth-Grade Primary School Textbook. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the Fifth Grade of Primary School.	1	P14
Week: 7.			
Lectures	Typology of Texts in Textbooks.	1	P14
Seminar	Seminar Presentation: Analysis and Review of a Sixth-Grade Primary School Textbook. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the Sixth Grade of Primary School.	1	P14
Week: 8.			
Lectures	Selection and Use of Supplementary Materials, Teacher's Guides, and Workbooks.	1	P14
Seminar	Seminar Presentation: Analysis and Review of a Seventh-Grade Primary School Textbook. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the Seventh Grade of Primary School.	1	P14
Week: 9.			
Lectures	Selection and Design of Materials for Teaching Linguistic Content.	1	P14
Seminar	Seminar Presentation: Analysis and Review of an Eighth-Grade Primary School Textbook. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the Eighth Grade of Primary School.	1	P14
Week: 10.			
Lectures	Selection and Design of Materials for Teaching Cultural Content.	1	P14
Seminar	Seminar Presentation: Analysis and Review of First- and Second-Year Grammar School Textbooks. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the First and Second Years of Grammar School.	1	P14
Week: 11.			
Lectures	Selection and Development of Interactive Content.	1	P14
Seminar	Seminar Presentation: Analysis and Review of Third- and Fourth-Year Grammar School Textbooks. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the Third and Fourth Years of Grammar School.	1	P14
Week: 12.			
Lectures	Tools for Creating Digital Worksheets.	1	P14
Seminar	Seminar Presentation: Analysis and Review of First- and Second-Year Vocational Secondary School Textbooks. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the First and Second Years of Vocational Secondary Schools.	1	P14
Week: 13.			
Lectures	Selection and Development of Teaching Materials for Foreign Language Instruction for Specific Vocational Fields.	1	P14
Seminar	Seminar Presentation: Analysis and Review of Third- and Fourth-Year Vocational Secondary School Textbooks. Reflection and Discussion. Systematic Analysis of Curriculum Content and Learning Outcomes for the Third and Fourth Years of Vocational Secondary Schools.	1	P14
Week: 14.			
Lectures	Selection and Adaptation of Materials for Teaching Students with Special Educational Needs.	1	P14
Seminar	DOS, E-sfera, Wordwall: Reflection and Discussion.	1	P14
Week: 15.			

Lectures	Selection and Development of Teaching Materials for Students' Independent Work.	1	P14
Seminar	Duolingo, Babbel, ChatGTP.	1	P14

<table>
<tr><td>Course name</td><td colspan="5">Work-based Learning at a Partner Institution</td></tr>
<tr><td>ID</td><td>HZX009</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td></td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td>Associates</td><td></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>FW</td></tr>
<tr><td></td><td></td><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="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">To expose students to work-based learning conditions at the partner institution and enable them to independently identify and solve more complex practical problems in a real work environment.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Students are eligible to apply to the competition for internship before the start of the second year of the graduate study programme.
Should more students apply for the internship than there are places available, the selection procedure will be conducted according to the Rulebook on Internship of the Faculty of Humanities and Social Sciences.
(https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf) .</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Learning outcomes:
1. applying the knowledge and skills acquired during their undergraduate and graduate studies which are required to independently identify and solve more complex concrete problems in a real work environment;
2. preparing an internship report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report.

Individual learning outcomes - upon the completion of the internship, students will be able to:
1. explain the structure of the selected partner institution;
2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges;
3. analyses and evaluate concrete practical situations based on recent scientific sources;
4. monitor, document, and evaluate processes at the partner institution;
5. analyse problems arising from specific work assignments at the partner institution and suggest the procedures for solving them;
6. document personal practice and evaluate it reflexively.</td></tr>
<tr><td>Syllabus</td><td colspan="5">The internship is realised through the performance of specific work assignments overseen by a supervisor from the partner institution. The internship lasts 80 working hours. The supervisor from the partner institution plans work assignments with the consent of the supervisor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the supervisor/teacher from the Faculty, 20 hours with the supervisor from the partner institution), literature research (10 working hours), preparation of the internship report (20 working hours), preparation and defense of the report before the supervisor from the Faculty of Humanities and Social Sciences in Split (10 working 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>☐
☐
☐
☐</td></tr>
<tr><td>Student oblig</td><td colspan="5">- Compliance with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.</td></tr>
</table>

<table>
<tr><td>ations</td><td colspan="6">- Participation 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.
- To adhere to the time frames required to perform the internship.
- To actively and constructively act at the partner institution and report to the supervisor during the performance of this course.
- To develop and defend an Internship Report.</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>Producing and defending the Internship Report</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 internship is assessed descriptively by the supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The supervisor from the partner institution continually monitors whether the student participates in the internship regularly and whether he/she is diligent and successful in solving the assigned tasks.
At the end of the internship, the supervisor assigns one of the following two descriptive grades:
- The student has successfully completed the internship
- The student has not successfully completed the internship.

In case the student did not successfully complete the internship, the supervisor from the partner institution must provide a written explanation for the grade, and the supervisor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.

If the grade given by the supervisor from the partner institution is "The student has successfully completed the internship", the supervisor from the Faculty of Humanities and Social Sciences in Split analyses the internship report, discusses the work assignments with the student and assigns one of the following two descriptive grades:

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

If the grade given by the supervisor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the internship report", the grade must be explained in writing.

The internship is considered to have been passed if the descriptive grades given by both supervisors have confirmed the successful completion of the internship/internship report. If the descriptive grades by both supervisors are positive, the supervisor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade “Passed” in the student transcript book.

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements:
1. Practical work - 60%
2. Prepared and presented report in accordance with the instructions of supervisors - 20%
3. 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">Specialist literature is defined by the partner institution supervisor.</td><td></td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="5">Specialist literature is defined by the partner institution supervisor.</td></tr>
<tr><td>Quality assurance</td><td colspan="5">Prior to the internship at the partner institution, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for</td></tr>
</table>

	conducting the internship, documenting the process and writing the internship report. During the internship, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split, the supervisor from the partner institution and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the internship is continuously monitored. After completing the internship, the student completes the survey on the quality of the internship in accordance with the Rulebook.
Other (in the opinion of the proponent)	

<table>
<tr><td>Course name</td><td colspan="5">Romance Language (Spanish Language 1)</td></tr>
<tr><td>ID</td><td>HZT407</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Antonia Luketin Alfirević, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">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>0</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to another Romance language and to master the morphology of contemporary Spanish, in accordance with professional needs and at the A1 level of the Common European Framework of Reference for Languages. The course consists of functional, grammatical, lexical, and cultural contents, through the acquisition of which students develop the following skills:
1. listening and reading comprehension (the objective is to develop the ability for basic communication using words and phrases related to the immediate environment, provided the interlocutor speaks slowly and clearly)
2. speaking (the objective is to develop the ability to engage in a simple conversation, ask and answer simple questions about familiar topics and immediate needs, use simple phrases and sentences, describe a familiar person, and introduce oneself and describe one's environment)
3. writing (the objective is to enable students to write a short text about themselves)
By acquiring these language competencies, students will be prepared to continue learning the Spanish language at higher levels.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are no special prerequisites. The course is intended for students with no prior knowledge of the Spanish language.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon successful completion of the course, students will be able to:
- master the basics of the Spanish language and grammar
- develop writing and reading skills in the Spanish language
- master basic speaking and expression skills in the Spanish language
- acquire a basic vocabulary</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introductory class: introducing students to the course, learning objectives and outcomes, as well as course requirements during the semester.
2. Spelling and accentuation rules in the Spanish language.
3. The Spanish alphabet. Present indicative of the verbs ser, tener, trabajar, llamarse. Formal and informal forms of greetings and introductions.
4. Cardinal numbers, demonstrative and interrogative pronouns. Getting to know people and introductions.
5. Present indicative of regular verbs, gender and number of nouns and adjectives. Navigating space, and describing objects and places.
6. Use of the definite and indefinite article. Interrogative pronouns - continued.
7. Descriptive and possessive adjectives, describing people; Use of the verbs ser, tener, llevar.
8. Comparison of adjectives. Present indicative and use of the verbs necesitar, querer, preferir.
9. Present indicative of irregular verbs. Expressing time.
10. Present indicative of reflexive verbs. Parts of the day, days of the week, months of the year.
11. Present indicative and use of the verbs gustar, encantar, doler.
12., Direct and indirect object pronouns.
13. Imperative of regular and irregular verbs.
14. The verbal construction ir a + infinitive.
15. Revision and exam preparation.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia</td><td>☐
☐
☐</td></tr>
</table>

	☐ Remote learning ☐ Blended learning	☐ Laboratory ☒ Supervision	☐
Student obligations	Students are required to participate in the teaching process: 80% attendance for lectures and 80% for practical exercises. They are required to complete and submit assignments covered during the exercises and to pass the 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 attendance and active participation in lectures and practical exercises (15%), completion of written assignments (15%), and performance on the written and oral exam (70%). The assessment and grading criteria for each component are outlined in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	AA.VV (2022). Español en marcha 1 - libro del alumno – nueva edición, Madrid: SGEL	0	available from the course instructor

Supplementary literature	AA.VV (2000). Gramática práctica de español para extranjeros: Madrid: SGEL. Castro Viúdez, F. (2004). Aprende gramática y vocabulario 1. Madrid: SGEL. Cortés Ramirez, S. (2008). Nuevo ¿adónde?. Recanati: ELI. Gómez Torrego, L. (2000). Gramática didáctica del español. Madrid:Ediciones SM.
Quality assurance	- class attendance, active participation, and performance in completing assignments - university-level student survey on course and instructor quality - passing the exam and fulfilling other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - peer 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	Introductory class.	1	P10
Speaking practice	Introducing students to the course, learning objectives and outcomes, as well as course requirements during the semester.	1	P10
Week: 2.			
Lectures	Spelling and accentuation rules in the Spanish language.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 3.			
Lectures	The Spanish alphabet. Present indicative of the verbs ser, tener, trabajar, llamarse. Formal and informal forms of greetings and introductions.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10

Week: 4.			
Lectures	Cardinal numbers, demonstrative and interrogative pronouns. Getting to know people and introductions.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 5.			
Lectures	Present indicative of regular verbs, gender and number of nouns and adjectives. Navigating space and describing objects and places.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 6.			
Lectures	Use of the definite and indefinite article. Interrogative pronouns – Part II.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 7.			
Lectures	Descriptive and possessive adjectives, describing people; Use of the verbs ser, tener, llevar.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 8.			
Lectures	Comparison of adjectives. Present indicative and use of the verbs necesitar, querer, preferir.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 9.			
Lectures	Present indicative of irregular verbs. Expressing time.	1	P10
Lectures	Exercises covering the material taught during the lectures.	1	P10
Week: 10.			
Lectures	Present indicative of reflexive verbs. Parts of the day, days of the week, months of the year.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 11.			
Lectures	Present indicative and use of the verbs gustar, encantar, doler.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 12.			
Lectures	Direct and indirect object pronouns.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 13.			
Lectures	Imperative of regular and irregular verbs.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 14.			
Lectures	The verbal construction ir a + infinitive.	1	P10
Speaking practice	Exercises covering the material taught during the lectures.	1	P10
Week: 15.			
Lectures	Revision and exam preparation.	1	P10
Speaking practice	Revision and exam preparation.	1	P10

<table>
<tr><td>Course name</td><td colspan="5">Teaching Practicum and School Practice</td></tr>
<tr><td>ID</td><td>HZT903</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Magdalena Nigoević, PhD, full professor
Monica Priante, PhD, language instructor</td><td>ECTS workload</td><td colspan="3">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>P</td></tr>
<tr><td>15</td><td>30</td><td>45</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The main objective of the course is to enable students to: observe objectively and notice elements of the teaching process, plan lessons and teach according to the plan, master basic classroom management skills and reflect critically on own lessons.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed the course Italian Language Teaching Methodology.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Having attended the course, completed the obligations and passed the exam, the student will be able to:
- design teaching unit of Italian as a foreign language at different levels of learning; write a lesson plan;
- choose appropriate teaching methods;
- define functional and educational objectives;
- select and prepare teaching materials;
- report on the progress and quality of the observed lessons and his/her own lessons as well as lessons of other students;
- analyse and discuss lessons with mentors;
- create a portfolio.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1.
a) Lecture
b) Seminar session
Introductory lecture; introduction of the students to the content of the course, their responsibilities and obligations; division of students into groups for the field work.
2.
a) Lecture
b) Seminar session
Preparation of the observation sheet.
3.
a) Lecture
b) Seminar session
EPONAJ - Reflection tool for a language teacher education.
4-10.
a) Lecture
Objectives of the lesson; stages of the lesson; selection of learning materials, techniques and activities.
b) Seminar session
Lesson planning
11-15.
a) Lecture
b) Seminar session
Self-evaluation; Presentation of Portfolio.</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	Students are required to attend 70 % of classes at the faculty, and if the lessons at the university collide with school practice, the absence of a student from university classes is justified. School practice includes student's observation of the mentor's teaching (20 lessons – 10 lessons in elementary school and 10 lessons in secondary school) and the student's own teaching (2 lessons – 1 lesson in elementary school and 1 lesson in secondary school). Students observe the mentor's lessons, fill in observation sheets, interpret data collected by observation sheets, keep diary, write lesson plans, prepare teaching materials and discuss lessons with mentors. The student gets a grade for teaching practice. The grade reflects the student's teaching practice grades (90%) and portfolio grade (10%). The portfolio contains the student's lesson plans, mentor's reports, the student's interpretation of data collected by observation sheets and the student's diary.

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

Assessment and evaluation of student work	The final evaluation is based on class participation and activity and presentation of portfolio and student's grade during the school practice. In other words, the grade reflects the student's teaching practice grades (90%) and portfolio grade (10%). The portfolio contains the student's lesson plans, teaching materials, mentor's reports, the student's interpretation of data collected by observation sheets and the student's diary. The student is familiar with the elements of evaluation and has insight into the form on the basis of which he/she gets evaluated. Evaluation and grading criteria of individual elements are described in the document uploaded in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Altet, M. [et al.] (2006). Formare gli insegnanti professionisti: Quali strategie? Quali competenze?/ prefazione e revisione a cura di Roberta Rigo. Roma: Armando.	1	
	Andorno C., Bosc F., Ribotta P. (2005). Grammatica - Insegnarla e impararla/ Perugia: Guerra.	1	
	Corda A.; Marello C. (2004). Lessico - Insegnarlo e impararlo. Perugia: Guerra.	1	

Supplementary literature	Ceragioli, M. (1993). La programmazione didattica nell'insegnamento della lingua straniera. Firenze: La Nuova Italia
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	Introductory Lecture; Familiarization of Students with Course Requirements; Distribution of Instructions and Required Documentation; Introduction to Documentation for Monitoring Mentored Teaching Practice.	1	P1
Seminar	Division of Students into Groups and Training Schools. Discussion and Agreement. Student Training on Pedagogical Documentation.	2	P1
Practicum exercises	School-Based Teaching Practice. Introduction to Mentors, Timetables, Student Profiles, and the Specific Characteristics of the School and Instruction.	3	School
Week: 2.			
Lectures	Preparation of the Lesson Observation Form. Analysis of the National Curriculum for the Subject Italian Language.	1	P1
Seminar	Familiarization with the Electronic Gradebook (e-Dnevnik).	2	P1
Practicum exercises	School Attendance. Analysis of Observed Mentored Lessons.	3	School
Week: 3.			
Lectures	EPONAJ – Reflective Instrument for Language Teacher Education.	1	P1
Seminar	Use of EPONAJ.	2	P1
Practicum exercises	School practice. Analysis of Observed Mentored Lessons.	3	School
Week: 4.			
Lectures	Defining Lesson Aims and Learning Outcomes; Planning Lesson Stages; Time Management; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content.	1	P1
Seminar	Practical Component – Defining Lesson Aims and Learning Outcomes; Planning Lesson Stages; Time Management; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content. Preparation of a Lesson Plan.	2	P1
Practicum exercises	School practice. Analysis of Observed Mentored Lessons.	3	School
Week: 5.			
Lectures	Defining Lesson Aims and Learning Outcomes; Planning Lesson Stages; Time Allocation; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content.	1	P1
Seminar	Practical Component – Defining Lesson Aims and Learning Outcomes; Planning Lesson Stages; Time Allocation; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content. Preparation of a Lesson Plan.	2	P1
Practicum exercises	Observation and Evaluation of Student Teaching Demonstration Lessons.	3	School
Week: 6.			
Lectures	Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Management; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content.	1	P1
Seminar	Practical Component – Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Management; Selection of Teaching Materials and	2	P1

	Activities; Preparation of Supplementary Materials; Development of Digital Content. Preparation of a Lesson Plan.		
Practicum exercises	Observation and Evaluation of Student Teaching Demonstration Lessons.	3	School
Week: 7.			
Lectures	Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Allocation; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content.	1	P1
Seminar	Practical Component – Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Allocation; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content. Preparation of a Lesson Plan.	2	P1
Practicum exercises	Observation and Evaluation of Student Model Lessons.	3	School
Week: 8.			
Lectures	Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Allocation; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content.	1	P1
Seminar	Practical Component – Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Allocation; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content. Preparation of a Lesson Plan.	2	P1
Practicum exercises	Observation and Assessment of Student Demonstration Lessons.	3	School
Week: 9.			
Lectures	Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Allocation; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content.	1	P1
Seminar	Practical Component – Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Allocation; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content. Preparation of a Lesson Plan.	2	P1
Practicum exercises	Observation and Evaluation of Student Demonstration Lessons.	3	School
Week: 10.			
Lectures	Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Management; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content.	1	P1
Seminar	. Practical Component – Defining Lesson Objectives and Learning Outcomes; Planning Lesson Stages; Time Management; Selection of Teaching Materials and Activities; Preparation of Supplementary Materials; Development of Digital Content. Preparation of a Lesson Plan.	2	P1
Practicum exercises	Observation and Evaluation of Student Teaching Demonstration Lessons.	3	School
Week: 11.			

Lectures	Analysis of Observed Mentor Lessons and Conducted Student Lessons.	1	P1
Seminar	Self-Assessment; Presentation of the Teaching Practice Diario.	2	P1
Practicum exercises	Observation and Evaluation of Student Teaching Demonstration Lessons.	3	School
Week: 12.			
Lectures	Analysis of Observed Mentor Lessons and Student-Delivered Lessons.	1	P1
Seminar	Self-Assessment; Presentation of the Teaching Practice Diario.	2	P1
Practicum exercises	Observation and Evaluation of Student Teaching Demonstration Lessons.	3	School
Week: 13.			
Lectures	Analysis of Observed Mentor Lessons and Student-Delivered Lessons.	1	P1
Seminar	Self-Assessment; Presentation of the Teaching Practice Diario.	2	P1
Practicum exercises	Observation and Evaluation of Student Teaching Demonstration Lessons.	3	School
Week: 14.			
Lectures	Analysis of Observed Mentor Lessons and Student-Delivered Lessons.	1	P1
Seminar	Self-Assessment; Presentation of the Teaching Practice Diario.	2	P1
Practicum exercises	Observation and Evaluation of Student Demonstration Lessons.	3	School
Week: 15.			
Lectures	Analysis of Observed Mentor Lessons and Student-Delivered Lessons.	1	P1
Seminar	Self-Assessment; Presentation of the Teaching Practice Diario.	2	P1
Practicum exercises	Observation and Evaluation of Student Demonstration Lessons.	3	School

<table>
<tr><td>Course name</td><td colspan="5">Master's Thesis</td></tr>
<tr><td>ID</td><td>HZT904</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td></td><td>ECTS workload</td><td colspan="3">10.0</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>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"></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 colspan="2">Number of copies available</td><td colspan="2">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="3">Romance Language (Spanish Language 2)</td></tr>
<tr><td>ID</td><td>HZT408</td><td>Study year</td><td>2.</td></tr>
<tr><td>Lecturer</td><td>Antonia Luketin Alfirević, PhD, assistant professor</td><td>ECTS workload</td><td>2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td><table><tr><td>L</td><td>S</td><td>E</td><td>P</td></tr><tr><td>15</td><td>0</td><td>15</td><td>0</td></tr></table></td></tr>
<tr><td>Course status</td><td>Elective</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 master the morphology of contemporary Spanish language, in accordance with the needs of the profession, and pursuant to the A2 level of the Common European Framework of Reference for Languages. The course consists of functional, grammatical, lexical, and cultural content, through the acquisition of which students develop the following skills:
1. Understanding (the goal is to comprehend clear and simple messages and announcements, as well as to develop the ability for basic communication using words and phrases related to the immediate environment and work)
2. Speaking (the goal is to develop the ability to conduct a simple conversation and exchange basic information on familiar topics and activities)
3. Writing (the goal is to enable students to write short, simple notes and basic personal letters)
By acquiring these language competencies, students will be qualified to continue learning the Spanish language at higher levels and to use professional literature in Spanish.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="3">Completed course: Spanish Language 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="3">Upon completion of the course, students will be able to:
- master the basics of the Spanish language and grammar
- develop writing and reading skills in the Spanish language
- master basic expression skills in the Spanish language
- acquire a basic vocabulary</td></tr>
<tr><td>Syllabus</td><td colspan="3">1. Introducción. / Introduction: Introducing students to the course, learning objectives and outcomes, as well as obligations during the semester. Repaso: ser/estar, muy/mucho, hay/tiene, presente de los verbos regulares e irregulares / Revision of basic grammatical structures.
2./3. El pretérito perfecto – uso y formación, el uso de ya y todavía; Expresar sensaciones físicas y dolor. / Formation and use of the pretérito perfecto. Expressing physical states and pain.
4. El imperativo; la posición de los pronombres; aceptar y rechazar ofrecimientos / Imperative mood and pronoun position; expressing acceptance and refusal of offers.
5. El pretérito indefinido – uso y formación; los marcadores temporales / Formation and use of the pretérito indefinido; temporal markers; expressing past actions.
6./7. El pretérito indefinido – verbos irregulares; referirse a hechos y circunstancias del pasado; expresar conocimiento y desconocimiento / Irregular verbs in the pretérito indefinido; referring to past events and circumstances; expressing certainty and uncertainty (knowledge and lack thereof).
8. El pretérito imperfecto - uso y formación; hablar del tiempo atmosférico / Formation and use of the pretérito imperfecto; talking about the weather.
9./10. El contraste del pretérito imperfecto respecto al pretérito indefinido y el pretérito perfecto – ejercicios; el orden de relato: primero, después de, luego, al final / Use of past tenses – contrasting pretérito imperfecto with pretérito perfecto and pretérito indefinido; narrative order.
11. Lazarillo de Tormes (lectura graduada - adaptación didáctica del texto) – lectura y repaso de los tiempos pasados / Lazarillo de Tormes – reading and analysis of a graded literary text with the aim of consolidating the use of past tenses.</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">12. Las formas de referirse al futuro (ir a + infinitivo, querer + infinitivo); los marcadores temporales de futuro; el uso de algo, nada, alguien, nadie, alguno, ninguno / Grammatical constructions for expressing the future; future temporal markers; the use of indefinite pronouns.
13. El presente con valor de futuro; los verbos con preposición (ir a, pasar por, salir de, volver a / volver de, llegar a…) / Expressing future actions using the present tense; verbs with prepositions.
14. Hablar de planes de futuro, referirse a planes y proyectos – lectura y conversación (El beso - lectura graduada) / Talking about future plans, referring to plans and projects – reading and conversation exercises based on a graded literary text (El beso).
15. Repaso y preparación para el examen. / Revision and exam preparation.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☒ Supervision</td><td colspan="2">☐
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="6">Students are required to participate in the teaching process: 80% attendance in lectures and 80% in practical classes. They are obliged to complete and submit homework assignments covered within the practical classes, and to pass the written exam.</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 based on attendance and active participation in lectures and practical classes (15%), submission of (written) homework assignments (15%), and performance on the written and oral exams (70%). The evaluation and grading criteria for each element 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 colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">AA.VV (2022). Español en marcha 1 - libro del alumno – nueva edición, Madrid: SGEL</td><td>0</td><td colspan="2">available from the course instructor</td></tr>
<tr><td colspan="3">AA.VV. (2001). Imágenes de España: Madrid: Edelsa.</td><td>0</td><td colspan="2">available from the course instructor</td></tr>
<tr><td>Supplementary literature</td><td colspan="6">1. AA.VV. (2000). Gramática práctica de español para extranjeros: SGEL: Madrid.
2. Anonimo (2001). Lazarillo de Tormes (adaptación didactica de Isabel Mendoza): Cideb Editrice: Génova
3. Bécquer, G. A.(2001). El beso (Lecturas clásicas graduadas): Edelsa: Madrid.F. Castro Viúdez (2004) Aprende gramática y vocabulario 1: SGEL: Madrid.
4. Gómez Torrego, L. (2000). Gramática didáctica del español: Ediciones SM: Madrid.</td></tr>
<tr><td>Quality assurance</td><td colspan="6">- attendance, active participation in class, and performance in completing assignments
- student survey on the quality of teaching and faculty at the university level
- passing the exam and fulfilling other obligations prescribed by the syllabus
- individual consultations
- students' self-assessment of the achieved learning outcomes
- peer assessment 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	Introducción. / Introduction: Introducing students to the course, learning objectives and outcomes, as well as obligations during the semester. Repaso: ser/estar, muy/mucho, hay/tiene, presente de los verbos regulares e irregulares / Revision of basic grammatical structures.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 2.			
Lectures	El pretérito perfecto – uso y formación, el uso de ya y todavía / Formation and use of the pretérito perfecto; the use of ya and todavía.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 3.			
Lectures	Expresar sensaciones físicas y dolor. / Expressing physical sensations and pain.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 4.			
Lectures	El imperativo; la posición de los pronombres; aceptar y rechazar ofrecimientos / The imperative; position of pronouns; accepting and declining offers.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 5.			
Lectures	El pretérito indefinido – uso y formación; los marcadores temporales / Formation and use of the pretérito indefinido; temporal markers; expressing past actions.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 6.			
Lectures	El pretérito indefinido – verbos irregulares; referirse a hechos y circunstancias del pasado / Irregular verbs in the pretérito indefinido; referring to past events and circumstances.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 7.			
Lectures	Expresar conocimiento y desconocimiento. / Expressing certainty and uncertainty (knowledge and lack thereof).	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 8.			
Lectures	El pretérito imperfecto - uso y formación; hablar del tiempo atmosférico / Formation and use of the pretérito imperfecto; talking about the weather.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 9.			

Lectures	El contraste del pretérito imperfecto respecto al pretérito indefinido y el pretérito perfecto – ejercicios / Contrasting the pretérito imperfecto with the pretérito indefinido and pretérito perfecto – exercises.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 10.			
Lectures	El orden de relato: primero, después de, luego, al final. Uporaba prošlih vremena. / Narrative order: primero, después de, luego, al final. Use of past tenses.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 11.			
Lectures	Lazarillo de Tormes (lectura graduada - adaptación didáctica del texto) – lectura y repaso de los tiempos pasados / Lazarillo de Tormes – reading and analysis of a graded literary text with the aim of consolidating the use of past tenses.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 12.			
Lectures	Las formas de referirse al futuro (ir a + infinitivo, querer + infinitivo); los marcadores temporales de futuro; el uso de algo, nada, alguien, nadie, alguno, ninguno / Grammatical constructions for expressing the future; future temporal markers; the use of indefinite pronouns.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 13.			
Lectures	El presente con valor de futuro; los verbos con preposición (ir a, pasar por, salir de, volver a / volver de, llegar a…) / Expressing future actions using the present tense; verbs with prepositions.	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 14.			
Lectures	Hablar de planes de futuro, referirse a planes y proyectos – lectura y conversación (El beso - lectura graduada) / Talking about future plans, referring to plans and projects – conversation exercises based on a graded literary text (El beso).	1	P14
Speaking practice	Practical exercises covering the material taught during lectures.	1	P14
Week: 15.			
Lectures	Revision and exam preparation.	1	P14
Speaking practice	Revision and exam preparation.	1	P14

<table>
<tr><td>Course name</td><td colspan="5">Translation Studies</td></tr>
<tr><td>ID</td><td>HZT601</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">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>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 historical and contemporary theories of translation, considering the historical and theoretical aspects of translation studies. Through a critical overview of the historical development of translation, the course presents the dominant topics with an emphasis on critical and theoretical thought, analyses the role of translators and schools of translation from a theoretical and scholarly perspective, and analyses and compares the criteria for choosing a translation method, translation quality and translator competence through the analysis of selected texts.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- analyse and distinguish the phases and the development of the history of translation
- examine, distinguish and compare schools of translation throughout history and their significance for contemporary translation theories
- identify translation strategies
- understand the significance of this discipline through its correlation with other disciplines.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures
Introductory definition of translation. Contemporary translation. Translation as a metaphor. Translators and interpreters through history. Translators and interpreters today.
Seminar
Introduction to translation theory: the German and Russian schools and their differences from the Anglo-Saxon school of translation. Contribution to text linguistics and pragmatics, sociolinguistics and cognitive semantics. Continuity of specialist and literary translation. Translation exercises with four text types: narrative, informative, administrative and argumentative.
Lectures
Historical overview: translation in the Middle Ages. The Renaissance and translation. Classicism. Romanticism and translation.
Seminar
Text types: structural, linguistic and technical characteristics. Translation processes: translation analysis, text analysis. Translation exercises with four text types: narrative, informative, administrative and argumentative.
Lectures
Linguistics and translation. Translation and meaning. Ethnography and semantics. Stylistics and translation.
Seminar
Translation of specialist texts: terminology and selected texts. Translation exercises with four text types: narrative, informative, administrative and argumentative.
Lectures
Translation and communication. Monolingual communication. Bilingual communication. Intercultural communication.
Seminar
Literary translation: concept, expression, function and semantic categories. Translation exercises with four text types: narrative, informative, administrative and argumentative.
Lectures</td></tr>
</table>

	Translation of religious texts. Literary translation. Translation of children's books. Translation of theatre texts. Seminar 1a. Translation studies – semiotics of the text: reading and understanding the metatext. Lectures Translation of lyric texts. Problems in translating lyric texts. Seminar 1b. Translation studies – intertextuality and the semiosphere. Extratextuality and codes. Extratextual translation exemplified by Carlo Collodi's The Adventures of Pinocchio and its film transcoding into words, images and sounds by Carlo Comencini and Roberto Benigni. Lectures Translation in cinema. Subtitles. Techniques for translating stage directions. Sound directions. Seminar 2. Meaning, interpretation and interlingual translation. Peirce's concept of abduction; semiosis as interpretation. Intertextuality in reading and interlingual translation. Abduction as a means of intercultural cooperation. Example: Cesare Pavese, Notturno, translated by Mladen Machiedo. Translation of technical and scientific texts. Translation of the language of diplomacy and diplomatic texts. Translation of administrative texts. Translation of commercial and legal texts. Seminar Equivalence and synonyms – denotation and connotation. Opening and closing of the text. The semantic spectrum in relation to cultural differences. Denotative and connotative aspects in the analysis of the translation of Italo Calvino's autobiography La strada di San Giovanni. Lectures Translation machines. Computer programs. Electronic translators. Automated dictionaries. Logical operations. Micro-glossaries. Words with multiple forms. Homophones and synonyms. Seminar 4a. Translatability of the text: chronotopes, dominants, translation analysis, recoding and transposition. The geographical and metaphysical chronotope: Giuseppe Tomasi di Lampedusa – Il gattopardo: Chevalley and Don Fabrizio. Lectures Discussion of translation methodology. Translation and the modification of linguistic systems. Translation and interpretation of the text. Seminar 4b. Translatability of the text: the concept of residue in translation. Adequacy and acceptability of a translation. Croatian translations of The Adventures of Pinocchio (Paljetak, Car Matutinović, Knezović, Kaleb). Lectures Current trends in translation studies. The translation process: reflections of translators and theorists. Seminar 5. The difference between the prototext and the translation. Translation criticism within translation studies. Shifts in translation: morphosyntactic shifts, revision and self-criticism within translation criticism. Categories and classification of translation shifts. Tables of morphosyntactic and stylistic shifts. Translation examples based on selected texts. Lectures The problem of fidelity and textual equivalence. Translation and intervention in the text. How can the theoretical and practical aspects of translation be reconciled? Seminar 6.a Examples of abduction and interpretation, linguistic equivalents and synonyms. Table of implicit and explicit interventions.

	Lectures Text organisation. Defining translation problems. Transposition of the text. Sentence organisation. Seminar 6.b Examples and application to selected texts. The recipient of the textual message and translation analysis: recoding or transposition? Table of dominants in the author's and the recipient's culture. Lectures Adaptation of the text. Figurative meaning and the importance of cultural aspects in translation. Verb forms: tense and mood. Seminar 6.c Examples and application: parameters of translatability: residue and redundancy, comparison of the criteria of adequacy and acceptability of the text, categories of shifts. Table: comparison of the prototext and the adequacy and acceptability of the metatext. Lectures The translator as co-author of the work. The translator in the 20th century. The Berne Convention. The legal status of translators. Seminar Concluding remarks and clarifications.

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

Student obligations	
	- behave in accordance with ethical and scholarly principles in higher education teaching - attend lectures and seminars (80%) - participate in and complete in-class and out-of-class (individual and group) activities that enable the achievement of the course learning outcomes - write a seminar paper according to predefined criteria - present the seminar paper according to predefined criteria - pass the written exam (two passed midterm exams are equivalent to the written exam) with a minimum score of 50% on the exam/midterms - find out about missed classes during the lecturer's office hours and from other students - meet the deadlines set for course activities - complete individual and group assignments on time and to a high standard - participate actively and constructively in class

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 grade is based on the achievement of the following elements: 1. written exam, or two successfully passed midterm exams (a passing grade in both midterms is equivalent to the written exam) – 50% 2. seminar paper written and presented in accordance with the lecturer's instructions – 30% 3. performance in individual and group assignments – 10% 4. participation in class and in discussions during lectures and seminars – 10% The assessment and grading criteria for each element are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Mounin, R. (2002). Teoria e Storia della Traduzione. Torino: Einaudi.	1	
	Osimo, B. (2004). Manuale del traduttore. Milano: Hoepli	1	
	Salmon, L. (2003). Teoria della traduzione. Storia, scienza e professione. Milano: Antonio Vallardi.	1	
	Eco, U. (2003). Dire quasi la stessa cosa. Esperienze di traduzione. Milano: Bompiani.	1	
	Faini, P. (2004). Tradurre. Roma: Carocci.		
Supplementary literature	Scarpa, F. (2001). La traduzione specializzata. Lingue speciali e mediazione linguistica. Milano: Hoepli. Osimo, B. (2000). Corso di traduzion. Volume I. Modena: Guaraldi Logos. Osimo, B. (2000). Corso di traduzione. Volume II. Rimini: Yema. Borello, E. (1999). Teorie della traduzione. Glottodidattica e scienze della comunicazione. Urbino: Quattroventi.		
Quality assurance	- class attendance, participation in class, success in completing assignments - university-level student survey on the quality of teaching and teachers - passed exam and fulfilment of other obligations set out in the syllabus - individual consultations - student self-assessment of achieved learning outcomes - peer review of the delivery and quality of teaching		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Lectures	Lectures Introductory definition of translation. Contemporary translation. Translation as a metaphor. Translators and interpreters through history. Translators and interpreters today. Seminar Introduction to translation theory: the German and Russian schools and their differences from the Anglo-Saxon school of translation. Contribution to text linguistics and pragmatics, sociolinguistics and cognitive semantics. Continuity of specialist and literary translation. Translation exercises with four text types: narrative, informative, administrative and argumentative.	2	
Week: 2.			
Lectures	Lectures Historical overview: translation in the Middle Ages. The Renaissance and translation. Classicism. Romanticism and translation. Seminar Text types: structural, linguistic and technical characteristics. Translation processes: translation analysis, text analysis. Translation exercises with four text types: narrative, informative, administrative and argumentative.	2	
Week: 3.			
Lectures	Lectures	2	

	Linguistics and translation. Translation and meaning. Ethnography and semantics. Stylistics and translation. Seminar Translation of specialist texts: terminology and selected texts. Translation exercises with four text types: narrative, informative, administrative and argumentative.		
Week: 4.			
Lectures	Lectures Translation and communication. Monolingual communication. Bilingual communication. Intercultural communication. Seminar Literary translation: concept, expression, function and semantic categories. Translation exercises with four text types: narrative, informative, administrative and argumentative.	2	
Week: 5.			
Lectures	Lectures Translation of religious texts. Literary translation. Translation of children's books. Translation of theatre texts. Seminar 1a. Translation studies – semiotics of the text: reading and understanding the metatext.	2	
Week: 6.			
Lectures	Lectures Translation of lyric texts. Problems in translating lyric texts. Seminar 1b. Translation studies – intertextuality and the semiosphere. Extratextuality and codes. Extratextual translation exemplified by Carlo Collodi's The Adventures of Pinocchio and its film transcoding into words, images and sounds by Carlo Comencini and Roberto Benigni.	2	
Week: 7.			
Lectures	Lectures Translation in cinema. Subtitles. Techniques for translating stage directions. Sound directions. Seminar 2. Meaning, interpretation and interlingual translation. Peirce's concept of abduction; semiosis as interpretation. Intertextuality in reading and interlingual translation. Abduction as a means of intercultural cooperation. Example: Cesare Pavese, Notturno, translated by Mladen Machiedo.	2	
Week: 8.			
Lectures	Lectures Translation of technical and scientific texts. Translation of the language of diplomacy and diplomatic texts. Translation of administrative texts. Translation of commercial and legal texts. Seminar Equivalence and synonyms – denotation and connotation. Opening and closing of the text. The semantic spectrum in relation to cultural differences. Denotative and connotative aspects in the analysis of the translation of Italo Calvino's autobiography La strada di San Giovanni.	2	
Week: 9.			
Lectures	Lectures Translation machines. Computer programs. Electronic translators. Automated dictionaries. Logical operations. Micro-glossaries. Words with multiple forms. Homophones and synonyms.	2	

	Seminar 4a. Translatability of the text: chronotopes, dominants, translation analysis, recoding and transposition. The geographical and metaphysical chronotope: Giuseppe Tomasi di Lampedusa – Il gattopardo: Chevalley and Don Fabrizio.		
Week: 10.			
Lectures	Lectures Discussion of translation methodology. Translation and the modification of linguistic systems. Translation and interpretation of the text. Seminar 4b. Translatability of the text: the concept of residue in translation. Adequacy and acceptability of a translation. Croatian translations of The Adventures of Pinocchio (Paljetak, Car Matutinović, Knezović, Kaleb).	2	
Week: 11.			
Lectures	Lectures Current trends in translation studies. The translation process: reflections of translators and theorists. Seminar 5. The difference between the prototext and the translation. Translation criticism within translation studies. Shifts in translation: morphosyntactic shifts, revision and self-criticism within translation criticism. Categories and classification of translation shifts. Tables of morphosyntactic and stylistic shifts. Translation examples based on selected texts.	2	
Week: 12.			
Lectures	Lectures The problem of fidelity and textual equivalence. Translation and intervention in the text. How can the theoretical and practical aspects of translation be reconciled? Seminar 6.a Examples of abduction and interpretation, linguistic equivalents and synonyms. Table of implicit and explicit interventions.	2	
Week: 13.			
Lectures	Lectures Text organisation. Defining translation problems. Transposition of the text. Sentence organisation. Seminar 6.b Examples and application to selected texts. The recipient of the textual message and translation analysis: recoding or transposition? Table of dominants in the author's and the recipient's culture.	2	
Week: 14.			
Lectures	Lectures Adaptation of the text. Figurative meaning and the importance of cultural aspects in translation. Verb forms: tense and mood. Seminar 6.c Examples and application: parameters of translatability: residue and redundancy, comparison of the criteria of adequacy and acceptability of the text, categories of shifts. Table: comparison of the prototext and the adequacy and acceptability of the metatext.	2	
Week: 15.			
Lectures	Lectures The translator as co-author of the work. The translator in the 20th century. The Berne Convention. The legal status of translators. Seminar Concluding remarks and clarifications.	2	

<table>
<tr><td>Course name</td><td colspan="5">Business Translation</td></tr>
<tr><td>ID</td><td>HZT608</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Maja Bilić, senior language instructor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>45</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 goal of the course is to acquire the knowledge and skills for modern business communication in Italian, especially in the fields of economics, tourism, and hospitality. The content includes business correspondence: quotes, orders, transportation, customs procedures, and payments; tourism and hospitality promotion and advertising, service offers, pre-reservations, brochures, travel plans; types of commercial enterprises and basic banking concepts; job offer, resume, letter of recommendation; letters for various occasions.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- understand and analyze texts in business Italian;
- recognize the features of spoken and written texts, differentiate between informal and formal communication and correspondence; know the types and basic parts of a business letter;
- draft a resume and a business letter (application, recommendation, inquiry, offer, order, reminder, complaint, response to a complaint);
- make hotel reservations, confirm and cancel reservations, both orally and in writing
- translate selected texts on current business topics (trade, tourism, banking, etc.) both orally and in writing</td></tr>
<tr><td>Syllabus</td><td colspan="5">Week 1
Basic principles of business correspondence. The official register. Reformulating from spoken to written communication. Business letter: sender and recipient, address (academic and professional titles, honorary titles). Exercises
Week 2
Business letter (envelope, opening and closing formulas), abbreviations. Reading and analysis of various letter examples. Exercises. Fax and electronic mail. Product promotion: circular letters. Translation exercises.
Week 3
Job Search: From job ads to interviews, how to write a resume and cover letter. Reading and analyzing sample resumes. Writing exercise: resume
Week 4
Business correspondence. Customer and supplier relations. Inquiry, offer, terms of sale. Translation exercises.
Week 5
Order (confirmation, execution). Complaints; late delivery, errors in documentation, deliveries that do not conform to the order.
Week 6
Sales contract: quality and quantity of goods (net and gross weight, tare, packaging), price, contract examples, contract amendments. 1st quiz.
Week 7
Midterm exam.
Week 8
Freight forwarding (bill of lading, waybill). Delivery notes and damages. Translation and business letter writing exercises.
Week 8
Payment documents and banking relations (remittances, checks, credit, current account). Translation exercises.
Week 9
Business Entities: Joint-Stock Company, Limited Liability Company, Partnership, General Partnership. Translation exercises.</td></tr>
</table>

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<tr><td></td><td colspan="6">Week 10
Freight Transport (rail, air, maritime). Contract with carriers, damages. INCOTERMS. Exercises related to the most common transport clauses (F.A.W., F.O.B., F.A.S., F.O.R., etc.)
Week 11
Insurance: Insurance policy: life insurance, mandatory auto insurance, accident insurance. Translation exercises.
Week 12
Travel Agencies: how to write a travel itinerary, special offers, vouchers, modes of transportation. Planning cultural activities. Brochures: writing exercises.
Week 13
Hotel correspondence (quotation, reservations, reservation cancellation)
Week 14
Personal correspondence; minutes of a homeowners' association meeting, applications, lost and found items, thank-you notes, complaints, letters of recommendation
Week 15
2nd midterm exam</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">In accordance with the course learning outcomes and student requirements, the final grade for the course is determined based on the completion of the following elements:
- Completion and presentation of an independent translation according to the instructor's instructions – 40%
- Passed written exam – 40%
- Participation in class – 20%
The assessment and grading criteria for each component are described in the course repository.</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>Translations</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 requirements, the final grade for the course is determined based on the completion of the following elements:
- Completion and presentation of an independent translation according to the instructor's instructions – 40%
- Passed written exam – 40%
- Participation in class – 20%
The assessment and grading criteria for each component 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">Luppi, A. – Jernej, A. (2007). Hrvatsko talijanski poslovni rječnik/Dizionario commerciale italiano-croato. Zagreb: Školska knjiga.</td><td>1</td><td></td></tr>
<tr><td colspan="3">Luppi, A. (2004). Talijansko poslovno dopisivanje. Corrispondenza commerciale italiana, Zagreb: Školska knjiga.</td><td>1</td><td></td></tr>
</table>

	L'italiano al lavoro, (2004). Certificato di conoscenza dell'italiano commerciale, Livello intermedio, Perugia: Guerra ed.	1	
	Pelizza, G. - Mezzadri, M. (2002). L'italiano in azienda. Perugia: Guerra.	1	
Supplementary literature	Ballarin, E. - Begotti, P. (1999). Destinazione Italia, l'italiano per operatori turistici, Roma: Bonacci. Bruni, F., Fornasiero, S., Tamiozzo, S. Goldmann, (1999). Manuale di scritttura professionale: dal curriculum vitae ai documenti aziendali. Bologna: Zanichelli. Bruni, F. – Raso, T. (a cura di) (2002). Manuale dell'italiano professionale. (2002). Bologna: Zanichelli. Bruni, F. et al., (2006). Manuale di scrittura e comunicazione; per la cultura personale, per la scuola, per l'università, (2006). Bologna: Zanichelli. Cherubini, N. (1992). L'italiano per gli affari, Roma: Bonacci. Dictionaries: Deanović, M. – Jernej J., (2008). Hrvatsko talijanski rječnik. Zagreb: Školska knjiga. Deanović, M. – Jernej J., (2006). Talijansko hrvatski rječnik. Zagreb: Školska knjiga. Luppi, A. - Jernej A. (2000). Talijansko hrvatski poslovni rječnik/Dizionario commerciale croato-italiano. Zagreb: Školska knjiga. Zingarelli N., (2008). Lo Zingarelli, Vocabolario della lingua italiana, Bologna: Zanichelli. Enciclopedia Zanichelli, Dizionario enciclopedico di arti, scienze, tecniche, lettere, filosofia, storia, geografia, diritto, economia. (2007). Bologna: Zanichelli. Grammar books: Salvi, G. - Vanelli, (2004). Nuova grammatica italiana, Bologna: Il Mulino, 2004. Sensini, M. (1997). La grammatica della lingua italiana, Milano: Mondadori, 1997. Serianni, L. (1991). Grammatica italiana, Torino, UTET, 1991.		
Quality assurance	- Class attendance, participation, and performance on assignments. - University-level student evaluation of teaching. - Passing the final exam and completing other syllabus-required obligations. - Individual consultations. - Student self-assessment of 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	Basic principles of business correspondence. The official register. Reformulating from spoken to written communication. Business letter: sender and recipient, address (academic and professional titles, honorary titles). Exercises.	3	
Week: 2.			
Language practicals	Business letter (envelope, opening and closing formulas), abbreviations. Reading and analysis of various letter examples. Exercises. Fax and electronic mail. Product promotion: circular letters. Translation exercises.	3	
Week: 3.			
Language practicals	Job Search: From job ads to interviews, how to write a resume and cover letter. Reading and analyzing sample resumes. Writing exercise: resume	3	

Week: 4.			
Language practicals	Business correspondence. Customer and supplier relations. Inquiry, offer, terms of sale. Translation exercises.	3	
Week: 5.			
Language practicals	Order (confirmation, execution). Complaints; late delivery, errors in documentation, deliveries that do not conform to the order.	3	
Week: 6.			
Language practicals	Sales contract: quality and quantity of goods (net and gross weight, tare, packaging), price, contract examples, contract amendments. 1st midterm exam.	3	
Week: 7.			
Language practicals	Midterm exam.	3	
Week: 8.			
Language practicals	Payment documents and banking relations (remittances, checks, credit, current account). Translation exercises.	3	
Week: 9.			
Language practicals	Business Entities: Joint-Stock Company, Limited Liability Company, Partnership, General Partnership. Translation exercises.	3	
Week: 10.			
Language practicals	Freight Transport (rail, air, maritime). Contract with carriers, damages. INCOTERMS. Exercises related to the most common transport clauses (F.A.W., F.O.B., F.A.S., F.O.R., etc.).	3	
Week: 11.			
Language practicals	Insurance: Insurance policy: life insurance, mandatory auto insurance, accident insurance. Translation exercises.	3	
Week: 12.			
Language practicals	Travel Agencies: how to write a travel itinerary, special offers, vouchers, modes of transportation. Planning cultural activities. Brochures: writing exercises.	3	
Week: 13.			
Language practicals	Hotel correspondence (quotation, reservations, reservation cancellation).	3	
Week: 14.			
Language practicals	Personal correspondence; minutes of a homeowners' association meeting, applications, lost and found items, thank-you notes, complaints, letters of recommendation.	3	
Week: 15.			
Language practicals	2nd midterm exam.	3	

<table>
<tr><td>Course name</td><td colspan="5">Translation Techniques</td></tr>
<tr><td>ID</td><td>HZT701</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Andrea Rogošić, PhD, assistant 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 equip students with the techniques and strategies of professional translation. Students will learn how to mediate in oral consecutive and simultaneous interpreting, as well as computer-assisted translation, following prior terminological preparation. They will analyze theories and techniques of translation and compare them with theoretical insights and the historical development of translation practice. Students will analyze and comparatively present the criteria for selecting translation techniques and assess the quality of both oral and written translations using selected examples. Students will be introduced to the fundamentals of audiovisual translation, particularly subtitling and dubbing. Alongside the theoretical framework, they will acquire translation strategies applicable to subtitling through individual and group practical assignments and will be trained in the use of computer software designed for subtitle creation. Special attention will be devoted to the challenges of translating cultural specificities, humor, and slang. Students will also become familiar with computer-assisted translation (CAT) tools, such as TRADOS, and their advantages and disadvantages.</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:
analyze and distinguish the stages of oral interpreting,
examine, distinguish, and compare simultaneous and consecutive interpreting techniques throughout history and evaluate their significance for contemporary translation practice,
distinguish between linguistic combinations in conference interpreting,
define the role of the interpreter and the code of ethics through the simulation of spoken-language practice,
analyze and translate audiovisual texts, adapting them in accordance with the sociocultural context,
apply audiovisual texts in foreign language teaching,
use computer-assisted translation software.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st Week - Introduction to interpreting. Interpreting as an act of communication. Interpreter vs. translator. Simultaneous and consecutive interpreting. Interpreting at business meetings.
2nd Week - Consecutive interpreting. Memory skills. Note-taking. Text reformulation. Simultaneous interpreting. Memory skills. Text reformulation. Compression and expansion. Synonyms.
3rd Week - Text synthesis. Consecutive intralingual interpreting. Interlingual consecutive interpreting (with and without notes). Sight translation.
4th Week - Types and applications of conference interpreting: languages, types, and interpreting methods.
5th Week - Consecutive interpreting. Interpreter appearance and dress code. Professional conduct (confidence, facial expressions, engagement, attitude). Voice and interaction with participants, etc.
6th Week - Note-taking. Shorthand. Symbols. Units of meaning. Horizontal lines, columns, blocks, and the language of symbols.
7th Week - Introduction to audiovisual translation; historical overview.
8th Week - Subtitling and dubbing; fundamental translation strategies.</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">9th Week - Using subtitle creation software (Subtitle Editor).
10th Week - Approaches to translating different film genres.
11th Week - Translating culturally specific elements.
12th Week - Strategies for translating humor, slang, and dialect.
13th Week - The phenomenon of fansubbing: fansubs vs. official subtitles.
14th Week - Introduction to machine translation.
15th Week - Introduction to computer-assisted translation software: TRADOS.</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 a seminar paper, and present it orally using a PowerPoint presentation. Throughout the course, students must complete individual or group practical translation assignments. Students are required to pass either two midterm assessments (one oral and one written) or take the final written and oral 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">Class participation – 20%
Practical work – 20%
Written examination – 30%
Oral examination – 30%
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">Faini, P. (2004). Tradurre. Roma: Carocci.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Falbo, C. & Russo, M. & Straniero, F. S. (2003). Interpretazione simultanea e consecutiva. Milano: Hoepli.</td><td>0</td><td colspan="2"></td></tr>
<tr><td colspan="3">Perego, E. (2013). La traduzione audiovisiva. Roma: Carocci.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Paolinelli, M.; Di Fortunato, E: (2005). Tradurre per il doppiaggio. La trasposizione linguistica dell'audiovisivo: teoria e pratica di un'arte imperfetta. Milano: Hoepli.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Ranzato, I. (2010). La traduzione audiovisiva: Analisi degli elementi culturospecifici. Roma: Bulzoni.</td><td>1</td><td colspan="2"></td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Monacelli, C. (1997). Interpreti si diventa! Milano: Franco Angeli.
Monacelli, C. (1999). Messaggi in codice. Milano: Franco Angeli.
Osimo, B. (2004). Manuale del traduttore. Milano: Hoepli.
Pavesi, M. (2006). La traduzione filmica. Aspetti del parlato doppiato dall'inglese all'italiano. Roma: Carocci.
Riccardi, A. (2001). Dalla Traduzione all'Interpretazione. Udine: Il Campo.</td></tr>
</table>

	Roland, R. A. (1999). Interpreters as diplomats: a diplomatic history of the role of interpreters in world politics. Ottawa: University Press. Volli, U. (1994). Il libro della comunicazione. Milano: Saggiatore.
Quality assurance	- attendance, class participation, and successful completion of assigned tasks - student evaluation survey on the quality of teaching and instructors at the university level - successful completion of the examination and fulfillment of other requirements specified in the syllabus - individual consultations - student 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	Introduction of students to the course content and requirements. Assignment of topics for seminar presentations. Introduction to interpreting. Interpreting as an act of communication. Interpreter vs. translator. Simultaneous and consecutive interpreting. Interpreting at business meetings.	1	
Seminar	Simultaneous interpreting exercises in the conference interpreting booth.	2	
Week: 2.			
Lectures	Consecutive interpreting. Memory skills. Note-taking. Text reformulation. Simultaneous interpreting. Memory skills. Text reformulation. Compression and expansion. Synonyms.	1	
Seminar	Developing a note-taking system for consecutive interpreting.	2	
Week: 3.			
Lectures	Text synthesis. Consecutive intralingual interpreting. Interlingual consecutive interpreting (with and without notes). Sight translation.	1	
Seminar	Oral syntheses of different types of texts and sight translation exercises.	2	
Week: 4.			
Lectures	Types of conference interpreting and their applications: languages, types, and interpreting methods.	1	
Seminar	Identifying key concepts and producing oral syntheses of various types of texts as preparation for consecutive interpreting.	2	
Week: 5.			
Lectures	Consecutive interpreting. Interpreter appearance and dress code. Professional conduct (confidence, facial expressions, engagement, attitude). Voice and interaction with participants, etc.	1	
Seminar	Presentation of the seminar paper and discussion. Consecutive interpreting exercises.	2	
Week: 6.			
Lectures	Note-taking. Shorthand. Symbols. Units of meaning. Horizontal lines, columns, blocks, and the language of symbols.	1	
Seminar	Midterm Exam 1.	2	
Week: 7.			
Lectures	Introduction to audiovisual translation; historical overview.	1	

Seminar	Presentation of the seminar paper and discussion. Comparison of dubbed versions of animated films in Italian and Croatian with the original version.	2	
Week: 8.			
Lectures	Subtitling and dubbing; fundamental translation strategies.	1	
Seminar	Presentation of the seminar paper and discussion. Contrastive comparison of the dubbed and subtitled versions of an episode of a sitcom.	2	
Week: 9.			
Lectures	Using subtitle creation software (Subtitle Editor).	1	
Seminar	Presentation of the seminar paper and discussion. Creating subtitles using the Subtitle Editor software.	2	
Week: 10.			
Lectures	Approaches to translating different film genres.	1	
Seminar	Presentation of the seminar paper and discussion. Independent subtitle creation and comparison with the original subtitles.	2	
Week: 11.			
Lectures	Translation of culturally specific elements.	1	
Seminar	Presentation of the seminar paper and discussion. Analysis of practical examples of translating culturally conditioned elements in comedy series.	2	
Week: 12.			
Lectures	Strategies for translating humor, slang, and dialect.	1	
Seminar	Presentation of the seminar paper and discussion. Analysis of practical examples of translating wordplay.	2	
Week: 13.			
Lectures	The phenomenon of fansubbing: fansubs vs. official subtitles.	1	
Seminar	Presentation of the seminar paper and discussion. Contrastive comparison of official and amateur subtitles.	2	
Week: 14.			
Lectures	Introduction to machine translation.	1	
Seminar	Presentation of the seminar paper and discussion. Demonstration of the use of computer-assisted translation software.	2	
Week: 15.			
Lectures	Introduction to computer-assisted translation software: TRADOS.	1	
Seminar	Midterm Exam 2.	2	

<table>
<tr><td>Course name</td><td colspan="5">Specialist Translation</td></tr>
<tr><td>ID</td><td>HZT704</td><td>Study year</td><td colspan="4">1.</td></tr>
<tr><td>Lecturer</td><td>Maja Bilić, senior language instructor</td><td>ECTS workload</td><td colspan="4">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>45</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 goal of the course is to familiarize students with the fundamental characteristics of the knowledge and skills of translation that will be useful to them in the professional world in areas where translating professional texts is a fundamental means of communication.</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:
- analyze a wide range of text types,
- recognize the basic typology of professional texts,
- distinguish the linguistic features of professional texts,
- compare the syntactic, semantic, and lexical features of professional texts,
- independently apply translation knowledge and skills.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introduction to the course. Exercises involving translation, working on the chosen texts, types of translation problems.

2. Legal and administrative language: written words as mediators between institutions and public: sentence, order, enforcement etc.
Exercises involving translation, working on the chosen texts, types of translation problems.

3. Linguistic characteristic of specialized texts. Passive Vocice and Impersonal Construction.
Exercises involving translation, working on the chosen texts, types of translation problems.

4. Linguistic characteristic of specialist language: Imperatives and Modals.
Exercises involving translation, working on the chosen texts, types of translation problems.

5. Linguistic characteristic of specialist language: Epistemic and Deontic readings in the specialist language.
Exercises involving translation, working on the chosen texts, types of translation problems.

6. Semantic characteristics of specialist language: mono-referential expressions, hypernym, semantic empathy, coherency and cohesion.
Exercises involving translation, working on the chosen texts, types of translation problems.

7: Lexical characteristic of specialist language: nomina actionis, nomina instrumenti, nomina acti, collocations, invariant terminology, specialist koiné.
Exercises involving translation, working on the chosen texts, types of translation problems.

8. Stylistic features of specialist language: stile commatico (full stop to full stop translation).
Exercises involving translation, working on the chosen texts, types of translation problems.

9. Models of Translation: Computer Assisted Translation, Automatic Translation, Corpora.
Exercises involving translation, working on the chosen texts, types of translation problems.

10. Translation for Institutions from Croatian into Italian and vice versa. Glossary.
Exercises involving translation, working on the chosen texts, types of translation problems.</td></tr>
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<tr><td></td><td colspan="6">11.Midterm test
12. Revision of Texts. Rules for Translator. Index of legibility (gulpease)
Exercises involving translation, working on the chosen texts, types of translation problems
13. Translation Midterm Exam.
14. Identification, description and explanation of errors: syntactic, semantic and lexical errors.
15. Course Summary.</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">Participate in the teaching process.
Conduct oneself in accordance with ethical and scientific principles in higher education teaching.
Participate in and carry out teaching and extracurricular (individual and group) activities that enable the attainment of the learning outcomes specified by the course.
Produce an independent translation according to pre-established criteria.
Pass the written exam and produce an independent translation.
Make up for missed classes during the lecturer's office hours and by consulting with other students.
Adhere to the timeframes required to complete course activities.</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>Translations</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 responsibilities, the final grade for the course is determined based on the completion of the following elements:
- Completion of an independent translation and its presentation in accordance with the instructor's instructions – 40%
- Passed written exam – 40%
- In-class activity, participation in discussions during classes and seminars – 20%
The assessment and grading criteria for individual elements are described in the course repository.</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">Scarpa, F. (2001). La traduzione specializzata. Lingue speciali e mediazione linguistica. Milano: Hoepli.</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Cortelazzo A. M. (2007). (III ediz.). Lingue speciali. La dimensione verticale. Padova: Unipress.
Gualdo, R.; Telve, S. (2012). Linguaggi specialistici dell'italiano. Roma: Carocci.</td></tr>
<tr><td>Quality assurance</td><td colspan="6">Class attendance, participation, and performance on assignments.
- University-level student evaluation of teaching.
- Passing the final exam and completing other syllabus-required obligations.
- Individual consultations.
- Student self-assessment of learning outcomes.</td></tr>
</table>

	- 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. Exercises involving translation, working on the chosen texts, types of translation problems.	3	
Week: 2.			
Language practicals	Legal and administrative language: written words as mediators between institutions and public: sentence, order, enforcement etc. Exercises involving translation, working on the chosen texts, types of translation problems.	3	
Week: 3.			
Language practicals	Linguistic characteristic of specialized texts. Passive Vocice and Impersonal Construction. Exercises involving translation, working on the chosen texts, types of translation problems.	3	
Week: 4.			
Language practicals	Linguistic characteristic of specialist language: Imperatives and Modals. Exercises involving translation, working on the chosen texts, types of translation problems.	3	
Week: 5.			
Language practicals	Linguistic characteristic of specialist language: Epistemic and Deontic readings in the specialist language. Exercises involving translation, working on the chosen texts, types of translation problems	3	
Week: 6.			
Language practicals	Semantic characteristics of specialist language: mono-referential expressions, hypernym, semantic empathy, coherency and cohesion. Exercises involving translation, working on the chosen texts, types of translation problems.	3	
Week: 7.			
Language practicals	Lexical characteristic of specialist language: nomina actionis, nomina instrumenti, nomina acti, collocations, invariant terminology, specialist koiné. Exercises involving translation, working on the chosen texts, types of translation problems.	3	
Week: 8.			
Language practicals	Stylistic features of specialist language: stile commatico (full stop to full stop translation). Exercises involving translation, working on the chosen texts, types of translation problems.	3	
Week: 9.			
Language practicals	Models of Translation: Computer Assisted Translation, Automatic Translation, Corpora. Exercises involving translation, working on the chosen texts, types of translation problems.	3	
Week: 10.			
Language practicals	Translation for Institutions from Croatian into Italian and vice versa. Glossary.	3	

	Exercises involving translation, working on the chosen texts, types of translation problems.		
Week: 11.			
Language practicals	Midterm test.	3	
Week: 12.			
Language practicals	Revision of Texts. Rules for Translator. Index of legibility (gulpease). Exercises involving translation, working on the chosen texts, types of translation problems.	3	
Week: 13.			
Language practicals	Translation Midterm Exam.	3	
Week: 14.			
Language practicals	Identification, description and explanation of errors: syntactic, semantic and lexical errors.	3	
Week: 15.			
Language practicals	Course Summary.	3	

<table>
<tr><td>Course name</td><td colspan="5">Translation of Essays</td></tr>
<tr><td>ID</td><td>HZT710</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Monica Priante, PhD, language instructor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td>Associates</td><td></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td></td><td>0</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is, through the analysis and translation of specialized non-fiction texts from Croatian into Italian and vice versa, to identify and explain the lexical, semantic, and pragmatic dimensions of the two codes being compared, and to develop students' translation skills. Students will be guided toward acquiring basic techniques and strategies for translating non-fiction texts in cultural and linguistic mediation, particularly in the fields of linguistic sciences, philosophy, and social sciences (theory and criticism, theoretical and applied linguistics, pedagogy), sociology, anthropology, art history, and literary history. Specific objectives and skills: to acquire specialized micro-language terminology; to understand the lexical, textual, situational, and contextual aspects and select the target-language equivalent; to apply theoretical knowledge related to morphosyntactic aspects (nominalization, passive and/or stative forms, use of articles and prepositions, choice of verb tenses, depersonalization, hypotactic and paratactic syntax) in the practice of translating texts in the field of essay writing.</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 completing the course, students will be able to:
- organize a specific translation and communication process,
- identify linguistic choices and selection rules,
- assess and evaluate lexical and morphosyntactic choices.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Introductory lecture. Introduction to the aims, content, and learning outcomes of the course.
Translation tools: analysis of various aids for translation practice (bilingual and monolingual dictionaries, thesaurus, encyclopaedia, IT tools). Theoretical foundations: phases of the translation process.
Text from applied linguistics.
Text from theoretical linguistics.
Text from literary criticism.
Text from literary criticism and a short written assessment.
Historical-anthropological text.
Historical text.
Historical-philosophical text.
Pedagogical-didactic text.
Text from the field of botany / zoology / geography.
Text from the field of botany / zoology / geography.
Final test.
Discussion, analysis and correction of typical errors, grading and self-assessment.</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>

<table>
<tr><td>Student obligations</td><td colspan="6">Attendance, preparation for continuous assessment, tests, final exam (written).</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">Continuous assessment during classes (joint review of homework, comparison of different solutions, criteria for selecting the best ones). Assignments, analysis and comparison of translations in class. Consultations. Assessment of acquired knowledge and skills: written translation and discussion (oral component).
The assessment and grading criteria for each element 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 colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Eco, U. (2006). Otprilike isto: iskustva prevođenja. Zagreb: Algoritam.</td><td>1</td><td colspan="2"></td></tr>
<tr><td colspan="3">Osimo, B. (2006). La traduzione saggistica dall'inglese. Guida pratica con versioni guidate e glossario. Milano: Hoepli.</td><td>1</td><td colspan="2"></td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Osimo, B. (2008). Corso di traduzione in http://courses.logos.it/IT/index.html (3.05.2010.)
Enciclopedia multimediale delle scienze filosofiche: http://www.emsf.rai.it/
Enciclopedia delle scienze sociali Treccani: http://www.treccani.it/Portale/sito/catalogo/grandi_temi/scienze_sociali/http://www.dizionario-italiano.it
http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1
http://dizionari.corriere.it/
http://www.dizionario.rai.it/
http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58
http://www.italicon.it
http://www.hrvatskiplus.org/index.php?option=com_content&id=340%3Amarkovic-rjecnici&Itemid=48
Balboni, P.E., (2000). Le microlingue scientifico-professionali. Natura e insegnamento. UTET: Torino.
Osimo, B. (2008). Corso di traduzione in http://courses.logos.it/IT/index.html (3.05.2010.)
Chapter 3: paragraphs 26-31 "L'analisi del testo da tradurre"
Chapter 4: paragraphs 16 "Tipi di testo", 22 "Terminologia", 23 "Traduzione settoriale";
Chapter 5: paragraphs 4 "Il dizionario", 5 "Dal dizionario ai corpora", 6 "L'uso dei corpora", 9 "La wordtheque", 11 "Altri corpora (le concordanze)", 12 "Altri corpora", 18 "Dizionari settoriali on line", 19 "Il motore di ricerca" 25 "Memorie di traduzione".</td></tr>
</table>

	Lesina, R. (2002). Il nuovo manuale di stile, Guida alla redazione di documenti relazioni, articoli, manuali, tesi di laurea, Bologna: Zanichelli. Renzi, L. (1989). Grande grammatica italiana di consultazione, Bologna: Il Mulino. Sensini, M. (1997). La grammatica della lingua italiana. Milano: Mondadori. Serianni, L. (1989). Grammatica italiana. Torino: UTET. Zolli, P. (1973), Bibliografia dei dizionari specializzati italiani del XX secolo, Firenze: Olschki. Pittano, G. (20063º ed.). Sinonimi e contrari, Dizionario fraseologico delle parole equivalenti, Bologna: Zanichelli. Zingarelli, N. (2008). Lo Zingarelli, Vocabolario della lingua italiana. Bologna: Zanichelli. «Le Garzantine», Milano, Garzanti: Italiano, Letteratura, Musica, Religioni, Mitologia, Arte, Filosofia ecc. Enciclopedia Zanichelli, Dizionario enciclopedico di arti, scienze, tecniche, lettere, filosofia, storia, geografia, diritto, economia (2000). Bologna: Zanichelli. Šulek, B. (reprint 1990). Hrvatsko njemačko talijanski rječnik znanstvenog nazivlja A-N, O-Ž. Zagreb: Nakladni zavod Globus. Hrvatski enciklopedijski rječnik, (2002). Zagreb: Novi Liber. Enciclopedia multimediale delle scienze filosofiche http://www.emsf.rai.it/ Enciclopedia delle scienze sociali Treccani http://www.treccani.it/Portale/sito/catalogo/grandi_temi/scienze_sociali/http://www.dizionario-italiano.it http://dizionari.hoepli.it/Dizionario_Italiano.aspx?idD=1 http://dizionari.corriere.it/ http://www.dizionario.rai.it/ http://www.treccani.it/Portale/sito/lingua_italiana/scritto_e_parlato/http://www.accademiadellacrusca.it/parole/parole.php?ctg_id=58 http://www.italicon.it http://www.hrvatskiplus.org/index.php?option=com_content&id=340%3Amarkovic-rjecnici&Itemid=48 http://struna.ihjj.hr/ http://pravopis.hr/
Quality assurance	- class attendance, participation in class, performance in completing tasks, as well as monitoring students' needs, suggestions, and reactions during the teaching process; - student survey on the quality of teaching and instructors at the university level; - passed exam and other obligations fulfilled as required by the syllabus; - individual consultations; - students' 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	Introductory lecture. Introduction to the aims, content, and learning outcomes of the course.	2	
Week: 2.			
Language practicals	Translation tools: analysis of various aids for translation practice (bilingual and monolingualdictionaries, thesaurus, encyclopaedia, IT tools).	2	
Week: 3.			
Language practicals	Theoretical foundations: phases of the translation process.	2	
Week: 4.			

Language practicals	Text from applied linguistics.	2	
Week: 5.			
Language practicals	Text from theoretical linguistics.	2	
Week: 6.			
Language practicals	Text from literary criticism.	2	
Week: 7.			
Language practicals	Text from literary criticism and a short written assessment.	2	
Week: 8.			
Language practicals	Historical-anthropological text.	2	
Week: 9.			
Language practicals	Historical text.	2	
Week: 10.			
Language practicals	Historical-philosophical text.	2	
Week: 11.			
Language practicals	Pedagogical-didactic text.	2	
Week: 12.			
Language practicals	Text from the field of botany / zoology / geography.	2	
Week: 13.			
Language practicals	Text from the field of botany / zoology / geography.	2	
Week: 14.			
Language practicals	Final test.	2	
Week: 15.			
Language practicals	Discussion, analysis and correction of typical errors, grading and self-assessment.	2	

<table>
<tr><td>Course name</td><td colspan="6">Semantics</td></tr>
<tr><td>ID</td><td>HZT808</td><td>Study year</td><td colspan="4">2.</td></tr>
<tr><td>Lecturer</td><td>Antonia Luketin Alfirević, 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>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 introduce students to the subject matter and scope of semantics as a linguistic discipline, to acquire the fundamental concepts relevant to the semantic description of the Italian lexicon, and to develop the ability to isolate the meaning of a semantic unit as well as to understand processes of meaning transfer.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="6">There are no prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="6">Upon completion of the course, students will be able to:
identify units of semantic analysis;
analyze and categorize units of meaning;
recognize processes of meaning transfer;
identify hierarchies of meaning;
describe the relationship between syntax and semantics.</td></tr>
<tr><td>Syllabus</td><td colspan="6">Fundamental concepts in semantics
Problems and tasks of semantics
Types of meaning
Word semantics
Lexical organization
Semantic fields
Hyponymy and hypernymy
Polysemy, synonymy, homonymy
Complementarity; inversion
Paradigmatic and syntagmatic relations
Semantic field; hierarchy
Componential analysis
Sentence semantics
Text semantics</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%), and to prepare one seminar paper, which must be presented orally with a PowerPoint presentation. They are required to pass either two mid-term tests or take the final written exam.</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</td><td colspan="6">The final grade is based on students' activity and participation in lectures and seminars (15%), the quality of the seminar paper (25%), and performance on the written examination or mid-term tests (60%). Students are allowed to take the examination through mid-term tests during the semester. The criteria for the</td></tr>
</table>

of student work	evaluation and assessment of individual components are described in the course repository.		
Required literature	Title	Number of copies available	Availability via other media
	Berruto, G. (1983). La semantica. Bologna: Zanichelli.	1	
	De Mauro, T. (1989). Introduzione alla semantica. Roma-Bari: Laterza.	1	
	Lyons, J. (1981). La semantica. Bari: Laterza.	1	
Supplementary literature	Aprile, M. (2013). Dalle parole ai dizionari. Bologna: Il Mulino. pp. 19. – 43. Casadei, F. (2015.) Lessico e semantica: Roma: Carocci. Dardano, M. (2008). Nuovo manualetto di linguistica italiana. Bologna: Zanichelli. pp. 146. - 171. Marello, C. (1996). Le parole dell'italiano. Lessico e dizionari. Bologna: Il Mulino. Ullmann, S. (1966). La semantica. Introduzione alla scienza del significato. Bologna: Il Mulino.		
Quality assurance	-attendance and class participation, and performance in assigned tasks -student survey on the quality of teaching and instructors at the university level -passing the examination and fulfilling other syllabus requirements -individual consultations -students' self-assessment of achieved learning outcomes -peer evaluation of the teaching process and its quality		
Other (in the opinion of the proponent)			

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Seminar	Introduction of students to the course content and objectives, as well as all course requirements and assessment criteria. Fundamental concepts in semantics.	1	P17
Lectures	Allocation of seminar topics and agreement on the schedule and format of presentations.	1	P17
Week: 2.			
Lectures	Problems and tasks of semantics.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 3.			
Lectures	Types of meaning.	1	P17
Lectures	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 4.			
Lectures	Word semantics.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 5.			
Lectures	Lexical organization.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 6.			
Lectures	Semantic fields.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 7.			
Lectures	Hyponymy and hypernymy relations.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 8.			
Lectures	Polysemy, synonymy, and homonymy.	1	P17

Seminar	First midterm exam.	1	P17
Week: 9.			
Lectures	Complementarity; inversion.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 10.			
Lectures	Paradigmatic and syntagmatic relations.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 11.			
Lectures	Semantic field; hierarchy.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 12.			
Lectures	Componential analysis.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 13.			
Lectures	Sentence semantics.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 14.			
Lectures	Text semantics.	1	P17
Seminar	Seminar presentations (in accordance with the lecture topic).	1	P17
Week: 15.			
Lectures	Review of course content, concluding remarks, and preparation for the exam.	1	P17
Lectures	Second midterm exam.	1	P17

<table>
<tr><td>Course name</td><td colspan="5">Literary Translation – Contrastive Analysis</td></tr>
<tr><td>ID</td><td>HZT801</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">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>30</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 contemporary theories and practical aspects of literary text analysis and to enable them to acquire professional translation techniques and strategies. Students will transpose a given text while respecting all its stylistic, linguistic and cultural characteristics.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- distinguish text types and choose the appropriate style and strategy of written translation,
- examine, distinguish and compare the linguistic and stylistic options available,
- transpose a given text from the source language into the target language,
- independently understand and adapt any cultural nuances for use in the target language.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introduction, analysis of the literary text, linguistic and stylistic analysis
2. Text and content of the literary text, themes and models
3. Literary genres/narration/narrativity
4. Levels of narration: plot, story, characters, time, space, narrator.
5. The author and his/her function, the relationship between author and reader, the real reader and the ideal reader
6. Forms of narrative communication, forms of literary discourse, subjective narration and referential narration
7. Techniques for representing thought and speech; monologue, direct and indirect speech
8. Translation and comparison of adjectives, translation of personal names, translation of characters' speech and thought
9. Stylistics – historical overview, types of style, stylistics of translation
10. Translation of text: Giovanni Verga (Eros) – linguistic and stylistic analysis
11. Translation of text: Giovanni Verga (I Malavoglia) – linguistic and stylistic analysis
12. Translation of text: Tomasi di Lampedusa (Il gattopardo) – linguistic and stylistic analysis
13. Translation of text: Umberto Eco (Il nome della rosa) – linguistic and stylistic analysis
14. Translation of text: Pier Paolo Pasolini (Pilade) – linguistic and stylistic analysis
15. Translation of text: Giovanni Verga (Cavalleria rusticana) – linguistic and stylistic analysis
16. Translation of text: short story: Elsa Morante (Il ladro dei lumi)
17. Linguistic and stylistic analysis
18. Translation of text: contemporary writers – Susanna Tamaro (Va' dove ti porta il cuore)
19. Linguistic and stylistic analysis
20. Translation of text: contemporary writers – Andrea de Carlo (Due di due)
21. Linguistic and stylistic analysis
22. Translation of text: contemporary writers – Andrea de Carlo (Tecniche di seduzione)
23. Translation of text: contemporary writers – Andrea de Carlo (Tecniche di seduzione)
24. Linguistic and stylistic analysis
25. Translation of text: contemporary writers – Niccolo' Ammaniti (Fango)</td></tr>
</table>

	26. Linguistic and stylistic analysis 27. Translation of text: contemporary writers – Niccolo' Ammaniti (Ti prendo e ti porto via) 28. Linguistic and stylistic analysis 29. Translation of text: contemporary writers – Alessandro Baricco (City) 30. Linguistic and stylistic analysis

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

Student obligations	- behave in accordance with ethical and scholarly principles in higher education teaching - participate in and complete in-class and out-of-class (individual and group) activities that enable the achievement of the course learning outcomes (80%) - pass the written exam (two passed midterm exams are equivalent to the written exam) with a minimum score of 50% on the exam/midterms - find out about missed classes during the lecturer's office hours and from other students - meet the deadlines set for course activities - complete individual and group assignments on time and to a high standard - participate actively and constructively in class

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 grade is based on the achievement of the following elements: - written exam, or two successfully passed midterm exams (a passing grade in both midterms is equivalent to the written exam) – 50% - seminar paper written and presented in accordance with the lecturer's instructions – 30% - performance in individual and group assignments – 10% - participation in class and in discussions during lectures and seminars – 10% The assessment and grading criteria for each element are described in the course repository.

Required literature	Title	Number of copies available	Availability via other media
	Segre, C. (1985). Avviamento all'analisi del testo letterario. Torino: Einaudi.	1	
	Panebianco, B., Pulega P. (1997). Il lettore consapevole. Manuale di analisi del testo narrativo. Bologna: Clio.	1	
	Faini, P. (2004). Tradurre. Roma: Carocci.	1	
	Eco, U. (2003). Dire quasi la stessa cosa. Esperienze di traduzione. Milano: Bompiani.	1	
	Mounin, R. (2002). Teoria e Storia della Traduzione. Torino: Einaudi.	1	
	Salmon, L. (2003). Teoria della traduzione. Storia, scienza e professione. Milano: Antonio Vallardi.	1	
	Osimo, B. (2004). Manuale del traduttore. Milano: Hoepli	1	

Supplementary literature	Borello, E. (1999). Teorie della traduzione. Glottodidattica e scienze della comunicazione. Urbino: Quattroventi. Osimo, B. (2000). Corso di traduzione. Volume I. Modena: Guaraldi Logos. Osimo, B. (2000). Corso di traduzione. Volume II. Rimini: Yema.
Quality assurance	- class attendance, participation in class, success in completing assignments - university-level student survey on the quality of teaching and teachers - passed exam and fulfilment of other obligations set out in the syllabus - individual consultations - student self-assessment of achieved learning outcomes - peer review of the delivery and quality of teaching
Other (in the opinion of the proponent)	

Syllabus			
Class type	Topic	Teaching hours	Location
Week: 1.			
Practicum exercises	Introduction, analysis of the literary text, linguistic and stylistic analysis	1	
Practicum exercises	Text and content of the literary text, themes and models	1	
Practicum exercises	Literary genres/narration/narrativity	1	
Practicum exercises	Levels of narration: plot, story, characters, time, space, narrator.	1	
Practicum exercises	The author and his/her function, the relationship between author and reader, the real reader and the ideal reader	1	
Practicum exercises	Forms of narrative communication, forms of literary discourse, subjective narration and referential narration	1	
Practicum exercises	Techniques for representing thought and speech; monologue, direct and indirect speech	1	
Practicum exercises	Translation and comparison of adjectives, translation of personal names, translation of characters' speech and thought	1	
Practicum exercises	Stylistics – historical overview, types of style, stylistics of translation	1	
Practicum exercises	Translation of text: Giovanni Verga (Eros) – linguistic and stylistic analysis	1	
Practicum exercises	Translation of text: Giovanni Verga (I Malavoglia) – linguistic and stylistic analysis	1	
Practicum exercises	Translation of text: Tomasi di Lampedusa (Il gattopardo) – linguistic and stylistic analysis	1	
Practicum exercises	Translation of text: Umberto Eco (Il nome della rosa) – linguistic and stylistic analysis	1	
Practicum exercises	Translation of text: Pier Paolo Pasolini (Pilade) – linguistic and stylistic analysis	1	
Practicum exercises	Translation of text: Giovanni Verga (Cavalleria rusticana) – linguistic and stylistic analysis	2	
Practicum exercises	Translation of text: short story: Elsa Morante (Il ladro dei lumi) – linguistic and stylistic analysis	2	
Practicum exercises	Translation of text: Susanna Tamaro (Va' dove ti porta il cuore)	2	
Practicum exercises	Translation of text: contemporary writers – Andrea de Carlo (Due di due) – linguistic and stylistic analysis	2	
Practicum exercises	Translation of text: contemporary writers – Andrea de Carlo (Tecniche di seduzione) – linguistic and stylistic analysis	2	

Practicum exercises	Translation of text: contemporary writers – Niccolo' Ammaniti (Fango) – linguistic and stylistic analysis	2	
Practicum exercises	Translation of text: contemporary writers – Niccolo' Ammaniti (Ti prendo e ti porto via) – linguistic and stylistic analysis	2	
Practicum exercises	Translation of text: contemporary writers – Alessandro Baricco (City) – linguistic and stylistic analysis	2	

<table>
<tr><td>Course name</td><td colspan="5">Translation Criticism</td></tr>
<tr><td>ID</td><td>HZT810</td><td>Study year</td><td colspan="4">2.</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>Associates</td><td></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td></td><td>0</td><td>0</td><td>30</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 familiarize students with the concept of translation quality and with the differences in translation evaluation within academic institutions and professional circles. Students will also be introduced to the broader framework of translation theory and criticism and will acquire the critical competencies required for the comparative and evaluative analysis of their own and others’ translations from Italian into Croatian and from Croatian into Italian.</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 successful completion of the course, students will be able to:
- distinguish between the concepts of translation quality and translation assessment in the labor market and within academic and scientific institutions,
- identify the influence of translation criticism theory on terminology,
- recognize authorial and cultural norms through the comparison of multiple translations of the same text,
- conduct an independent comparative analysis of a source text and its translation,
- critically and convincingly evaluate their own translations as well as those of others.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1st Week: Introduction: The concept of quality - definitions, approaches, and methods of measuring quality in translation. Examples of non-translation and their significance in translation practice.
2nd Week: The meaning of evaluation - docimology - types of assessment, taxonomy of objectives, and methods of measurement. Analysis of taxonomy tables and assessment scales.
3rd Week: Translation criticism theory: an overview of the main approaches. Gideon Toury and the system of translated literature - constants and regularities in translated works; constants and regularities of culturally specific translation choices.
4th Week: Anton Popovič's diachronic contrastive approach: historical contextualization and modernization of translations. The problem of translation ageing.
5th Week: Itamar Even-Zohar's polysystem theory: the literary polysystem and mutual influences among national literary systems. The innovative and conservative functions of translated literature and their influence on translation strategies. Comparison of different translations of the same source text - authorial and cultural conventions.
6th Week: Reconstruction of the metatext according to Jiří Levý, James S. Holmes, and Anton Popovič: Levý and the reconstruction of the translator's method and conception; Holmes and retrospective mental maps. Presentation of Popovič's descriptive model of the translation process.
7th Week: Systematization of translation shifts: types and classification categories of translation shifts; morphosyntactic and stylistic changes; implicit and explicit intertextual connections. The concepts of revision and self-criticism within translation criticism. Application of categories of shifts and intertextual links to source and translated excerpts from different text types.
8th Week: Examples and application of comparative analysis: the Croatian translation of the novel Le otto montagne. The analysis is based on the following</td></tr>
</table>

<table>
<tr><td></td><td colspan="6">parameters and concepts: deictic expressions and point of view; intertextuality and its translatability; translational actualization of key (conceptual and functional) words; translatability and actualization of semantic fields and realia; the problem of editorial manipulation.
9th Week: Examples and application of comparative analysis: the Croatian translation of the novel Calluna vulgaris.
10th Week: Examples and application of comparative analysis: the Croatian translation of the novel Il desiderio di essere come tutti.
11th Week: Examples and application of comparative analysis: specialized and academic translations.
12th Week: Examples and application of comparative analysis: journalistic and media translations.
13th Week: Translation strategies and the concepts of cultural analogy and homology according to Peeter Torop.
14th Week: Categorization of different types of relationships between the source and target texts in the context of language, culture, and textual aspects.
15th Week: Torop's model and Osimo's synthetic model: nine types of translation criticism according to Torop. Translation criticism as a scientific discipline. The synthetic model of translation shifts and templates for correcting and evaluating translations.</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">☒ independent comparative analysis
☐
☐
☐</td></tr>
<tr><td>Student obligations</td><td colspan="6">Students are required to attend practical classes (80%), actively participate in the teaching process, and pass the written examination (or two midterm exams).</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">80% – Written examination (or two midterm exams)
20% – Class participation
The assessment and grading criteria for each component 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 colspan="2">Availability via other media</td></tr>
<tr><td colspan="3">Osimo, B. (2004). Traduzione e qualità: La valutazione in ambito accademico e professionale. Milano: Hoepli.</td><td>0</td><td colspan="2"></td></tr>
<tr><td colspan="3">Osimo, B. (2002). Storia della traduzione: riflessioni sul linguaggio traduttivo dall’antichita ai contemporanei. Milano: Hoepli</td><td>1</td><td colspan="2"></td></tr>
<tr><td>Supplementary literature</td><td colspan="6">Nannoni, C., (2006). "La critica della traduzione", in: «Scritti in ricordo di Carmen Sanchez Montero», Trieste, Centro Stampa del Dipartimento di Scienze del Linguaggio, pp. 263 – 279.
Nadiani, G. (2000). "La critica della traduzione letteraria nell’epoca della letteratura digitale", inTRAlinea Vol. 3.</td></tr>
</table>

Quality assurance	- attendance, class participation, and successful completion of assigned tasks - student evaluation survey on the quality of teaching and instructors at the university level - successful completion of the examination and fulfillment of other requirements specified in the syllabus - individual consultations - student 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.			
Practicum exercises	Introduction of students to the course content and requirements. Introduction: The concept of quality - definitions, approaches, and methods of measuring quality in translation. Examples of non-translation and their significance in translation practice.	2	
Week: 2.			
Practicum exercises	The meaning of evaluation - docimology - types of assessment, taxonomy of objectives, and methods of measurement. Analysis of taxonomy tables and assessment scales.	2	
Week: 3.			
Practicum exercises	Translation criticism theory: an overview of the main approaches. Toury and the system of translated literature - constants and regularities in translated works; constants and regularities of culturally specific translation choices.	2	
Week: 4.			
Practicum exercises	Popovič's diachronic contrastive approach: historical contextualization and modernization of translations. The problem of translation ageing.	2	
Week: 5.			
Practicum exercises	Even-Zohar's polysystem theory: the literary polysystem and mutual influences among national literary systems. The innovative and conservative functions of translated literature and their influence on translation strategies. Comparison of different translations of the same source text - authorial and cultural conventions.	2	
Week: 6.			
Practicum exercises	Reconstruction of the metatext according to Levý, Holmes, and Popovič: Levý and the reconstruction of the translator's method and conception; Holmes and retrospective mental maps. Presentation of Popovič's descriptive model of the translation process.	2	
Week: 7.			
Practicum exercises	Midterm Exam 1. Systematization of translation shifts: types and classification categories of translation shifts; morphosyntactic and stylistic changes; implicit and explicit intertextual connections. The concepts of revision and self-criticism within translation criticism. Application of categories of shifts and intertextual	2	

	links to source and translated excerpts from different text types.		
Week: 8.			
Practicum exercises	Systematization of translation shifts: types and classification categories of translation shifts; morphosyntactic and stylistic changes; implicit and explicit intertextual connections. The concepts of revision and self-criticism within translation criticism. Application of categories of shifts and intertextual links to source and translated excerpts from different text types.	2	
Week: 9.			
Practicum exercises	Examples and application of comparative analysis: the Croatian translation of the novel Calluna vulgaris by Alessandro Iovinelli.	2	
Week: 10.			
Practicum exercises	Examples and application of comparative analysis: the Croatian translation of the novel Il desiderio di essere come tutti by Francesco Piccolo.	2	
Week: 11.			
Practicum exercises	Examples and application of comparative analysis: specialized and academic translations.	2	
Week: 12.			
Practicum exercises	Examples and application of comparative analysis: journalistic and media translations.	2	
Week: 13.			
Practicum exercises	Translation strategies and the concepts of cultural analogy and homology according to Torop.	2	
Week: 14.			
Practicum exercises	Categorization of different types of relationships between the source text and the target text in the context of linguistic, cultural, and textual aspects.	2	
Week: 15.			
Practicum exercises	2. kolokvij. Midterm Exam 2. Torop's model and Osimo's synthetic model: nine types of translation criticism according to Torop. Translation criticism as a scientific discipline. The synthetic model of translation shifts and templates for correcting and evaluating translations.	2	

<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">2.</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="4">Language and Cultural Mediation</td></tr>
<tr><td>ID</td><td>HZT901</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Andrea Rogošić, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">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>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="5">Course description</td></tr>
<tr><td>Course aims</td><td colspan="4">The aim of the course is to familiarize students with the concepts of total translation and intersemiotic translation, with particular emphasis on the transition from prose to film and other art forms on the one hand, and on mental translation as the basis of textual reception on the other. Furthermore, the course aims to introduce students to the concept of interculturality, which is particularly characteristic of audiovisual translation and the translation of journalistic texts from Italian into Croatian and from Croatian into Italian.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="4">There are no prerequisites.</td></tr>
<tr><td>Learning outcomes</td><td colspan="4">Upon completion of the course, students will be able to:
- identify the cultural and linguistic elements of a text and recognize the linguistic continuity between translation for publishing and specialized translation;
- conduct a translation studies analysis of publishing, journalistic, and audiovisual texts;
- select and justify appropriate translation methodologies and strategies;
- identify culturally specific terms and translation loss through the process of translation;
- carry out an independent critical analysis and revision of translations.</td></tr>
<tr><td>Syllabus</td><td colspan="4">1st Week: Basic concepts: language, culture, translation. Translation as cultural mediation. Linguistic and/or cultural mediation? Translation and imagology as fields of study within comparative literature.

2nd Week: Audiovisual translation: subtitling and dubbing. The quality of audiovisual translation and interculturality. Total translation: textual, intertextual, intratextual, and extratextual. Figurative language as an essential component of literature and its transposition into film. Analysis of the film adaptation of a literary text.

3rd Week: Translation for publishing: encyclopedias and reference works in the context of specialized translation. From publishing translation to specialized translation: continuity between literary and specialized language. Encyclopedic entries. Film director biographies.

4th Week: Contextual theory of interpretation. Semiosis. From encyclopedic concepts to terminology and film lexicons. Terminological entries and glossaries.

5th Week: Encyclopedic entries and essayistic concepts on film in relation to the semiotic conception of total and mental translation. Encyclopedic and essayistic definitions of film. Translation studies analysis.

6th Week: From the translation of specialized texts to the translation of essays. The film essay as an intersemiotic process. Selected passages from P. Torop, Total Translation as the decomposition and transmutation of the source text. Translation studies analysis.

7th Week: Content analysis. Essay on the coherence and semiotic meaning of literary and film texts. Selected passages from P. Torop, total translation as the transfer of verbal, acoustic, and visual coherence of a text.

8th Week: Meaning and sense. Literary translation - textual, intratextual, and intertextual. The infinite semiosis of translation and reader-response theory.</td></tr>
</table>

	9th Week: Adaptation, fidelity, literalness, and free translation. Literary translation. Literary criticism and translation pedagogy. Essay on defining literariness integrated with the concepts of isotopy and textual transcodification. 10th Week: Realia. Loss in translation - temporal and cultural factors. Translation of journalistic texts: editorial articles. 11th Week: Translation and journalism. Translation of journalistic texts in the field of culture. 12th Week: Translation and journalism. Translation of journalistic texts from the entertainment sector. 13th Week: Translation quality and audiovisual content. Comparative analysis of a documentary film. 14th Week: Translation quality and audiovisual content. Comparative analysis of a feature film. 15th Week: Translation criticism from Toury to Torop: a new model.

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%), actively participate in solving practical tasks during classes, and prepare a seminar paper. They are also required to pass the written examination (or two 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	40% – Written examination (or both midterm exams) 20% – Class participation 20% – Seminar paper 20% – Practical work The assessment and grading criteria for each component are described in the course repository.

Required literature	Title	Number of copies	Availability via other media
		available	
	Machietti, S. & Siebetcheu, R. (2017). Che cos'è la mediazione linguistico-culturale. Bologna: Il Mulino.	0	
	Oliveri, F.A. & Prezioso, G. (2024). Mediazione linguistica. Milano: Egea.	0	
	Perego, E. (2005). La traduzione audiovisiva. Roma: Carocci.	1	

Supplementary literature	Battisti, C., (2008). La traduzione filmica. Il romanzo e la sua trasposizione cinematografica, Verona: Ombre corte. pp. 44-70. Manzoli, G. (2003), Cinema e letteratura.Roma, Carocci. Rossi, A., (2003), La lingua del cinema in Bonomi Ilaria e Silvia Morgana, La lingua italiana e i mass media, Carocci, Roma, pp. 94-126. Torop, P. (2004). La traduzione totale. Spunti per lo sviluppo della scienza della traduzione, tradotto a cura di Osimo, B. Udine: Forum.
Quality assurance	- attendance, class participation, and successful completion of assigned tasks

	- student evaluation survey on the quality of teaching and instructors at the university level - successful completion of the examination and fulfillment of other requirements specified in the syllabus - individual consultations - student 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	Introduction of students to the course content and requirements. Basic concepts: language, culture, translation. Translation as cultural mediation. Linguistic and/or cultural mediation? Translation and imagology as fields of study within comparative literature.	1	
Seminar	Assignment of seminar paper topics. Instructions for the preparation of the written paper and the oral presentation.	2	
Week: 2.			
Lectures	Audiovisual translation: subtitling and dubbing; the quality of audiovisual translation and interculturality. Total translation: textual, intertextual, intratextual, and extratextual. Figurativeness as an essential component of literature and its transposition into film.	1	
Seminar	Analysis of the film adaptation of a literary text.	2	
Week: 3.			
Lectures	Translation for publishing: encyclopedias and reference works in the context of specialized translation. From publishing translation to specialized translation: continuity between literary language and specialized language.	1	
Seminar	Translation and contrastive analysis of translations: encyclopedic entry. Biography of a film director.	2	
Week: 4.			
Lectures	Contextual theory of interpretation. Semiosis. From encyclopedic concepts to terminology and film lexicons. Terminological entries and glossaries.	1	
Seminar	Translation: terminological entries and glossaries.	2	
Week: 5.			
Lectures	Encyclopedic entries and essayistic concepts of film in relation to the semiotic conception of total and mental translation. Encyclopedic and essayistic definitions of film.	1	
Seminar	Traductological analysis. Seminar paper presentation.	2	
Week: 6.			
Lectures	From the translation of specialized texts to the translation of essays. The film essay as an intersemiotic process. Selected passages from P. Torop, Total Translation as the decomposition and transmutation of the source text.	1	
Seminar	Traductological analysis 2. Seminar paper presentation.	2	
Week: 7.			
Lectures	Content analysis. Essay on the coherence and semiotic meaning of literary and film texts. Selected passages from P.	1	

	Torop: total translation as the transfer of a text's verbal, acoustic, and visual coherence.		
Seminar	Midterm Exam 1.	2	
Week: 8.			
Lectures	Meaning and sense. Literary translation: textual, intratextual, and intertextual dimensions. The infinite semiosis of translation and reader-response theory.	1	
Seminar	Literary text – translation and analysis. Seminar paper presentation.	2	
Week: 9.			
Lectures	Adaptation, fidelity, literal translation, and free translation. Literary translation. Literary criticism and translation pedagogy. An essay on defining literariness integrated with the concepts of isotopy and textual transcodification.	1	
Seminar	Literary text – translation and analysis. Seminar paper presentation.	2	
Week: 10.			
Lectures	Realia. Loss in translation – temporal and cultural factors.	1	
Seminar	Translation of journalistic texts: editorial articles. Seminar paper presentation.	2	
Week: 11.			
Lectures	Translation and journalism.	1	
Seminar	Translation of a journalistic text in the field of culture. Seminar paper presentation.	2	
Week: 12.			
Lectures	Translation and journalism.	1	
Seminar	Translation of a journalistic text from the entertainment sector. Seminar paper presentation.	2	
Week: 13.			
Lectures	Translation quality and audiovisual content.	1	
Seminar	Comparative analysis of a documentary film. Seminar paper presentation.	2	
Week: 14.			
Lectures	Translation quality and audiovisual content.	1	
Seminar	Comparative analysis of a feature film. Seminar paper presentation.	2	
Week: 15.			
Lectures	Translation criticism from Toury to Torop: a new model.	1	
Seminar	Midterm Exam 2.	2	

<table>
<tr><td>Course name</td><td colspan="5">Master's Thesis</td></tr>
<tr><td>ID</td><td></td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td></td><td>ECTS workload</td><td colspan="3">10.0</td></tr>
<tr><td>Associates</td><td></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td></td><td>0</td><td>0</td><td>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"></td></tr>
<tr><td>Enrolment requirements</td><td colspan="5"></td></tr>
<tr><td>Learning outcomes</td><td colspan="5"></td></tr>
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☐ 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 colspan="2">Number of copies available</td><td colspan="2">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>

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Learning outcome description
LO 1	Investigate the meaning and forms of literary texts in the Italian language
LO 2	Translate the literary text to/from Italian by choosing a suitable lexicon
LO 3	Explain the morphological-syntactic forms in the Italian language with a comparative and contrastive analysis of the Croatian and Italian languages
LO 4	Recognize and correct deviations from the linguistic norm (orthography, grammar) in written texts
LO 5	Notice the semantic differences conditioned by the context and evaluate the semantic forms based on the acquired theoretical knowledge
LO 6	Place the authors in the appropriate literary-historical framework and to independently interpret the selected literary texts and express a critical attitude about the selected texts
LO 7	Explain literary trends, to recognize eras, poets, authors, and genres of Italian theatre and dramatic literature
LO 8	Write and discuss Italian dramatic literature in the Italian language
LO 9	Determine the basic dimensions of linguistic variations in the contemporary Italian language
LO 10	Plan, carry out, and present a linguistic analysis of the selected variety
LO 11	Form their assumptions about literary concepts, styles, poetics, literary value and the influence of ideologies on the meaning and reading of texts
LO 12	Discuss the advantages and disadvantages of research approaches used in the field of literature and language theory
LO 13	Apply the acquired knowledge to creative expression about Italian literature
LO 14	Evaluate the translation and compare it with the original
LO 15	Recognize the basic typology of professional texts and distinguish between their linguistic features
LO 16	Analyze and categorize units of semantic meaning
LO 17	Identify hierarchies of meaning with a description of the relationship between syntax and semantics
LO 18	Interpret the historical and cultural context of Slavic-Romanian and Croatian-Italian linguistic contacts on the eastern Adriatic coast

LO 19	Explain the terminology and processes of linguistic borrowing, to recognize Italian loanwords and calques and classify them
LO 20	Analyze the process of adaptation of loanwords at the phonological, morphological and semantic level
LO 21	Explain the key concepts of glottodidactics as an interdisciplinary scientific discipline
LO 22	Analyze the advantages and disadvantages of different methods of teaching foreign languages throughout history
LO 23	Evaluate the role of modern foreign language teachers and students
LO 24	Explain the ways of developing and evaluating receptive and productive language skills
LO 25	Observe various factors that influence the language acquisition process and to evaluate and select suitable teaching material
LO 26	Design and implement a teaching unit of Italian as a foreign language at different levels of learning
LO 27	Define and explain basic terms in the field of vocabulary acquisition and teaching, to recognize and explain different strategies and techniques
LO 28	Use normative manuals necessary for work in the profession, to analyze teaching materials and lexical material for the needs of the teaching process
LO 29	Analyze a film or television series in relation to the cultural-historical and literary context, as well as in relation to characteristics of visual media and their transmedia dimension
LO 30	Analyze the features of the cognitive styles learning process and other interindividual features relevant to the educational process

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**	**LO 12**	**LO 13**	**LO 14**	**LO 15**
Total number of courses per LO	9	6	14	11	10	9	3	3	5	5	9	4	7	11	4
Educational Psychology															
Sociology of Education															
Language Competencies in Teaching and Translation Practices I			+	+											
Contemporary Italian Language				+	+				+	+					
History of Italian Theatre and Dramatic Literature	+					+	+	+			+	+	+	+	
Introduction to Italian Onomastics			+		+										
Italian Literature and Film	+					+	+	+			+	+	+	+	
Fundamentals of Pedagogy															
Didactics															
Language Competencies in			+	+											

Teaching and Translation Practices II															
Glottodidactics															
Lexis in Italian Language Courses															
Croatian–Italian Language Contacts in Dalmatia															
Italian Short Story	+					+					+		+		
Romantic Literature written in Italian Language in Dalmatia	+					+					+				
Myth and Mythopoesis in Italian Literature	+					+					+		+		
Language Competencies in Teaching and Translation Practices III		+	+	+	+				+						
Italian Language Teaching Methodology															
Croatian–Italian contrastive analysis			+		+										
Comparative History of Italian and Croatian Literature	+					+					+				
Italian Prose from the Neo-avant-garde to the Present Day	+	+				+					+	+	+		
Semantics			+		+				+	+					
Italian Literature and TV Series	+					+					+		+		
Selection and Preparation of Teaching Materials for Teaching and Learning Italian															
Romance Language (Spanish Language 1)														+	
Teaching Practicum and School Practice															
Romance Language (Spanish Language 2)														+	
Translation Studies	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Business Translation			+	+										+	+
Translation Techniques			+	+	+									+	
Specialist Translation			+	+										+	+

Semantics			+		+				+	+					
Literary Translation – Contrastive Analysis		+	+	+						+				+	
Language and Cultural Mediation		+	+	+	+									+	
Semantics in Italian Language Teaching					+										
Translation of Essays															+
Translation Criticism		+	+	+	+									+	

Learning outcomes of the study programme	**LO 16**	**LO 17**	**LO 18**	**LO 19**	**LO 20**	**LO 21**	**LO 22**	**LO 23**	**LO 24**	**LO 25**	**LO 26**	**LO 27**	**LO 28**	**LO 29**	**LO 30**
Total number of courses per LO	3	2	3	4	4	4	6	9	6	7	8	~~9~~10	8	4	7
Educational Psychology								+			+	+			+
Sociology of Education														+	+
Language Competencies in Teaching and Translation Practices I													+		
Contemporary Italian Language															
History of Italian Theatre and Dramatic Literature														+	
Introduction to Italian Onomastics															
Italian Literature and Film														+	
Fundamentals of Pedagogy								+				+			+
Didactics								+		+	+	+	+		+
Language Competencies in Teaching and Translation Practices II													+		
Glottodidactics						+	+	+	+	+	+	+	+		+
Lexis in Italian Language Courses						+	+	+	+	+	+	+	+		
Croatian–Italian Language Contacts in Dalmatia			+	+	+										

Italian Short Story															
Romantic Literature written in Italian Language in Dalmatia															
Myth and Mythopoesis in Italian Literature															
Language Competencies in Teaching and Translation Practices III															
Italian Language Teaching Methodology						+	+	+	+	+	+	+	+		+
Croatian–Italian contrastive analysis			+												
Comparative History of Italian and Croatian Literature															
Italian Prose from the Neo-avant-garde to the Present Day															
Semantics	+														
Italian Literature and TV Series															
Selection and Preparation of Teaching Materials for Teaching and Learning Italian							+	+	+	+	+	+			
Romance Language (Spanish Language 1)				+	+										
Teaching Practicum and School Practice							+	+	+	+	+	+	+		
Romance Language (Spanish Language 2)				+	+										
Translation Studies	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Business Translation															
Translation Techniques															
Specialist Translation															
Literary Translation – Contrastive Analysis															
Language and Cultural Mediation															
Semantics in Italian Language Teaching	+	+										+			
Translation of Essays															
Translation Criticism															

3.2. Instructors in the study programme

	Marijana Alujević	**Maja Bezić**	**Maja Bilić**	**Snježana Bralić**
CROSBI link	*CroRIS*	*CroRIS*	https://www.croris.hr/osobe/profil/41446	*CroRIS*
Academic title	associate professor	associate professor	senior language instructor	associate professor
Area	Humanities	Humanities	Humanities	Humanities
Field	Philology	Philology	Philology	Philology
Home institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%	50%	100%
Teaching workload at the home institution	1291,5 RS	966 RS	729 RS	885 RS
Workload at external institutions	/	/	/	/
Planned workload in the new study programme	/	/	/	/
Planned workload at the home institution[11]	1291,5 RS	966 RS	729 RS	885 RS
Planned workload at external institutions	/	/	/	/
Scientific and review papers[12] *in the last 5 years (total)*	9	8	2	8
Professional papers[13] *in the last 5 years (total)*	1	3	**0**	3
Total[14] *number of citations (SCOPUS)*	1	1	0	3
Total[15] *h-index (SCOPUS)*	1	1	0	1

[11] Workload data are based on the teaching delivered in the 2025/2026 academic year.
[12] 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.
[13] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[14] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be stated.
[15] See the previous footnote.

Leader and/or collaborator on competitive projects (total)	/	1 (collaborator)	0	***/***
Leader and/or collaborator on other projects (total)	1 institutional (collaborator)	3 institutional (leader)	0	3 institutional (collaborator)
Courses taught in the study programme	- Glottodidactics - Italian Language Teaching Methodology - Teaching Practicum and School Practice - Selection and Preparation of Teaching Materials for Teaching and Learning Italian	- Croatian–Italian Language Contacts in Dalmatia	- Language Competencies in Teaching and Translation Practices I - Business Translation - Specialist Translation	- Lexis in Italian Language Courses

Training for the acquisition of teaching competences	- Completed university study programme in teacher education. - Organised, moderated and 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. - On behalf of the Department of Italian Language and Literature, on 15 October 2021 she organised the professional development event *Giornata di studio per insegnanti d'italiano*, hosting five (foreign and Croatian) lecturers (teaching methodologists and educationalists) and some twenty teachers of Italian from local schools who attended the training and workshop. - Member of the committee of the scientific and professional conference “Through Teacher Competences to Student Competences”, where she moderated one of the sessions, 2 March 2023. - Since autumn 2019, Školska knjiga and CARNET have engaged her as an expert in the didactic and methodological design of educational content in the	- 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 School «Advancing Careers in Research and Innovation 2024» organised by the University of Split,	- 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 la cultura italiana, 1.4.2023.* *- Obiettivo produzione orale e scritta per i livelli B1-B2: materiali e*

	project for developing DOS (digital educational content) for Italian (within which she supervises the development of, and creates, additional digital content for use by the wider public and the education community). The digital educational content was developed as part of the “e-Schools” programme: Comprehensive Informatisation of School Operations and Teaching Processes for Creating Digitally Mature Schools for the 21st Century. The project is funded by the European Union from the European Social Fund. - In June 2021, she gave an invited lecture and workshop on *“Interculturality in Teaching Italian” at the National Professional Meeting for Teachers of Italian”* held on 25 June 2021, organised by the Education and Teacher Training Agency.	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		*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.

	Sani Ćavar	**Katarina Dalmatin**	**Srećko Jurišić**
CROSBI link	*CroRIS*	https://www.croris.hr/osobe/profil/486	*CroRIS*
Academic title	assistant professor	associate professor	full professor
Area	Social sciences	Humanities	Humanities
Field	Pedagogy	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
Type of employment	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%	100%
Teaching workload at the home institution	1408 RS	804 RS	684 RS
Workload at external institutions	/	/	564 RS
Planned workload in the new study programme	/	/	/
Planned workload at the home institution[16]	1408 RS	804 RS	684 RS
Planned workload at external institutions	/	/	564 RS
Scientific and review papers[17] *in the last 5 years (total)*	2	9	20
Professional papers[18] *in the last 5 years (total)*	/	/	/
Total[19] *number of citations (SCOPUS)*	/	0	2
Total[20] *h-index (SCOPUS)*	/	0	1

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

Leader and/or collaborator on competitive projects (total)	1	/	/
Leader and/or collaborator on other projects (total)	1	1 institutional (leader)	/
Courses taught in the study programme	- Fundamentals of Pedagogy	- Italian Prose from the Neo-avant-garde to the Present Day	- Italian Literature and Film - History of Italian Theatre and Dramatic Literature

Training for the acquisition of teaching competences	**- Graduate study programme in Pedagogy and Croatian Language and Literature (teacher education specialisation; Faculty of Humanities and Social Sciences in Split)** - Workshop "Assessment of Student Achievement", organised by the Centre for Research and Development of Lifelong Learning (CIRCO) of the Faculty of Humanities and Social Sciences in Split. - Workshop "E-Learning in Higher Education", organised by the Centre for Research and Development of Lifelong Learning (CIRCO) of the Faculty of Humanities and Social Sciences in Split. - Workshop "Communication and Group Dynamics in Higher Education Teaching", organised by the Centre for Research and Development of Lifelong Learning (CIRCO) of the Faculty of Humanities and Social Sciences in Split. - Workshop "Designing Course Curricula in Higher Education", organised by the Centre for Research and Development of Lifelong Learning (CIRCO) of the Faculty of Humanities and Social Sciences in Split.	**- 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.	**- Completed university study programme in teacher education**

	Goran Kardum	**Morana Koludrović**
CROSBI link	https://www.croris.hr/osobe/profil/7040	*CroRIS*
Academic title	full professor with tenure	associate professor
Area	Social sciences	Social sciences
Field	Psychology	Pedagogy
Home institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%
Teaching workload at the home institution	1490,4 RS	1027,2 RS
Workload at external institutions	/	/
Planned workload in the new study programme	/	/
Planned workload at the home institution[21]	1490,4 RS	1027,2 RS
Planned workload at external institutions	/	/
Scientific and review papers[22] *in the last 5 years (total)*	10	19
Professional papers[23] *in the last 5 years (total)*	1	1
Total[24] *number of citations (SCOPUS)*	799	78
Total[25] *h-index (SCOPUS)*	16	4
Leader and/or collaborator on competitive projects (total)	1	2
Leader and/or collaborator on other projects (total)	2	7

[21] Workload data are based on the teaching delivered in the 2025/2026 academic year.
[22] 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.
[23] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[24] 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.
[25] See the previous footnote.

Courses taught in the study programme	- Educational Psychology	- Didactics
Training for the acquisition of teaching competences	**- Completed university study programme in teacher education;** - During his university career, completed various programmes; teaches courses for the acquisition of teaching competences in the PPDMO programme in the field of educational psychology	**- Graduate study programme in Primary Education at the Teacher Training College in Split** University master's study programme in Pedagogy at the Faculty of Humanities and Social Sciences in Zagreb. University doctoral study programme in Pedagogy at the Faculty of Humanities and Social Sciences in Zagreb. Continuous delivery of training for the development of teacher competences in higher education.

	Antonia Luketin Alfirević	**Antonela Marić**	**Nikica Mihaljević**	**Magdalena Nigoević**
CROSBI link	*CroRIS*	*CroRIS*	*CroRIS*	*CroRIS*
Academic title	assistant professor	full professor	full professor	full professor
Area	Humanities	Humanities	Humanities	Humanities
Field	Philology	Philology	Philology	Philology
Home institution	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%	100%	100%
Teaching workload at the home institution	888 RS	684 WH	825 WH	804 WH
Workload at external institutions	/	81 WH	162 WH	486 WH
Planned workload in the new study programme	/	/	/	/
Planned workload at the home institution[26]	888 WH	684 WH	825 WH	804 WH
Planned workload at external institutions	/	81 WH	162 WH	486 WH

[26] Workload data are based on the teaching delivered in the 2025/2026 academic year.

Scientific and review papers[27] in the last 5 years (total)	4	19	14	19
Professional papers[28] in the last 5 years (total)	/	3	/	3
Total[29] number of citations (SCOPUS)	5	0	5	8
Total[30] h-index (SCOPUS)	2	/	2	1
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	2 (leader)	1
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	1 institutional (collaborator)	1
Courses taught in the study programme	- Introduction to Italian Onomastics - Language Competencies in Teaching and Translation Practices II - Semantics - Semantics in Italian Language Teaching - Romance Language (Spanish Language 1) - Romance Language (Spanish Language 2)	- Italian Short Story - Italian Literature and TV Series - Myth and Mythopoesis in Italian Literature - Literary Translation – Contrastive Analysis - Translation Studies	- Romantic Literature written in Italian Language in Dalmatia - Comparative History of Italian and Croatian Literature	- Contemporary Italian Language

[27] 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.
[28] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[29] 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.
[30] See the previous footnote.

Training for the acquisition of teaching competences	**- Completed university study programme in teacher education**. - Attendance at the professional development course: Winterschool - *Le canzoni d'autore e l'opera nella didattica dell'italiano a stranieri* Siena, Unistrasi 15.-17.1.2020. - 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*, Faculty of Humanities and Social Sciences in Split, 2 March 2023. - Attendance at the professional development course for teachers of Italian "Corso di aggiornamento per	- 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, - Corso di aggiornamento for mazione e aggiornamento per insegnanti di italiano L2, Uni MIlano, 01.-05.09.2025. Corso di aggiornamento for mazione e aggiornamento per insegnanti di	**- 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 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	**- 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. - Participated in the webinar *Mappe mentali: il pensiero visibile. Vantaggi, usi e attività nella classe di italiano*

	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.	italiano L2, Uni MIlano, 01.-05.09.2025.	the Faculty of Humanities and Social Sciences in Split is one of the partners. - 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 studies as part of the international project *Transformation of Competencies at the University: Peer-Tutoring as a Key Element of Student*	*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

			Development Support in which the Faculty of Humanities and Social Sciences in Split is one of the partners. .	Croatian Applied Linguistics Society.

	Toni Popović	**Monica Priante**	**Andrea Rogošić**
CROSBI link	https://www.croris.hr/osobe/profil/33375	**https://www.croris.hr/osobe/profil/32209**	*CroRIS*
Academic title	assistant professor	language instructor	assistant professor
Area	Social sciences	Humanities	Humanities
Field	Sociology	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
Type of employment	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%	100%
Teaching workload at the home institution	1206 WH	1377 WH	948 WH
Workload at external institutions	/	43,2 WH	/
Planned workload in the new study programme	/	/	/
Planned workload at the home institution[31]	1206 WH	1377 WH	948 WH
Planned workload at external institutions	/	43,2 WH	/
Scientific and review papers[32] *in the last 5 years (total)*	13	3	5
Professional papers[33] *in the last 5 years (total)*	/	/	/

[31] Workload data are based on the teaching delivered in the 2025/2026 academic year.
[32] 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.
[33] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

Total[34] number of citations (SCOPUS)	57 (Scopus)	/	7
Total[35] h-index (SCOPUS)	5 (Scopus)	/	2
Leader and/or collaborator on competitive projects (total)	1	1 (collaborator)	/
Leader and/or collaborator on other projects (total)	1	2 institutional (collaborator)	2 institutional (leader), 1 institutional (collaborator)
Courses taught in the study programme	- Sociology of Education	- Language Competencies in Teaching and Translation Practices I - Language Competencies in Teaching and Translation Practices III - Translation of Essays	- Croatian–Italian contrastive analysis - Translation Techniques - Translation Criticism - Language and Cultural Mediation
Training for the acquisition of teaching competences	1. Scientific Work and Information Skills (2023, organised by the Faculty of Humanities and Social Sciences in Split) 2. Designing Course Curricula in Higher Education (2024, organised by the Faculty of Humanities and Social Sciences in Split) 3. Communication and Group Dynamics in Higher Education Teaching (2024, organised by the Faculty of Humanities and Social Sciences in Split) 4. E-Learning in Higher Education (2024, organised by the Faculty of Humanities and Social Sciences in Split)	- 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.)

[34] 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.
[35] See the previous footnote.