

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Acquisition of English as a Second Language
Study programme	Graduate Study Programme in English Language and Literature (MA in Teaching English as a Foreign Language - TEFL)
Semester	Summer
Academic year	2022–2023
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	Thursday, 9.30–11.30 am, Room 902
Language of instruction	English
Course instructor	Dr Tihana Kraš, Associate Professor
Office number	909
Office hours	Thursday, 11.30–12.15 pm
Phone	051 265 628
Email	tkras@uniri.hr

I. DETAILED COURSE DESCRIPTION**COURSE OVERVIEW**

The course covers the following topics:

- The acquisition of phonology in the second language with a special focus on English
- The acquisition of morphosyntax in the second language with a special focus on English
- The acquisition of semantics and vocabulary in the second language with a special focus on English
- The acquisition of pragmatics in the second language with a special focus on English
- The development of the listening skill in the second language with a special focus on English
- The development of the reading skill in the second language with a special focus on English
- The development of the speaking skill in the second language with a special focus on English
- The development of the writing skill in the second language with a special focus on English
- Second language processing with a special focus on English
- Factors affecting the acquisition of English as a second language
- The relevance of the research findings into the acquisition of English as a second language for the theory and practice of teaching English as a foreign language

- (A critical review of) an empirical study into the acquisition or processing of English as a second language

EXPECTED LEARNING OUTCOMES

On successful completion of the course, students will be able to:

- Describe basic findings about the acquisition of phonology in the second language with a special focus on English
- Describe basic findings about the acquisition of morphosyntax in the second language with a special focus on English
- Describe basic findings about the acquisition of semantics and vocabulary in the second language with a special focus on English
- Describe basic findings about the acquisition of pragmatics in the second language with a special focus on English
- Describe basic findings about the development of the listening skill in the second language with a special focus on English
- Describe basic findings about the development of the reading skill in the second language with a special focus on English
- Describe basic findings about the development of the speaking skill in the second language with a special focus on English
- Describe basic findings about the development of the writing skill in the second language with a special focus on English
- Describe basic findings about second language processing with a special focus on English
- Explain how different factors affect the acquisition of English as a second language
- Explain the implications of the results of specific studies into the acquisition of English as a second language for the theory and practice of teaching English as a foreign language
- Write a critical review of an empirical study into the acquisition or processing of English as a second language or conduct such a study

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
X			X
Fieldwork	Laboratory work	Mentoring	Other

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	0
Oral presentation	0.5	10
Test	0.75	40
Research task	0.75	50
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Selected parts of the following textbooks:

Kraš, T., & Miličević, M. (2015). *Eksperimentalne metode u istraživanjima usvajanja drugoga jezika*. Rijeka: Filozofski fakultet Sveučilišta u Rijeci.

Litosseliti, L. (2018). *Research methods in linguistics*. London/New Delhi/New York/ Sydney: Bloomsbury Academic.

Phakiti, A. (2014). *Experimental research methods in language learning*. London/New Delhi/New York/ Sydney: Bloomsbury Academic.

Selection of academic papers and/or chapters from edited volumes and textbooks

RECOMMENDED FURTHER READING

Blom, E., & Unsworth, S. (Eds.) (2010). *Experimental methods in language acquisition research*. Amsterdam/Philadelphia: John Benjamins.

Bhatia, T. K., & Ritchie, W. C. (Eds.) (2012). *The handbook of bilingualism and multilingualism*. Oxford: Blackwell.

de Bot, K., Lowie, W., & Verspoor, M. (2005). *Second language acquisition: An advanced resource book*. London/New York: Routledge.

Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration and processing*. London/New York: Routledge.

Doughty, C. J., & Long, M. H. (Eds.) (2003). *The handbook of second language acquisition*. Oxford: Blackwell.

Ellis, R., & Barkhuizen, G. (2005). *Analysing learner language*. Oxford: Oxford University Press.

Gass, M. S., & Mackey, A. (2011). *The Routledge handbook of second language acquisition*. London/New York: Routledge.

Gass, M. S., & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah, NJ/London: Lawrence Erlbaum Associates.

Kroll, J. F., & De Groot, A. M. B. (Eds.) (2005). *Handbook of bilingualism: Psycholinguistic approaches*. Oxford: Oxford University Press.

Larsen-Freeman, D., & Long, M. (1991). *An introduction to second language acquisition research*. Longman.

Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ/London: Lawrence Erlbaum Associates.

Mackey, A., & Gass, S. M. (2012). *Research methods in second language acquisition: A practical guide*. Malden, MA: Wiley-Blackwell.

Ritchie, W. C., & Bhatia, T. K. (Eds.) (2009). *The new handbook of second language acquisition*. Bingley: Emerald.

Robinson, P., & Ellis, N. C. (Eds.) (2008). *Handbook of cognitive linguistics and second language acquisition*. New York/London: Routledge.

White, L. (2003). *Second language acquisition and Universal Grammar*. Cambridge: Cambridge University Press.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes (i.e. four teaching blocks).

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

In class, by Merlin (Moodle) and by e-mail

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

In class, during office hours, by Merlin (Moodle) and by e-mail

INFORMATION ABOUT THE FINAL EXAM

The course does not contain the final exam.

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES	
Winter	
Spring supplementary	
Summer	30 June and 14 July 2023 at 10 am
Autumn supplementary	4 and 8 September 2023 at 10 am
V. COURSE OUTLINE	
DATE	TOPIC
9 March 2023	Course introduction; Lecture 1 1
10 March 2023	Lecture 2; paper discussion
16 March 2023	Lecture 3; paper discussion
23 March 2023	Lecture 4; paper discussion
30 March 2023	Lecture 5; paper discussion
6 April 2023	Lecture 6; paper discussion
13 April 2023	Paper discussion; oral presentations 1, 2, 3 and 4
20 April 2023	Paper discussion; oral presentations 5, 6, 7 and 8
27 April 2023	Paper discussion; oral presentations 9, 10, 11 and 12
4 May 2023	Paper discussion; oral presentations 13, 14, 15 and 16
18 May 2023	Paper discussion, oral presentations 17, 18, 19 and 20
25 May 2023	Test
1 June 2023	Research task submission deadline Course conclusion

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Describe basic findings about the acquisition of phonology in the second language with a special focus on English of English as a second language	The acquisition of phonology in the second language with a special focus on English of English as a second language	Frontal teaching Group discussion Individual work	Test
Describe basic findings about the acquisition of morphosyntax in the second language with a special focus on English	The acquisition of morphosyntax in the second language with a special focus on English	Frontal teaching Group discussion Individual work	Test
Describe basic findings about the acquisition of semantics and vocabulary in the second language with a special focus on English	The acquisition of semantics and vocabulary in the second language with a special focus on English	Frontal teaching Group discussion Individual work	Test
Describe basic findings about the acquisition of pragmatics in the second language with a special focus on English	The acquisition of pragmatics in the second language with a special focus on English	Frontal teaching Group discussion Individual work	Test
Describe basic findings about the development of the listening skill in the second language with a special focus on English	The development of the listening skill in the second language with a special focus on English	Frontal teaching Group discussion Individual work	Test
Describe basic findings about the development of the reading skill in the second language with a special focus on English	The development of the reading skill in the second language with a special focus on English	Frontal teaching Group discussion Individual work	Test
Describe basic findings about the development of the speaking skill in the second language with a special focus on English	The development of the speaking skill in the second language with a special focus on English	Frontal teaching Group discussion Individual work	Test
Describe basic findings about the development of the writing skill in the second language with a special focus on English	The development of the writing skill in the second language with a special focus on English	Frontal teaching Group discussion Individual work	Test
Describe basic findings about second language processing with a special focus on English	Second language processing with a special focus on English	Frontal teaching Group discussion Individual work	Test
Explain how different factors affect the acquisition of English as a second language	Factors affect the acquisition of English as a second language	Frontal teaching Group discussion Individual work	Test
Explain the relevance of the research findings into	The relevance of the research findings into the	Frontal teaching Group discussion	Test

the acquisition of English as a second language for the theory and practice of teaching English as a foreign language	acquisition of English as a second language for the theory and practice of teaching English as a foreign language	Individual work	
Write a critical review of an empirical study into the acquisition or processing of English as a second language or conduct such a study	Write a critical review of an empirical study into the acquisition or processing of English as a second language or conduct such a study	Frontal teaching Group discussion Individual work Test	Oral presentation Research task

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	African American Literature
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022-2023
ECTS credits	2
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	Tuesdays at 8.30-10/room 902
Language of instruction	English
Course instructor	Dr Tatjana Vukelić, senior lecturer
Office number	914
Office hours	Mondays and Tuesdays, 12-13
Phone	051/265625
Email	tvukelic@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The objective of this course is to introduce the students into the 4 centuries old historical, cultural, and literary African American tradition. The course aims at developing critical thinking and analysing of literary works that the students are expected to read and give presentations. The content of the course is as follows:</p>	
<ul style="list-style-type: none">· An overview of historical facts and events pertaining to African American tradition· Literature of slavery and freedom· Literature of the Reconstruction· Harlem Renaissance· Realism, Naturalism, Modernism	

- Black Arts
- Contemporary literature
- Issues: Race, Gender, and Sex discrimination; Abolitionism; Identity search; Civil rights; Feminism; Womanism; Black nationalism; New black aesthetics; African American music; BlackLivesMatter

EXPECTED LEARNING OUTCOMES

Upon completing the course, the students will be able to:

- Define the historical and literary determinants of African American literature as being a part of the American literary mainstream
- Identify the main features of African American literary tradition that occur in the works of the distinguished African American writers
- Identify and explain the most important issues concerning African American people in their search for identity and freedom (race, gender, sexuality)
- Account for and independently analyse the literary works; critically and creatively reflect on a literary work in the presentation

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
X	X		X
Fieldwork	Laboratory work	Mentoring	Other

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	
Project-based assessment 1 (seminar)	0,5	50
Project-based assessment 2 (seminar)	0,5	50
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

- Andrews, L. W. *Classic African American Women's Narratives*. OUP, 2003. Andrews, L.W., Foster, F.S., Harris, T. *The Oxford Companion to African American Literature*. OUP, New York, 1997.
- Collins, P.H. *Black Sexual Politics*. Routledge: New York, London, 2004.
- Gates, H. L. & McKay, Nellie Y. *The Norton Anthology of African American Literature*. Norton & Company, New York, London, 2004.
- Golden, M. & Harris L. E. *Gumbo: An Anthology of African American Writing*, Broadway Book, New York, 2002.
- Hooks, B. *Ain't I a Woman*. Pluto Press, London, 1982.
- Cook, R. 2013. *Sweet Land of Liberty: The African American Struggle for Civil Rights in the Twentieth Century.*, Routledge, New York.
- Alexander, M. 2019. *The New Jim Crow.*, Penguin Random House, UK.
- Johnson, T. L. 2021. *We Testify with Our Lives.*, Columbia University Press, New York.

Walton, H.; Smith, R.; Wallace, S. L. 2021. *American Politics and the African American Quest for Universal Freedom.*, Routledge, New York.

Pittman, J. 1997. *African American Perspectives and Philosophical Traditions.*, Routledge, New York, London.

Taylor, Keeanga-Yamahtta. 2021. *From #BlackLivesMatter to Black Liberation.*, Haymarket Books, Chicago.

Shapiro, T.M. 2004. *The Hidden Cost of Being African American.*, Oxford University Press, New York.

Novels:

Z. N. Hurston. *Their Eyes Were Watching God*

T. Morrison. *The Bluest Eye*

A. Walker. *The Color Purple*

M. Golden. *Don't Play in the Sun*

F. Douglass. *Narrative of the Life of Frederick Douglass; an American Slave*

RECOMMENDED FURTHER READING

Gates, H. L. *The Signifying Monkey*. OUP, New York, 1988.

Kubitschek, M. D. *Claiming the Heritage*. University Press of Mississippi, Mississippi, 1991.

Collins, P.H. *Black Feminist Thought*. Routledge, London, New York, 2000

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Faculty and Department websites; emails;

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

At the classes; consultations during office hours; emails

INFORMATION ABOUT THE FINAL EXAM

During classes, students collect evaluation points for which they are required to create two seminars and present them in class. Topics and materials for work and preparation of the seminars are provided by the teacher. Seminars must be made as power point presentations and presented in class, and written seminar papers must be submitted to the teacher. At the end of the semester, the student receives a final grade from the course based on the accumulated evaluation points from the seminar papers as well as the effort in class.

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	
Spring supplementary	
Summer	15.06.2023. 3.07.2023.
Autumn supplementary	4.09.2023. 5.09.2023.

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the course
Week 2	Literature of slavery and freedom – Slavery, Abolitionism, Civil War;
Week 3	Wheatly; Walker; Harper; Truth; O. Equiano; Douglass
Week 4	Realism, Naturalism; Modernism – Civil Rights Movement; Du Bois, T.B. Washington; J. Baldwin
Week 5	Rosa Parks; Martin Luther King Jr.
Week 6	Harlem Renaissance - Wright; Ellison; Walker; Hurston
Week 7	Black Arts – Malcolm X
Week 8	Contemporary period – Black identity; race, gender, sexual liberation
Week 9	Feminism and Womanism
Week 10	Film, Arts and Music
Week 11	Black Lives Matter
Week 12	Black History Month
Week 13	Maya Angelou, Angela Davis,
Week 14	Toni Morrison; Alice Walker
Week 15	Selected readings (chosen by the students); videos; films on African American Literature and Culture

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
To reproduce knowledge about the newly adopted literary course	In the course overview section	Teaching Independent work of students Seminars and ppt presentations	Seminars; power point presentations; active discussions in the class
To explain and define the literary and historical context of African American literature	In the course overview section	Teaching Independent work of students Seminars and ppt presentations	Seminars; power point presentations; active discussions in the class
To define and place African American literature in the American literary mainstream	In the course overview section	Teaching Independent work of students Seminars and ppt presentations	Seminars; power point presentations; active discussions in the class
To be able to read and reproduce the literary works of African American writers	In the course overview section	Teaching Independent work of students Seminars and ppt presentations	Seminars; power point presentations; active discussions in the class
To define the historical legacy, tradition, and culture of African American community in the US	In the course overview section	Teaching Independent work of students Seminars and ppt presentations	Seminars; power point presentations; active discussions in the class

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	American Literature
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022/2023
ECTS credits	5
Contact hours (Lectures + Seminars + Practical work)	45+30+0
Time and venue of classes	According to the schedule
Language of instruction	English
Course instructor	Lovorka Gruić Grmuša
Office number	906
Office hours	Thursdays after the class and upon request via email
Phone	265 626
Email	lovorka.gruic.grmusa@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>This course studies the national literature of the United States since the 17th century. It considers a range of texts – from Native American poetry, Puritan legacy, through awakening and enlightenment, slavery, wars, and contemporary American literature - including, novels, essays, and poetry - and their efforts to define the notion of American identity. The stress is on 19th and 20th century literature.</p>	
EXPECTED LEARNING OUTCOMES	
<p>After finishing the course, the students will be able to:</p> <ul style="list-style-type: none">· Identify literary movements and periods of American literature· Recognize and interpret American texts in cultural, social, and political contexts· Analyze and compare American authors and their works in particular periods· Create and deliver a short presentation	
WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')	

Lectures	Seminars	Practical work	Independent work
x	x	x	x
Fieldwork	Laboratory work	Mentoring	Other
			Multimedia

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	2,5	0
Homework and a short presentation	0,5	20
Continuous assessment	0,75	30
Continuous assessment	0,75	30
Continuous assessment	0,5	20
Final exam	N/A	N/A
TOTAL		100

Final grades will be determined as follows:

There is not final exam. Continuous assessment consists of 3 tests (if a student fails one, s/he can retake the test in July, if a student fails 2 tests, s/he cannot pass the course or retake the test in July). Homework and a short presentation are obligatory components and will be calculated into the final grade.

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Ruland, Richard and Bradbury, Malcolm, *From Puritanism to Postmodernism: A History of American Literature*
 Poezija američkih Indijanaca: "The Sky Clears," "Lost"
 Zitkala-Sa, "Why I am Pagan"
 Sherman Alexie "Class" ili Leslie Marmon Silko "The Man to Send Rain Clouds"
 John Smith, A Description of New England
 William Bradford ("Of Plymouth Plantation")
 Jonathan Edwards, "Freedom of the Will" & "The Nature of True Virtue"
 Anne Bradstreet,
 Edward Taylor
 Ralph Waldo Emerson, "Nature"
 Henry David Thoreau, *Walden*
 Edgar Allan Poe, "The Purloined Letter"
 Nathaniel Hawthorne, *The Scarlet Letter* or Herman Melville, *Moby-Dick or the Whale*
 Emily Dickinson, "I heard a Fly buzz--when I died--",
 Walt Whitman, "Song of Myself"
 Mark Twain, "The Notorious Jumping Frog of Calaveras County"
 Robert Frost, "Stopping by Woods on a Snowy Evening",
 T.S. Eliot, "The Love Song of J. Alfred Prufrock"
 Booker T. Washington, "Up from Slavery"
 W.E.B. Du Bois, "The Souls of Black Folk"
 Margaret Walker, "For My People"
 Langston Hughes, "Thank you Ma'am"
 Kate Chopin, "The Story of an Hour"
 Ernest Hemingway, "The Killers"
 William Faulkner, *The Sound and the Fury*
 Shirley Jackson, "The Lottery"
 Ezra Pound,
 Sylvia Plath,
 E. E. Cummings,
 Theodore Roethke,
 Allen Ginsberg, "Howl"

<p>Jack Kerouac, Donald Barthelme, <i>Snow White</i> or Thomas Pynchon, <i>The Crying of Lot 49</i> or J. Safran Foer, <i>Everything Is Illuminated</i> or N. S. Momaday, <i>The Way to Rainy Mountain</i> Robert Coover, "The Babysitter" ili "The Elevator" Don DeLillo, "Videotape" Donald Barthelme, "Concerning the Bodyguard" or T.Pynchon "Entropy" Sandra Cisneros Raymond Carver, "Cathedral" Ken Liu, "The Paper Menagerie"</p>	
RECOMMENDED FURTHER READING	
<p>Benjamin Franklin, <i>The Autobiography of Benjamin Franklin</i> Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> Robert Levine (ed), <i>The Norton Anthology of American Literature</i> Robert Alter, <i>Motives for Fiction</i> Robert Detweiler, <i>Uncivil Rites: American Fiction, Religion, and the Public Sphere</i> Richard Godden, <i>Fictions of Capital: The American Novel from James to Mailer</i> Emory Elliott (ed), <i>The Columbia History of The American Novel</i> John Holmes, On Frost's Stopping by Woods on a Snowy Evening</p>	
IV. ADDITIONAL INFORMATION	
ATTENDANCE	
Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.	
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE	
Merlin, email	
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS	
email	
INFORMATION ABOUT THE FINAL EXAM	
There is not final exam. Continuous assessment consists of 3 tests (if a student fails one, s/he can retake the test in July, if a student fails 2 tests, s/he cannot pass the course or retake the test in July).	
OTHER RELEVANT INFORMATION	
Academic honesty Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
EXAM DATES	
Winter	
Spring supplementary	
Summer	June 15, 2023 (students that have passed all 3 tests get their grade) July 13, 2023 retake test (for students that failed one exam)
Autumn supplementary	Sep 7, 2023 (students that have passed all 3 tests get their grade)
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	Intro to American lit; Native Americans, Zitkala Sa: "Why I am Pagan", "Lost"; Puritans: intro; Edward Taylor
Week 2	S. Alexie: "Class"; Smith: A Description of New England; William Bradford "Of Plymouth Plantation"; Anne Bradstreet
Week 3	Edwards: "Freedom of the Will" i "The Nature of True Virtue"; Poe: poetry; Poe: "The Purloined Letter"
Week 4	Hawthorne: <i>The Scarlet Letter</i> ; Transcendentalizam: intro; Emerson: " <i>Nature</i> "; Thoreau: <i>Walden</i>

Week 5	Whitman, "Song of Myself"; Dickinson: poetry; Kate Chopin, "The Story of an Hour"; test
Week 6	African American lit: intro; Langston Hughes, "Thank you Ma'am"; Margaret Walker, "For My People"; B.T. Washington: "Up from Slavery"; W.E.B. DuBois: "The Souls of Black Folk"
Week 7	E. O'Neill i A. Miller; Realism & naturalism: intro; M. Twain, T. Dreiser i H. James; Shirley Jackson: "The Lottery"
Week 8	Modernism: intro; Eliot, "The Love Song of J. Alfred Prufrock"; E. Hemingway, F.S.Fitzgerald i J. Dos Passos; R. Frost; E. Pound (poetry)
Week 9	E.E. Cummings; T. Roethke; William Faulkner: <i>The Sound and the Fury</i> ; test
Week 10	Beat, intro; A. Ginsberg: Howl; J. Keroauc; postmodern lit, intro; Sylvia Plath
Week 11	Robert Coover: "The Babysitter"; Don DeLillo: "Videotape"; Donald Barthelme: "Concerning the Bodyguard"
Week 12	Ethnic lit: Sandra Cisneros; Cathy Song: "Lost Sister"; Ken Liu, "The Paper Menagerie"; Dwight Okita: "In Response to Executive Order 9066"
Week 13	Janice Mirikitani: "For a Daughter Who Leaves"; Gwendolyn Brooks: "The Boy Died in My Alley"; J. Safran Foer: <i>Everything Is Illuminate</i> , test
Week 14	Raymond Carver: "Cathedral"; T. Pynchon: "Entropy"
Week 15	The analysis of poems (students' choice) and students' impressions of the course; the calculation of grades.

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Identify literary movements and periods of American literature	Native American lit. Puritans, Romanticism, Transcendentalism, African American lit, Modernism, Postmodernism, Contemporary lit	Lectures, close reading, discussion, individual work	Continuous assessment, test
Recognize and interpret American texts in cultural, social, and political contexts	For example: T.S.Eliot "The Love. Song of J. Alfred Prufrock" (analysis of poetry); William Faulkner, <i>The Sound and the Fury</i> (analysis of a novel); Edgar Allan Poe, "The Purloined Letter" (analysis of a short story); Jonathan Edwards, "Freedom of the Will" (analysis of an essay)	Lectures, close reading, discussion, individual work, work in pairs	Continuous assessment, test
Analyze and compare American authors and their works in particular periods	For example: the analysis and comparison of Frost, Pound, Faulkner, Hemingway, etc. in the context of modernism	Lectures, close reading, discussion, individual work, work in pairs	Continuous assessment, homework, test
Create and deliver a short presentation	Each student chooses a topic that s/he likes and creates and delivers a short presentation (some students work in pairs)	Individual work and work in pairs	A short presentation about one text or author

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Twentieth-Century Anglophone Drama
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022-3
ECTS credits	2
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	Tuesdays, 13.15-14.45 (901)
Language of instruction	English
Course instructor	Dr. Aidan O'Malley, Associate Professor
Office number	912
Office hours	Mondays, 16.00-17.00, and by prior email appointment
Phone	
Email	ajomalley@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>In this course, students are introduced to a selection of the most important modern Anglophone plays and playwrights. Students gain insight into the relationships between selected literary texts and the most important political and social events in the twentieth century. Furthermore, students are introduced to some fundamental approaches in drama theory, such as those of Stanislavsky and Artaud.</p> <p>The influence of Ibsen and Strindberg extended throughout the drama of the twentieth century, therefore the course begins with the study of their theatrical innovations. Society and gender are the central themes of Ibsen's and Strindberg's plays, and we examine their influence on the work of Shaw. Attention then turns westward to the USA: four different key texts will be analyzed (O'Neill, Williams, Miller, Albee). We then return to British drama, and look at the so-called 'The Angry Young Men' (Osborne) and at 'kitchen-sink' drama (Delaney), considering, among other things, the ways in which these dramas dealt with the issues class, sexuality and gender in Britain in the</p>	

1960s. We then consider two African dramas: Soyinka's examination of the conflict between tradition and colonialism in Nigeria, and a multimedia play by Jane Taylor, William Kentridge and the Handstring Puppet Company that criticizes the work of the South African Truth and Reconciliation Commission. The course concludes by looking at Ravenhill and Butterworth and the legacy of 'in-yer-face' drama in British theatre at the end of the twentieth and into the twenty-first century.

EXPECTED LEARNING OUTCOMES

At the end of the course, participants will have been introduced to the main representatives of British, American and African drama of the twentieth century and gained an understanding of the aesthetic, social and political context that influenced their works.

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	-
Project-based assessment	0.8	80
Other (Class Presentation)	0.2	20
TOTAL	2	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Copies of these texts are available on Merlin

1. Henrik Ibsen, *A Doll's House*
2. August Strindberg, *Miss Julie*
3. George Bernard Shaw, *Mrs. Warren's Profession*
4. Eugene O'Neill, *Long Day's Journey into Night*
5. Tennessee Williams, *A Streetcar Named Desire*

6. Arthur Miller, <i>Death of a Salesman</i>
7. Edward Albee, <i>Who's Afraid of Virginia Woolf</i>
8. John Osborne, <i>Look Back in Anger</i>
9. Shelagh Delaney, <i>A Taste of Honey</i>
10. Wole Soyinka, <i>Death and the King's Horseman</i>
11. Jane Taylor, with William Kentridge and the Handspring Puppet Company, <i>Ubu and the Truth Commission</i>
12. Mark Ravenhill, <i>Shopping and Fucking</i>
13. Jez Butterworth, <i>Jerusalem</i>
RECOMMENDED FURTHER READING
A selection of secondary texts is available on Merlin. Students might also want to consult the following: Antonin Artaud, <i>Theatre and Its Double</i> (excerpts) Gerald M. Berkowitz, <i>American Drama of the Twentieth Century</i> Thierry Dubost, <i>Struggle, Defeat or Rebirth: Eugene O'Neill's Vision of Humanity</i> Anne Fleche, <i>Mimetic Disillusion: Eugene O'Neill, Tennessee Williams and US Dramatic Realism</i> Alice Griffin, <i>Understanding Arthur Miller</i> Carla McDonough, <i>Staging Masculinity: Male Identity in Contemporary American Drama</i> Martin Esslin, <i>The Theatre of the Absurd</i> Aleks Sierz, <i>In-yer-face Theatre: British Drama Today</i>
IV. ADDITIONAL INFORMATION
ATTENDANCE
Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE
In class; via email; via Merlin.
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS
In class; via email; via Merlin; at office hours.
INFORMATION ABOUT THE FINAL EXAM
This course is examined by a final essay.
OTHER RELEVANT INFORMATION
Academic honesty Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.
EXAM DATES

Winter	
Spring supplementary	
Summer	13.06.2023; 27.06.2023
Autumn supplementary	08.09.2023; 15.09.2023
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	Introduction to the course
Week 2	Henrik Ibsen, <i>A Doll's House</i>
Week 3	August Strindberg, <i>Miss Julie</i>
Week 4	George Bernard Shaw, <i>Mrs. Warren's Profession</i>
Week 5	Eugene O'Neill, <i>Long Day's Journey into Night</i>
Week 6	Tennessee Williams, <i>A Streetcar Named Desire</i>
Week 7	Arthur Miller, <i>Death of a Salesman</i>
Week 8	Edward Albee, <i>Who's Afraid of Virginia Woolf</i>
Week 9	John Osborne, <i>Look Back in Anger</i>
Week 10	Shelagh Delaney, <i>A Taste of Honey</i>
Week 11	Wole Soyinka, <i>Death and the King's Horseman</i>
Week 12	Jane Taylor, with William Kentridge and the Handspring Puppet Company, <i>Ubu and the Truth Commission</i>
Week 13	Mark Ravenhill, <i>Shopping and Fucking</i>
Week 14	National Holiday
Week 15	Jez Butterworth, <i>Jerusalem</i>

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
<p>Gained knowledge of the key Anglophone dramatists in the 20th century</p>	<p>Classes on:</p> <ul style="list-style-type: none"> · Henrik Ibsen · August Strindberg · George Bernard Shaw · Eugene O'Neill · Tennessee Williams · Arthur Miller · Edward Albee · John Osborne · Shelagh Delaney · Wole Soyinka · Jane Taylor and William Kentridge · Mark Ravenhill · Jez Butterworth 	<ul style="list-style-type: none"> · Lectures · Students' independent work (reading and preparation for class) · Discussion in class (active participation of students) 	<ul style="list-style-type: none"> · Presentation · Essay · Participation in class discussions
<p>Gained an understanding of the aesthetic, social and political context that influenced the authors and their works.</p>	<p>Analysing and contextualising the following texts: <i>A Doll's House; Miss Julie; Mrs. Warren's Profession; Long Day's Journey into Night; A Streetcar Named Desire; Death of a Salesman; Who's Afraid of Virginia Woolf; Look Back in Anger; A Taste of Honey; Death and the King's Horseman; Ubu and the Truth Commission; Shopping and Fucking; Jerusalem</i></p>	<ul style="list-style-type: none"> · Lectures · Students' independent work (reading and preparation for class) · Students' independent work (presentation) · Detailed analysis of the text · Discussion 	<ul style="list-style-type: none"> · Presentation · Essay · Participation in class discussions

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	British Culture
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022-3
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	Mondays, 14.30-16.00 (139)
Language of instruction	English
Course instructor	Dr. Aidan O'Malley, Associate Professor
Office number	912
Office hours	Mondays, 16.00-17.00, and by prior email appointment
Phone	
Email	ajomalley@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>This course provides a broad historical survey of British life and cultural expression. Focusing on the island of Britain, the course traces the ways in which crucial aspects of English, Welsh and Scottish identities have evolved, such as: myths; the monarchy; religion; imperialism; migration; sport; class; comedy; music; and education.</p>	
EXPECTED LEARNING OUTCOMES	
<p>After completing this course, students will have gained an overview of British historical experience, and of how this has structured contemporary British political, social and cultural life. Students will be cognizant not just of major events in the British past, but also the ways in which these have been variously translated, reimagined, and debated at different times for diverse political and cultural purposes. Students will be introduced to a wide array of popular and high cultural expressions and will have learnt how these reflect British conceptions of their own identities.</p>	

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')			
Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	
Class participation	0.25	20
Continuous assessment	1.75	80
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

- John Boorman (dir.), *Excalibur* (1981)
- Antoine Fuqua (dir.), *King Arthur* (2004)
- Michael Curtiz, William Keighley (dirs.), *The Adventures of Robin Hood* (1938)
- Ridley Scott (dir.), *Robin Hood* (2010)
- Fred Zinnemann (dir.), *A Man for all Seasons* (1966)
- Mandie Fletcher (dir.), *Blackadder II* (1986), episodes 1-3
- Tony Richardson (dir.), *Tom Jones* (1963)
- Michael Winterbottom (dir.), *A Cock and Bull Story* (2005)
- John Huston (dir.), *The Man Who Would be King* (1975)
- Brian Gilbert (dir.), *Wilde* (1997)
- James Ivory (dir.), *A Room with a View* (1985)
- Sarah Gavron (dir.), *Suffragette* (2015)
- Karel Reisz (dir.) *Saturday Night and Sunday Morning* (1960)
- Steve McQueen (dir.), *Small Axe 1: Mangrove* (2020)
- Bill Forsyth (dir.), *Local Hero* (1983)
- Danny Boyle (dir.), *Trainspotting* (1996)
- Peter Collinson (dir.), *The Italian Job* (1969)
- Stanley Kubrick (dir.), *A Clockwork Orange* (1971)
- Lindsay Anderson (dir.), *This Sporting Life* (1963)
- John Howard Davies (dir.), *Fawlty Towers*, Series 1, Episode 1, 'A Touch of Class' (1975)
- Terry Jones (dir.), *Monty Python's Life of Brian* (1979)
- Edgar Wright (dir.), *Hot Fuzz* (2007)

RECOMMENDED FURTHER READING

- Addison, P. & Jones, H. (2005). *A Companion to Contemporary Britain*. Oxford: Blackwell.
- Black, J. (2003). *A History of the British Isles*. Basingstoke: Palgrave Macmillan.
- Bryson, B. (ed.). (2010). *Icons of England*. London: Black Swan.
- Christopher, D. P. (2006). *British Culture: An Introduction*. London: Routledge.
- Fox, K. (2005). *Watching the English: the Hidden Rules of English Behaviour*. London:

Hodder & Stoughton.

- *Life in the United Kingdom: A Guide for New Residents*. (2013). The Stationery Office.
- McDowall, D (1989). *An Illustrated History of Britain*. London: Longman.
- McDowall, D. (2000) *Britain in Close-up*. London: Longman
- Oakland, J. (1993). *A Dictionary of British Institutions: a Student Guide*. London: Routledge.
- Oakland, J. (2001). *Contemporary Britain: a Survey with Texts*. London: Routledge.
- Oakland, J. (2010). *British Civilization: an Introduction*. London: Routledge.
- O'Driscoll, J. (1995). *Britain: the Country and Its People*. Oxford: Oxford University Press.
- Paxman, Jeremy. (1999). *The English: a Portrait of a People*. London: Penguin.
- Room, A. (1986). *Dictionary of Britain: an A-Z of the British Way of Life*. Oxford: Oxford University Press.
- Websites of British daily newspapers, other news media, and political institutions.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

In class; via email; via Merlin.

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

In class; via email; via Merlin; at office hours.

INFORMATION ABOUT THE FINAL EXAM

There are two exams: a mid-term and a final exam. Both exams have equal weight: the first examines what has been discussed in class up to that point; the second examines the second half of the course.

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	
Spring supplementary	
Summer	12.06.2023; 26.06.2023
Autumn supplementary	08.09.2023; 15.09.2023

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction. Locating Britain: Where is Britain/UK? Images of Britain
Week 2	Early Britain: History and myth. Roman Britain and the myth of Arthur
Week 3	1066 and all that... More Invasions: Angles, Saxons, Jutes, Vikings, Normans. The changing linguistic landscape: from Anglo-Saxon to Norman French
Week 4	The Reformation and Elizabethan Era: Creating Modern Britain
Week 5	Civil War and Restoration
Week 6	Victorian Britain: The Industrial Revolution; empire; the middle classes and

	Victorian Morality
Week 7	National Holiday
Week 8	Mid-semester exam
Week 9	Early 20 th Century Britain: First-wave feminism; The two World Wars and their Reverberations
Week 10	National Holiday
Week 11	Post-World War II Britain: the creation of the welfare state; the decline of empire; immigration
Week 12	Scottish and Welsh identities
Week 13	British culture since the 1960s: Politics, music, fashion, and humour
Week 14	British class, education, and sport
Week 15	Final Exam

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Demonstrate knowledge of the development of British identity throughout history.	Lectures 1-6 & 9-14	<ul style="list-style-type: none"> • Lectures • Students' independent work (reading, watching a movie, preparing for class) • Discussion in class (active participation of students) 	<ul style="list-style-type: none"> • Assessment of knowledge and participation in the discussion • Continuous assessment
Demonstrate knowledge of the most significant British institutions and cultural customs.	Lectures 5, 9-14	<ul style="list-style-type: none"> • Lectures • Students' independent work (reading, watching a movie, preparing for class) • Discussion in class (active participation of students) 	<ul style="list-style-type: none"> • Assessment of knowledge and participation in the discussion • Continuous assessment
Understand the connections between the most important moments in British history and the development of certain institutions and elements of British culture.	Lectures 1-6 & 9-14	<ul style="list-style-type: none"> • Lectures • Students' independent work (reading, watching a movie, preparing for class) • Discussion in class (active participation of students) 	<ul style="list-style-type: none"> • Assessment of knowledge and participation in the discussion • Continuous assessment
Demonstrate the ability to recognize, analyze, reflect and articulate concepts related to the idea of British culture.	Lectures 1-6 & 9-14	<ul style="list-style-type: none"> • Lectures • Students' independent work (reading, watching a movie, preparing for class) • Discussion in class (active participation of students) 	<ul style="list-style-type: none"> • Assessment of knowledge and participation in the discussion • Continuous assessment

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Creative Writing of Short Literary Forms
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022/23
ECTS credits	2
Contact hours (Lectures + Seminars + Practical work)	0+0+30
Time and venue of classes	Tuesday 11:15 am - 01:00 pm, F901
Language of instruction	English
Course instructor	Nikola Tutek
Office number	F912
Office hours	Tuesday 01:15 pm -3 pm
Phone	051/265-627
Email	ntutek@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
Lessons start with defining short literary forms (1). We will then examine students' motivation for writing and try to establish the writer's SELF (2.). We will analyze literary themes, types of narrations, the inner structure of narration, the development of a coherent, readable and trustable narrations with a special focus on the literary conflict. We will then address the creation of literary worlds (3). We will next explore the writing style of short stories and the importance of conciseness and the danger of redundancies (4). Then we will focus on the creation of literary characters (5). Every class starts with reading and analyses of students' assignments and the creation of new assignments.	
EXPECTED LEARNING OUTCOMES	
Students will be able to: - Identify and explain the generic elements of short literary forms (1., 3., 4.) - Analyse the structure of short narrations (3,4) - Explain the concept of writing style (4) - Explain and employ techniques of writing short literary texts (5,3) - Self-correct and improve own texts (6,2)	
WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')	

Lectures	Seminars	Practical work	Independent work
X		X	X
Fieldwork	Laboratory work	Mentoring	Other
			X

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	
Class participation	0.25	
Continuous assessment	0.25	
Final exam	0.50	
TOTAL	2	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Materials prepared and provided by the instructor

RECOMMENDED FURTHER READING

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Consultations, Merlin

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

During and after classes, consultations, email

INFORMATION ABOUT THE FINAL EXAM

Written assignment: A short story

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	
Spring supplementary	
Summer	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction, Assignment 1
Week 2	(Reading assignments) 'The Writers' 'Self', Assignment 2
Week 3	(Reading assignments) Analysis of the structure of short literary forms, Assignment 3
Week 4	(Reading assignments) Analysis of the structure of short literary forms (narration), Assignment 4
Week 5	(Reading assignments) Analysis of the structure of short literary forms (writing style and conflict) , Assignment 5
Week 6	(Reading assignments) Creating literary worlds, Assignment 6
Week 7	(Reading assignments) Literary characters, Assignment 7
Week 8	(Reading assignments) Literary characters and dialogues, Assignment 8
Week 9	(Reading assignments) Matters of style: less is more, Assignment 9
Week 10	(Reading assignments) Short story: border subgenres, Assignment 10
Week 11	(Reading assignments) Assignment analysis
Week 12	(Reading assignments) Assignment analysis
Week 13	(Reading assignments) Assignment analysis
Week 14	(Reading assignments) Assignment analysis
Week 15	(Reading assignments) Assignment analysis

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Identify and explain the elements of genre	1,2,4	Reading, writing, text analysis	Write and self-correct
Analyze the structure of a short literary text	3,4	Reading, writing, text analysis	Write and self-correct
The awareness of the writing style	4	Reading, writing, text analysis	Write and self-correct
Independent creation of short literary texts	3,5	Reading, writing, text analysis	Write and self-correct
Independently improve a short literary text	6	Reading, writing, text analysis	Write and self-correct

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Critical Thinking and Writing
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022/2023
ECTS credits	2
Contact hours (Lectures + Seminars + Practical work)	15+15+0
Time and venue of classes	Tuesdays, 11:15-12:45 in F-139
Language of instruction	English
Course instructor	Antonija Primorac
Office number	F-916
Office hours	Wednesdays from 13-13:45 and by appointment
Phone	051/265622
Email	antonija.primorac@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>Through lectures, seminars, and individual work that focus on text analysis, <i>Critical Thinking and Writing</i> aims to develop students' critical thinking and writing skills. The course units deal with the fundamentals of critical thinking and writing necessary for academic research: close reading methods; critical approaches to text analyses (including some literary interpretation theories); writing a review; writing a short essay; primary vs. secondary sources; the correct (re)use of sources; the concept of academic honesty; writing succinct and clear arguments; organising one's own arguments and using the interlocutor's arguments; evaluating one's own and other people's writing. Throughout the course, students improve their language competencies through in-class discussions and written assignments. The reading assignments from different historical periods and different Anglophone traditions enrich the students' cross-cultural understanding and raise awareness of the changing perspectives on various issues throughout history.</p>	
EXPECTED LEARNING OUTCOMES	

Upon successfully completing the course, the students will be able:

- to write short academic forms
- to analyse and think through complex issues using English language
- to express views on texts from different cultures
- to successfully communicate using Anglophone academic norms.

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x	x		x
Fieldwork	Laboratory work	Mentoring	Other
			Office hours (by appointment)

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	0
Class participation	0,25	5
Project-based assessment	-	-
Continuous assessment	0,75	95
Final exam	-	-
Other	-	-
TOTAL	2	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

- Leitch, V. B. (ed.) *The Norton Anthology of Theory and Criticism*. 3rd edition. New York: W. W. Norton & Co., 2018. (excerpts)
- Selected essays, literary works and critical texts.

RECOMMENDED FURTHER READING

- Levin, Peter. *Write Great Essays! Student-friendly Guide*. Maidenhead: McGraw-Hill /Open University Press, 2009.
- Pirie, David. *How to Write Critical Essays: A Guide for Students of Literature*. London/New York: Routledge, 1998.
- Warburton, N. *The Basics of Essay Writing*. New York/London: Routledge, 2006.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Merlin, e-mail, in class.

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Merlin, e-mail, office hours.

INFORMATION ABOUT THE FINAL EXAM	
During the semester, students achieve points for continuous assessment of their in-class and out-of-class independent work (different tasks that test the comprehension of the assigned texts/audio-visual materials and evaluate the students' basic critical thinking and writing).	
OTHER RELEVANT INFORMATION	
Academic honesty Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
EXAM DATES	
Winter	-
Spring supplementary	-
Summer	21/06/2023 05/07/2023
Autumn supplementary	04/09/2023 06/09/2023
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	Introduction to the course. Academic genres.
Week 2	Primary and secondary sources. Approaching primary sources: close reading.
Week 3	Close reading and critical thinking: voicing one's opinion. Academic register.
Week 4	Writing a review: structure, thesis, argumentation
Week 5	Critical thinking and note-taking: response paper
Week 6	Critical thinking and note-taking: response to a critical essay
Week 7	Critical thinking and note-taking: summary and paraphrase
Week 8	Critical thinking and writing: applying theoretical approaches when writing about primary sources
Week 9	Research basics: primary vs. secondary sources.
Week 10	Close reading and critical use of secondary sources. Giving credit where credit is due: academic honesty.
Week 11	Assessing all sides of a debate: argumentation and structure
Week 12	Assessing all sides of a debate; giving a balanced view.
Week 13	Analysing unfamiliar topics: comprehension and note-taking (guest lecture)
Week 14	No class (public holiday)
Week 15	Evaluation and self-evaluation. Concluding remarks.

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Write short academic forms	<ul style="list-style-type: none"> • Approaching primary sources: close reading • Writing a review: structure, thesis, argumentation • Writing a short essay: topic vs. thesis • Writing a response paper • Using secondary sources • Academic honesty 	<ul style="list-style-type: none"> • lectures • seminars • independent out of class work • office hours 	Continuous assessment and feedback
analyse and think through complex issues using English language	<ul style="list-style-type: none"> • Applying theoretical approaches when writing about primary sources • Analysing unfamiliar topics • Research basics: Critical thinking and note-taking 	<ul style="list-style-type: none"> • lectures • seminars • independent out of class work • office hours 	Continuous assessment and feedback
express views on texts from different cultures	<ul style="list-style-type: none"> • Assessing all sides of a debate: argumentation and structure • Analysing unfamiliar topics • Research basics. • Voicing one's opinion • Giving a balanced view 	<ul style="list-style-type: none"> • lectures • seminars • independent out of class work • office hours 	Continuous assessment and feedback
successfully communicate using Anglophone academic norms	<ul style="list-style-type: none"> • Acknowledging & incorporating a contrary view • Evaluation and self-evaluation 	<ul style="list-style-type: none"> • lectures • seminars • independent out of class work • office hours 	Short essay evaluation and feedback

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	English language 4 - Syntax
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022/2023
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	0+30+15
Time and venue of classes	Monday/Thursday – 9:30; room: 406
Language of instruction	English
Course instructor	Associate prof. Anita Memišević
Office number	913
Office hours	Monday 11:45-12:30
Phone	
Email	amemisevic@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The course encompasses the study, analysis and practice of complex syntactic structures of the English language and noun phrases. Through work on short stories and texts of various content students expand their vocabulary. Special emphasis is placed on collocations and cultural aspects of the chosen texts. Also, knowledge acquired in courses English Language 1, English Language 2, and English Language 3 is further practiced and expanded upon.</p> <p>The main topics are:</p> <ol style="list-style-type: none">1. Complex sentence – matrix and dependant clauses, subordination and coordination, verbless clauses, perfect tense in clauses of time, direct and indirect speech2. Syntactic and semantic functions of subordinate clauses – learning how to recognize different types of clauses and learning about their basic functions	

- 3. Noun phrase – in detail
- 4. Theme, focus and information processing

EXPECTED LEARNING OUTCOMES

Upon successful completion of the course the students will:

- Be able to use complex syntactic structures appropriately;
- Expand their vocabulary;
- Improve their knowledge of collocations;
- Improve their communication skills;
- Be able to analyse certain aspects of British and American culture.

WAYS IN WHICH THE COURSE IS DELIVERED (mark with ‘X’)

Lectures	Seminars	Practical work	Independent work
	X		X
Fieldwork	Laboratory work	Mentoring	Other

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1.5	-
Project-based assessment	0.25	15
Continuous assessment	0.5	50
Final exam	0.75	30
TOTAL		100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Greenbaum, S., Quirk, R. (1990). A Student’s Grammar of the English Language. Longman.
 Vince, M. (2003). Advanced Language Practice. Oxford. McMillan

RECOMMENDED FURTHER READING

Eastwood, J. (1994) Oxford Guide to English Grammar. Oxford. Oxford University Press.
 Hornby, A. S. (2010). Oxford Advanced Learner's Dictionary Of Current English. Oxford: Oxford University Press.
 Memišević, A. (2019). On Words and How to Use Them. Rijeka: Filozofski fakultet u Rijeci.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.	
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE	
Department web pages and Merlin.	
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS	
Email and during office hours.	
INFORMATION ABOUT THE FINAL EXAM	
The final exam consists of a written and oral exam.	
OTHER RELEVANT INFORMATION	
Academic honesty Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
EXAM DATES	
Winter	
Spring supplementary	
Summer	12 June and 26 June at 10:00
Autumn supplementary	4 September and 6 September at 10:00
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	The complex sentence 1
Week 2	First midterm test
Week 3	The complex sentence 2
Week 4	Second midterm test
Week 5	Syntactic and semantic functions of subordinate clauses 1
Week 6	Third midterm test
Week 7	Syntactic and semantic functions of subordinate clauses 2
Week 8	The noun phrase
Week 9	Fourth midterm test
Week 10	Restrictive and non-restrictive relative clauses
Week 11	Theme, focus and information processing 1
Week 12	Fifth midterm test
Week 13	Theme, focus and information processing 2
Week 14	Word formation
Week 15	Exam preparation

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1. Be able to use complex syntactic structures appropriately	<ul style="list-style-type: none"> - Texts dealing with specific topics and language used for specific purposes (health, law, ecology, tourism, etc.) - Complex sentence – subordinate and superordinate clauses, coordinated clauses, verbless clauses, direct/indirect speech 	<ul style="list-style-type: none"> - Lectures - Independent work on texts - Analysis of texts - Exercises - Working in pairs - Students use the inductive method to extrapolate rules - Discussion - Seminar paper 	<ul style="list-style-type: none"> - Written exam - Oral exam - Seminar paper
2. Expand vocabulary	<ul style="list-style-type: none"> - Complex sentence – subordinate and superordinate clauses, coordinated clauses, verbless clauses, direct/indirect speech 	<ul style="list-style-type: none"> - Independent work on texts - Discussion - Exercises - Working in pairs - Group work - Seminar paper 	<ul style="list-style-type: none"> - Written exam - Seminar paper
3. Improve the knowledge of collocations	<ul style="list-style-type: none"> - Syntactic and semantic functions of subordinate clauses – recognising different types of clauses and their functions 	<ul style="list-style-type: none"> - Independent work on texts - Discussion - Exercises - Working in pairs - Group work - Seminar paper 	<ul style="list-style-type: none"> - Written exam - seminar paper
4. Improve communication skills	<ul style="list-style-type: none"> - Noun phrase – detailed analysis 	<ul style="list-style-type: none"> - Discussion - Seminar paper 	<ul style="list-style-type: none"> - Written exam - Oral exam - Seminar paper
5. Be able to analyse certain aspects of British and American culture	<ul style="list-style-type: none"> - Theme, focus and information processing 	<ul style="list-style-type: none"> - Independent work on texts - Discussion 	<ul style="list-style-type: none"> - Seminar paper

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	English language 6
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022-2023
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	0+30+0
Time and venue of classes	Mondays (A group) and Thursdays (B group); 8.15-12 am
Language of instruction	English
Course instructor	Dr Tatjana Vukelić, senior lecturer
Office number	914
Office hours	Mondays and Tuesdays, 12-13
Phone	051265625
Email	tvukelic@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The objective is to develop students' receptive, and particularly productive English language skills (speaking and writing) at C2 level according to the Common European Framework of Reference. The objective of the course is to develop students' communication competence and teach them how to improve their fluency and accuracy in oral and written expression. They are introduced to a great amount of new vocabulary from various themes and topics.</p> <p>The course provides acquisition, analysis, and practice of complex vocabulary structures in English:</p> <ul style="list-style-type: none">- Reading of various short stories to expand the vocabulary; especially collocations, phrases, idioms; applied practice exercises- Complex vocabulary structures- Syntactic and semantic functions of idioms, phrases, and collocations in English	
EXPECTED LEARNING OUTCOMES	

Upon completing the course, the students will be able to:

- Interpret and use a wide range of new vocabulary units
- Significantly expand the vocabulary and use it while summarizing and expressing opinions on a story, article, lecture, discussion...
- Expand their knowledge on collocations and idioms
- Upgrade their communication skills compared to the English language 5 course
- Use academic language and produce fluent and accurate discourse

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
	x		x
Fieldwork	Laboratory work	Mentoring	Homework
			x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	
Continuous assessment	1	50
Final exam	1	50
Other		
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING**MANDATORY READING**

Jones, L. 2002. *New Proficiency in Progress*. CUP.
 Side, R. and Wellman, G. 1999. *Grammar and Vocabulary for CAE and Proficiency*. Longman
Selected readings (short stories; vocabulary units) chosen by the lecturer.

RECOMMENDED FURTHER READING

Gaines, B.K., 1990. *Idiomatic American English*. NY. Kodansha Int. Ltd.
 Swales, J.M. and Fear, C.B. 2004. *Commentary for Academic Writing for Graduate Students: Essential Tasks and Skills*. Michigan: University of Michigan Press
 Thomas, B.J. 1995. *Advanced Vocabulary and Idiom*. Longman.
 Watcyn-Jones, P. 1996. *Test Your Vocabulary 5*. Penguin Books.
 Wellman, G. 1992. *The Heinemann English Wordbuilder*. Heinemann
 Wright, J., *Idioms Organizer*. LTP.

IV. ADDITIONAL INFORMATION**ATTENDANCE**

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Faculty and Department websites;

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

At the classes; consultations in the office hours; emails	
INFORMATION ABOUT THE FINAL EXAM	
Students take a written final exam at the end of the semester. In order to pass the exam, they must have at least 70% score at the exam.	
OTHER RELEVANT INFORMATION	
Academic honesty Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
EXAM DATES	
Winter	
Spring supplementary	
Summer	15.06.2023. / 3.07.2023. at 9
Autumn supplementary	4.09.2023. / 5.09.2023. at 9
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	Introduction to the course
Week 2	The Language of Law Homework: a short story
Week 3	Health and Illness Homework: a short story
Week 4	Permission and prohibition Homework: a short story
Week 5	Complaining and protesting; Apologising, forgiving and reconciliation Homework: a short story
Week 6	Time: sequence and duration; manner: behaviour and body language Homework: a short story
Week 7	Motion: nuances of pace and movement; Sound: from noise to silence Homework: a short story
Week 8	Weight and density; Comparison and contrast Homework: a short story
Week 9	Colour: range and intensity; Speed Homework: a short story
Week 10	Complimenting and praising; Promises and bets Homework: a short story
Week 11	Agreement, disagreement and compromise; Speech: style and articulation Homework: a short story
Week 12	Language of age and social class; Homework: a short story
Week 13	Types of idioms; Idioms for situations, people and stories Homework: a short story
Week 14	Travel and accommodation; On the road; Service encounters Homework: a short story
Week 15	Revision

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
To expand the vocabulary of a standard English language and the acquisition of the specific functional language	In the course overview	Teaching Discussions Exercises Homework	Student's evaluation Final exam Homework
To expand vocabulary corpus with new collocations, idioms, phrases, expressions.	In the course overview	Teaching Discussions Exercises Homework	Student's evaluation Final exam Homework
To improve language through practice and exercises	In the course overview	Teaching Discussions Exercises Homework	Student's evaluation Final exam Homework
To analyse short stories by using new vocabulary	In the course overview	Teaching Discussions Exercises Homework	Student's evaluation Final exam Homework
Successfully translate English word into Croatian equivalents	In the course overview	Teaching Discussions Exercises Homework	Student's evaluation Final exam Homework

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	First Language Acquisition
Study programme	Graduate Study Programme in English Language and Literature (MA in Teaching English as a Foreign Language - TEFL)
Semester	Summer
Academic year	2022–2023
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	Tuesday, 9.30–11.00 am, Room 901
Language of instruction	English
Course instructor	Dr Tihana Kraš, Associate Professor
Office number	909
Office hours	Thursday, 11.30–12.15 pm
Phone	051 265 628
Email	tkras@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The course covers the following topics:	
<ul style="list-style-type: none">• Basic terminology and research questions in the area of first language acquisition• The history of the discipline of first language acquisition• Research methods for the study of first language acquisition• The acquisition of phonology in the first language• The acquisition of morphosyntax in the first language• The acquisition of vocabulary and semantics in the first language• The acquisition of pragmatics in the first language• Theoretical approaches to first language acquisition• Individual differences in first language acquisition• The role of age in first language acquisition• Atypical language development• The development of language and literacy in the school years• Language development in the adult years	

- Bilingual first language acquisition

EXPECTED LEARNING OUTCOMES

On successful completion of the course, students will be able to:

- Explain basic terminology and research questions in the area of first language acquisition
- Describe briefly the history of the discipline of first language acquisition
- Describe and compare different research methods for the study of first language acquisition
- Describe basic findings about the acquisition of phonology in the first language
- Describe basic findings about the acquisition of morphosyntax in the first language
- Describe basic findings about the acquisition of vocabulary and semantics in the first language
- Describe basic findings about the acquisition of pragmatics in the first language
- Describe, compare and evaluate different theoretical approaches to first language acquisition
- Describe basic findings about individual differences in first language acquisition
- Explain the role of age in first language acquisition
- Describe basic findings about atypical language development
- Compare typical and atypical language development
- Describe basic findings about the development of language and literacy in the school years
- Describe basic findings about language development in the adult years
- Describe basic findings about bilingual first language acquisition
- Compare the processes of monolingual and bilingual first language acquisition

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
X			X
Fieldwork	Laboratory work	Mentoring	Other

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	0
Continuous assessment (test) 1	0.5	35
Continuous assessment (test) 2	0.5	35
Essay	1	30
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Gleason, J., & Bernstein Ratner, N. (Eds.) (2016). *The development of language* (9th ed.). Boston: Pearson.

Selection of academic papers and/or chapters from edited volumes and textbooks

RECOMMENDED FURTHER READING

- Ambridge, B., & Lieven, E. V. M. (2011). *Child language acquisition: Contrasting theoretical approaches*. Cambridge: Cambridge University Press.
- Bavin, E. L., & Naigles, L. R. (Eds.) (2015). *The Cambridge handbook of child language* (2nd ed.). Cambridge: Cambridge University Press.
- Bloom, P. (2000). *How children learn the meanings of words*. Cambridge, MA/London, England: MIT Press.
- Bowermann, M., & Levinson, S. C. (2004). *Language acquisition and conceptual development*. Cambridge: Cambridge University Press.
- Carrol, D. W. (2007). *Psychology of language* (5th ed.). Thomson Wadsworth.
- Cattell, R. (2007). *Children's language: Consensus and controversy* (2nd ed.). London/New York: Continuum.
- Clark, E. V. (2016). *First language acquisition* (3rd ed.). Cambridge: Cambridge University Press.
- Fletcher, P., & MacWhinney, B. (Eds.) (1995). *The handbook of child language*. Oxford: Blackwell.
- Foster-Cohen, S. H. (1999). *An introduction to child language development*. London/New York: Longman.
- Guasti, M. T. (2016). *Language acquisition: The growth of grammar* (2nd ed.). Cambridge, MA/London, England: The MIT Press.
- Harley, T. A. (2014). *The psychology of language: From data to theory* (4th ed.). London/New York: Psychology Press.
- Herschensohn, J. (2007). *Language development and age*. Cambridge: Cambridge University Press.
- Hickmann, M. (2008). *Children's discourse: Person, space and time across languages*. Cambridge: Cambridge University Press.
- Hoff, E., & Shatz, M. (Eds.) (2006). *Blackwell handbook of language development*. Oxford: Blackwell.
- Ingram, D. (1989). *First language acquisition: Method, description and explanation*. Cambridge: Cambridge University Press.
- Lidz, J. L., Snyder, W., & Pater, J. (Eds.) (2016). *The Oxford handbook of developmental linguistics*. Oxford: Oxford University Press.
- Lust, B. C. (2006). *Child language: Acquisition and growth*. Cambridge: Cambridge University Press.
- Lust, B. C., & Foley, C. (Eds.) (2004). *First language acquisition: The essential readings*. Malden, MA: Blackwell.
- O'Grady, W. (1997). *Syntactic development*. Chicago: University of Chicago Press.
- O'Grady, W. D. (2005). *How children learn language*. Cambridge: Cambridge University Press.
- Rueschemeyer, S.-A., & Gaskell, M. G. (Eds.) (2018). *The Oxford handbook of psycholinguistics* (2nd ed.). Oxford: Oxford University Press.
- Schwartz, R. G. (ed.) (2008). *Handbook of child language disorders*. New York/Hove: Psychology Press.
- Singleton, D., & Ryan, L. (2004). *Language acquisition: The age factor*. Clevedon, UK: Multilingual Matters.
- Tomasello, M., & Bates, E. (Eds.) (2001). *Language development: The essential readings*. Malden/Oxford: Blackwell.
- Tomasello, M. (2003). *Constructing a language: A usage-based theory of language acquisition*. Cambridge, MA/London, England: Harvard University Press.
- Traxler, M. J., & Gernsbacher, M. A. (Eds.) (2006). *Handbook of psycholinguistics* (2nd ed.). Amsterdam: Academic Press.
- Saxton, M. (2017). *Child language: Acquisition and development* (2nd ed.). Los Angeles, London, New Delhi, Singapore, Washington DC, Melbourne: Sage.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes (i.e. four teaching blocks).

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

In class, by Merlin (Moodle) and by e-mail

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

In class, during office hours, by Merlin (Moodle) and by e-mail

INFORMATION ABOUT THE FINAL EXAM

The course does not contain the final exam.

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	
Spring supplementary	
Summer	30 June and 14 July 2023 at 10 am
Autumn supplementary	4 and 8 September 2023 at 10 am
V. COURSE OUTLINE	
DATE	TOPIC
7 March 2023	Course introduction Introduction to the study of first language acquisition; the short history of the discipline of first language acquisition; research methods for the study of first language acquisition
14 March 2023	Communication development in infancy
21 March 2023	The acquisition of phonology in the first language
28 March 2023	The acquisition of vocabulary and semantics in the first language
4 April 2023	The acquisition of morphosyntax in the first language
11 April 2023	Test 1 The acquisition of pragmatics in the first language
18 April 2023	Theoretical approaches to first language acquisition
25 April 2023	Individual differences in first language acquisition
2 May 2023	Atypical language development
9 May 2023	The development of language and literacy in the school years
16 May 2023	Language development in the adult years
23 May 2023	Essay submission deadline Bilingual first language acquisition
6 June 2023	Test 2 Course conclusion

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Explain basic terminology and research questions in the area of first language acquisition	Basic terminology and research questions in the area of first language acquisition	Frontal teaching Individual work	Test
Describe briefly the history of the discipline of first language acquisition	The history of the discipline of first language acquisition	Frontal teaching Individual work	Test
Describe and compare different research methods for the study of first language acquisition	Research methods for the study of first language acquisition	Frontal teaching Individual work	Test
Describe basic findings about the acquisition of phonology in the first language	The acquisition of phonology in the first language	Frontal teaching Individual work	Test
Describe basic findings about the acquisition of morphosyntax in the first language	The acquisition of morphosyntax in the first language	Frontal teaching Individual work	Test
Describe basic findings about the acquisition of vocabulary and semantics in the first language	The acquisition of vocabulary and semantics in the first language	Frontal teaching Individual work	Test
Describe basic findings about the acquisition of pragmatics in the first language	The acquisition of pragmatics in the first language	Frontal teaching Individual work	Test
Describe, compare and evaluate different theoretical approaches to first language acquisition	Theoretical approaches to first language acquisition	Frontal teaching Individual work	Test
Describe basic findings about individual differences in first language acquisition	Individual differences in first language acquisition	Frontal teaching Individual work	Test
Explain the role of age in first language acquisition	The role of age in first language acquisition	Frontal teaching Individual work	Test
Describe basic findings about atypical language development	Atypical language development	Frontal teaching Individual work	Test
Compare typical and atypical language development	A comparison of the processes of typical and atypical language development	Frontal teaching Individual work	Test
Describe basic findings about the development of language and literacy in the school years	The development of language and literacy in the school years	Frontal teaching Individual work	Test
Describe basic findings about language development in the adult	Language development in the adult years	Frontal teaching Individual work	Test

years			
Describe basic findings about bilingual first language acquisition	Bilingual first language acquisition	Frontal teaching Individual work	Test
Compare the processes of monolingual and bilingual first language acquisition	A comparison of the processes of monolingual and bilingual first language acquisition	Frontal teaching Individual work	Test



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Foreign Language Assessment
Study programme	Graduate Study Programme in English Language and Literature (MA in Teaching English as a Foreign Language – TEFL)
Semester	summer
Academic year	2022/2023
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	0+30+0
Time and venue of classes	Thursdays, 14 – 15:00, room F-901
Language of instruction	English
Course instructor	Martina Podboj, PhD
Office number	F-915
Office hours	Thursdays, 16-17 and Fridays 12-13
Phone	
Email	martina.podboj@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
This course is designed to introduce participants to the theory and practice of foreign language assessment and testing, including: <ul style="list-style-type: none">- the differences between assessment and testing,- important concepts to consider when developing assessments and tests,- different kinds of assessments and tests,- developing test specifications, analysing, and editing items and- putting together reliable, valid, and useful assessment instruments	
EXPECTED LEARNING OUTCOMES	
By the end of the course, participants should be able to: <ul style="list-style-type: none">· have a working knowledge of fundamental terms and concepts in EFL assessment and testing· explain and discuss the various purposes and types of assessment in relation to foreign language teaching/learning models and goals· analyse foreign language tests· develop various formative and summative assessment instruments for specific teaching/learning contexts	

Ways in which the course is delivered (mark with 'X')			
Lectures	Seminars	Practical work	Individual work
	x		x
Fieldwork	Laboratory work	Mentoring	Online activities
			x
II. COURSE EVALUATION AND GRADING CRITERIA			
ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)	
Class attendance		1	
Midterm exam		30	
Continuous assessment – Portfolio		70	
TOTAL		100	
Final grades will be determined as follows:			
GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES		
5 (A)	90 – 100 % points		
4 (B)	75 – 89.9 % points		
3 (C)	60 – 74.9 % points		
2 (D)	50 – 59.9 % points		
1 (F)	0 – 49.9 % points		
III. READING			
MANDATORY READING			
<ol style="list-style-type: none"> Brown, H. Douglas. & Abeywickrama P. (2019). <i>Language assessment: Principles and classroom practices</i>. Third Edition. Pearson Brown, J. Dean. (2005). <i>Testing in language programs: A comprehensive guide to English language assessment</i>. New York, NY: McGraw-Hill. Council of Europe. (2001). <i>Common European Framework of Reference</i>. Cambridge: CUP URL: https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions ili https://rm.coe.int/1680459f97 Council of Europe (2020). <i>Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume</i>, URL: https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4 Fulcher, G. & Davidson, F. (2007). <i>Language Testing and Assessment: An advanced resource book</i>. New York: Routledge 			
RECOMMENDED FURTHER READING			
<ol style="list-style-type: none"> Alderson, J.C., Clapham, C. & Wall, D. (1995). <i>Language Test Construction and Evaluation</i>. Cambridge: CUP. Alderson, J.C. (2001). <i>Assessing Reading</i>. Cambridge: CUP. Bachman, L.F. & Palmer, A.S. (1996). <i>Language Testing in Practice: Designing and Developing Useful Language Tests</i>. Oxford: OUP. Bailey, M.K. (1998). <i>Learning About Language Assessment</i>. Boston. Heinle & Heinle. Buck, G. (2006). <i>Assessing Listening</i>. Cambridge: CUP. Cohen, A. (1994). <i>Assessing language ability in the classroom</i>. Boston, MA: Heinle & Heinle. Cushing Weigle, S. (2009). <i>Assessing Writing</i>. Cambridge: CUP. Heaton, J.B. (1998). <i>Writing English Language Tests</i>. New York: Longman Group. Hughes, A. 1995. <i>Testing for Language Teachers</i>. Cambridge: CUP. Luoma, S. (2009). <i>Assessing Speaking</i>. Cambridge: CUP. O'Malley, J.M. & Valdez Pierce, L. (1996). <i>Authentic Assessment for English Language Learners: Practical Approaches for Teachers</i>. Addison Wesley Publishing Company Inc. Purpura, J.E. (2004). <i>Assessing Grammar</i>. Cambridge: CUP. Read, J. (2000). <i>Assessing Vocabulary</i>. Cambridge: CUP. 			
IV. ADDITIONAL INFORMATION			
ATTENDANCE			
Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.			
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE			
In class, during office hours, via Merlin and email			

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS	
In class, during office hours, via Merlin and email	
INFORMATION ABOUT THE FINAL EXAM	
There is no final exam. Points are collected through continuous assessment (midterm + portfolio) during the semester.	
OTHER RELEVANT INFORMATION	
Academic honesty Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
EXAM DATES	
Winter	-
Spring supplementary	-
Summer	12 June, 26 June (deadline for handing in portfolios)
Autumn supplementary	28 August, 5 September (deadline for handing in portfolios)
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	Introduction to the course. Language assessment and applied linguistics.
Week 2	Principles of language testing and assessment.
Week 3	Stages of test development.
Week 4	Language testing techniques. Developing items for testing grammar and vocabulary.
Week 5	Roles and purposes of feedback. Feedback techniques.
Week 6	Revision of theoretical concepts
Week 7	Midterm exam
Week 8	Assessing receptive skills Assessing reading Assessing listening. Homework: Designing reading / listening instruments. Students will have to construct their own assessment instruments (detailed instructions will be provided) and post them on Merlin by Week 09 .
Week 9	<i>Merlin - peer feedback session (listening / reading assessment instruments).</i> This week there will be no in-person seminar and no new topics covered. During the week, students will have to give meaningful feedback to their colleagues. This task is due by Week 10 .
Week 10	Assessing productive skills Assessing writing. Assessing speaking. Homework: Designing writing / speaking instruments. Students will have to construct their own assessment instruments (detailed instructions will be provided) and post them on Merlin by Week 11 .
Week 11	<i>Merlin - peer feedback session (writing / speaking assessment instruments).</i> This week there will be no in-person seminar and no new topics covered. During the week, students will have to give meaningful feedback to their colleagues. This task is due by Week 12 .
Week 12	Authentic assessment. Homework: Designing authentic assessment instruments. Students will have to construct their own assessment instruments (detailed instructions will be provided) and post them on Merlin by Week 13 .
Week 13	<i>Merlin - peer feedback session (authentic assessment instruments).</i> This week there will be no in-person seminar and no new topics covered. During the week, students will have to give meaningful feedback to their colleagues. This task is due by Week 14 .
Week 14	Assessing students with disabilities. Wrapping up. Classroom reality and directions for future
Week 15	Submission of portfolios and written assignments by the end of the week.

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
have a working knowledge of fundamental terms and concepts in EFL assessment and testing	<ul style="list-style-type: none"> - the differences between assessment and testing, - important concepts to consider when developing assessments and tests, - different kinds of assessments and tests, - developing test specifications, analysing, and editing items and - putting together reliable, valid, and useful assessment instruments 	<ul style="list-style-type: none"> - Methods of ALCT (active learning for critical thinking) - Lectures - Discussions - Workshops - Group work - Peer assessment - Individual work - Item (test) analysis 	<ul style="list-style-type: none"> - Midterm exam - Peer assessment - Portfolio - Feedback evaluation
explain and discuss the various purposes and types of assessment in relation to foreign language teaching/learning models and goals			
analyse foreign language tests			
develop various formative and summative assessment instruments for specific teaching/learning contexts			

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	General English Language 3
Study programme	All study programmes
Semester	summer
Academic year	2022/2023
ECTS credits	3 ECTS
Contact hours (Lectures + Seminars + Practical work)	0 + 60 + 0
Time and venue of classes	Tuesday 3.45 pm – 7.00 pm, Room 406
Language of instruction	English
Course instructor	Mr. sc. Irena Grubica, senior lecturer
Office number	915
Office hours	Tuesday 11.00 am - 12.00 pm
Phone	-
Email	irena.grubica@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
Course content includes thematic units from the coursebook Bartram, Mark, Kate Pickering. <i>Navigate. Coursebook</i> . (C1 Advanced). Oxford: Oxford University Press, 2016. The coursebook is supplemented with additional teaching materials selected by the course instructor.	
Thematic units: - <i>Change</i> : changes in life; world changes; time and speed; writing a report based on a graph (Grammar: Comparing; Continuous forms) - <i>Feats</i> : feats of nature; feats of technology and engineering; discussion about different problems and solutions; taking notes; writing a summary; giving an informal talk (Grammar: Noun phrases; Perfect forms) - <i>Team</i> : team, team work, team games, successes and failures; behaviour and attitudes; paraphrasing; writing a proposal (Grammar: Auxiliary verbs; Articles) - <i>Responsibility</i> : degrees of obligation and responsibility; age and responsibility, generation gap, writing a balanced argument essay; taking part in formal negotiations (Grammar: Degrees of obligation; Passives) - <i>Power</i> : institution and power; the power of nature; understanding complex sentences; using compound adjectives and nouns; using emphasis (Grammar: Relative clauses; Quantifiers) - <i>Play</i> : leisure, relaxation, stress; understanding words with more than one meaning; talking about preferences and choices; writing an online review (Grammar: Uses of <i>would</i> ; Verb patterns)	

- *Reason and Emotion*: emotions, reason, unreality, reaction to different events; assumption and hypothesis; understanding metaphor; taking part in informal negotiations; using comment adverbs (Grammar: Hypothesis; Unreality)
- *Plastic*: the multi-purpose materials, recycling; expressing probability; phrasal verbs; speculating, comparing and contrasting; writing a problem-solution essay or report (Grammar: Probability and speculation; Participle Clauses)
- *Learning*: ways and methods of learning; the future of higher education; using idiomatic phrases with *will*, paraphrasing; creating new words; the use of discourse markers in English (Grammar: Uses of *will*; The Future)
- *New*: new ways to pay, money; new and old; understanding writer's stance, understanding idioms, writing an email enquiry (Grammar: Noun phrases, Position of adverbials)
- *Origins*: origins of language; origins of food; food preparation; using emphasis; writing a blog (Grammar: Adjective position; *whoever, whatever, whenever, no matter*)
- *Memory*: types of memory; ways to improve your memory; collocations; talking about a magazine story; writing a magazine story (Grammar: Causative *have* and *get*; Reporting verbs)

EXPECTED LEARNING OUTCOMES

Upon completion of this course, the students will be able to:
(At C1 level of Common European Framework of Reference for Languages)

- understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly
- understand television programmes and films without too much effort
- understand long and complex factual and literary texts, appreciating distinctions of style
- understand specialised articles, even when they do not relate to their field
- express themselves fluently and spontaneously without much obvious searching for expressions
- successfully formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers
- present clear, detailed descriptions of complex subjects
- write about complex subjects in a letter, an essay or a report, underlining what they consider to be the salient issues

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars x	Practical work x	Independent work x
Fieldwork	Laboratory work	Mentoring	Consultations x

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance and class participation	2 + 0,1	20
Individual oral presentation	0,2	25
Group oral presentation	0,2	25
Final exam	0,5	Written exam - 30
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Bartram, Mark, Kate Pickering. *Navigate. Coursebook*. (C1 Advanced). Oxford: Oxford University Press, 2016.
 Moore, Julie, Edward Alden. *Navigate. Workbook*. (C1 Advanced). Oxford: Oxford University Press, 2016.
 Vince, Michael, Peter Sunderland. *Advanced Language Practice: English Grammar and Vocabulary*. Oxford: Macmillan, 2003.
Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press, 2004.

Handouts with texts from different sources selected by the teacher.

RECOMMENDED FURTHER READING

Bujas, Željko. *Englesko-hrvatski rječnik*. Zagreb: Nakladni zavod Globus, 2005.
 Bujas, Željko. *Hrvatsko-engleski rječnik*. Zagreb: Nakladni zavod Globus, 2001.
 Hewings, Martin. *Advanced Grammar in Use*. Cambridge: Cambridge University Press, 1999. / 3rd edition (2013)
 Latham-Koening, Christina, Clive Oxenden, Jerry Lambert. *English File. Advanced Student's Book*. Oxford: Oxford University Press, 2015. / 3rd edition
 Latham-Koening, Christina, Clive Oxenden, Jerry Lambert, Jane Hudson. *English File. Advanced Workbook*. Oxford: Oxford University Press, 2015. / 3rd edition
Longman Dictionary of English Language and Culture. Harlow, Essex: Longman, 2003.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

English Department website, Merlin, via email and consultations during the office hours.

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Individual consultations during the office hours and via email.

INFORMATION ABOUT THE FINAL EXAM

Students have to complete a final written exam.

OTHER RELEVANT INFORMATION

Course enrolment requirement for this course is good command of the English language at B2 level of Common European Framework of Reference for Languages.

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	-
Spring supplementary	-
Summer	June 27, 2023, 2 pm July 11, 2023, 2 pm
Autumn supplementary	September 4, 2023, 2 pm September 5, 2023, 2 pm

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the course, presentation topics, instructions for creating and delivering an effective presentation, video 'Pike Place Market' (Grammar: Mixed Tenses, Comparing)
Week 2	<i>Change</i> : changes in life; world changes; time and speed; writing a report based on a graph (Grammar:

	Continuous forms)
Week 3	<i>Feats</i> : feats of nature; feats of technology and engineering; discussion about different problems and solutions; taking notes; writing a summary; giving an informal talk (Grammar: Noun phrases; Perfect forms)
Week 4	<i>Team</i> : team, team work, team games, successes and failures; behaviour and attitudes; paraphrasing; writing a proposal (Grammar: Auxiliary verbs; Articles)
Week 5	<i>Responsibility</i> : degrees of obligation and responsibility; age and responsibility, generation gap, writing a balanced argument essay; taking part in formal negotiations (Grammar: Degrees of obligation; Passives)
Week 6	<i>Power</i> : institution and power; the power of nature; understanding complex sentences; using compound adjectives and nouns; using emphasis (Grammar: Relative clauses; Quantifiers)
Week 7	Easter Monday
Week 8	<i>Play</i> : leisure, relaxation, stress; understanding words with more than one meaning; talking about preferences and choices; writing an online review (Grammar: Uses of <i>would</i> ; Verb patterns)
Week 9	<i>Reason and Emotion</i> : emotions, reason, unreality, reaction to different events; assumption and hypothesis; understanding metaphor; taking part in informal negotiations; using comment adverbs (Grammar: Hypothesis; Unreality)
Week 10	May 1, International Workers' Day
Week 11	<i>Plastic</i> : the multi-purpose materials, recycling; expressing probability; phrasal verbs; speculating, comparing and contrasting; writing a problem-solution essay or report (Grammar: Probability and speculation; Participle Clauses)
Week 12	<i>Learning</i> : ways and methods of learning; the future of higher education; using idiomatic phrases with <i>will</i> , paraphrasing; creating new words; the use of discourse markers in English (Grammar: Uses of <i>will</i> ; The Future)
Week 13	<i>New</i> : new ways to pay, money; new and old; understanding writer's stance, understanding idioms, writing an email enquiry (Grammar: Noun phrases, Position of adverbials)
Week 14	<i>Origins</i> : origins of language; origins of food; food preparation; using emphasis; writing a blog (Grammar: Adjective position; <i>whoever, whatever, whenever, no matter</i>)
Week 15	<i>Memory</i> : types of memory; ways to improve your memory; collocations; talking about a magazine story; writing a magazine story (Grammar: Causative <i>have</i> and <i>get</i> ; Reporting verbs)

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
<ul style="list-style-type: none"> to understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly 	Selected texts, audio recordings and multimedia Exercises with examples	Frontal instruction Individual work (completing selected exercises) Pair work; completing grammar exercises	Oral presentation assessment Written exam
<ul style="list-style-type: none"> to understand television programmes and films without too much effort 	Selected texts, audio recordings and multimedia Exercises with examples	Frontal instruction Individual work (completing selected exercises) Pair work; completing grammar exercises	Written exam
<ul style="list-style-type: none"> to understand long and complex factual and literary texts, appreciating distinctions of style 	Selected texts Exercises with examples	Frontal instruction Individual work (completing selected exercises) Pair work; completing grammar exercises	Written exam
<ul style="list-style-type: none"> to understand specialised articles, even when they do not relate to their field 	Selected texts Exercises with examples	Frontal instruction Individual work (completing selected exercises) Pair work; completing grammar exercises	Written exam
<ul style="list-style-type: none"> to express themselves fluently and spontaneously without much obvious searching for expressions 	Selected texts, audio recordings and multimedia Exercises with examples	Frontal instruction Individual work (completing selected exercises) Pair work; completing grammar exercises	Oral presentation assessment Written exam
<ul style="list-style-type: none"> to successfully formulate ideas and opinions with precision and relate their contribution skilfully to 	Selected texts, audio recordings and multimedia Exercises with examples	Frontal instruction Individual work (completing selected exercises) Pair work; completing grammar exercises	Oral presentation assessment Written exam

those of other speakers			
<ul style="list-style-type: none"> to present clear, detailed descriptions of complex subjects 	<p>Selected texts, audio recordings and multimedia</p> <p>Exercises with examples</p>	<p>Frontal instruction</p> <p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p>	<p>Oral presentation assessment</p> <p>Written exam</p>
<ul style="list-style-type: none"> to write about complex subjects in a letter, an essay or a report, underlining what they consider to be the salient issues 	<p>Introduction to different genres of writing (e.g. letter, essay, report, etc.)</p>	<p>Frontal instruction</p> <p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p>	<p>Written exam</p>

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Introduction to English Literature 2
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022/2023
ECTS credits	5
Contact hours (Lectures + Seminars + Practical work)	15+45+0
Time and venue of classes	Wednesdays, Lecture 15:15 – 16.00; Seminar A, 16:15-18:00; Lecture room 139; Thursdays, Seminar B, 8:15-11:00, Lecture Room 139;
Language of instruction	English
Course instructor	Dr Sintija Čuljat, Assistant Professor
Office number	914
Office hours	Tuesdays, 14:00-15:00
Phone	265 671
Email	sculjat@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The course is to acquaint students with literary notions, strategies, and genres of the stylistic formations of the Romanticism and English Realism enabling them to recognize the authorial motivation and significance of their creative pursuit in the literary history and cultural context of the nineteenth-century Britain.</p>	
EXPECTED LEARNING OUTCOMES	
<p>Attendants of the course will be able to:</p> <ol style="list-style-type: none">1. Mark the range and objectives of the political, esthetic, and societal revolution in Britain by reading through the selected works of poetry, fictional and non-fictional prose of the stylistic formations of Romanticism and Realism;	

2. Recognize the change of the neoclassicist poetic paradigm toward the subjective and individual in the formation of poetic identity;
3. Delineate the properties of the English Romantic movement against continental Romanticism;
4. Distinguish the creative imagination theories of Romanticism;
5. Determine, exemplify and interpret the central notions of the Romantic Age poetic practices;
6. Recognize and interpret the motivation to the Gothic imaginary, and the English Romantic prose mechanisms of meaning construction and transference;
7. Determine the ideological, ethical and esthetic assumptions of Victorianism in literature, and the pertaining typology of forms and genres in Victorian poetry, fictional and non-fictional prose;
8. Elicit the thematic preferences of the Victorian Age literature;
9. Differentiate the central properties of Victorian novel, representative genre of the English Realism;
10. Compare the properties of the Victorian novelistic norm and its genre equivalents within the stylistic formation of continental Realism;
11. Develop the competences of close reading of the selected literary texts;
12. Acquire the tools for the oral and written description, selection and interpretation of the fictional and nonfictional texts of the given literary history periods;
13. Develop the competences of critical judgement and application of the relevant network resources;

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Consultations	Independent work
X	X	X	X
Fieldwork	Laboratory work	Multimedia and network	Other
		X	

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	2	
Class participation	0.7	25 (10+15)
Continuous assessment	1.3	35 (20+15)
Final exam	1	40
TOTAL	5	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Basic:

Samuel Johnson (*Preface to Shakespeare*)

Romantic poetry and prose

Selection from the poetry of William Blake (Songs of Innocence: "The Lamb"; "The Divine Image"; Songs of Experience: "The Tyger"; "The Human Abstract"; "The Sick Rose"; "Ah! Sun-flower"; "London"; "The Marriage of Heaven and Hell" (extracts);

William Wordsworth (*Preface to Lyrical Ballads*); *Lyrical Ballads* (selection: "Lines Written in Early Spring"; "I Wandered Lonely as a Cloud"; "A Slumber Did My Spirit Seal"; "I Travelled among Unknown Men"; "She Dwelt Among the Untrodden Ways"); "The World Is Too Much With Us": "Ode: Intimations of Immortality from Recollections of Early Childhood"; "The Prelude" (extracts);

Samuel Taylor Coleridge, *Lyrical Ballads* ("The Rime of the Ancient Mariner"; "The Eolian Harp"; "Frost at Midnight"; "Kubla Khan"; *Biographia Literaria* (extracts);

George Gordon Byron, *Childe Harold's Pilgrimage* (extracts: Cantos I, II, III); *Don Juan* (extracts: Cantos I, III, IX, XI); "Fare Thee Well";

Percy Bysshe Shelley, "To a Skylark"; "Ode to the West Wind"; "Hymn to Intellectual Beauty"; "Epipsychidion"; "Ozymandias"; *A Defence of Poetry* (extracts);

John Keats, "To Autumn"; "La Belle Dame sans Merci"; "Ode to Psyche"; "Ode to a Nightingale"; "Ode on a Grecian Urn"; *Selected Letters*;

Literary criticism and anthologies:

Abrams M.H. , Harpham, G. (2014), *A Glossary of Literary Terms*, Cengage Publishers.

Abrams, M.H. (1999), *Norton Anthology of English Literature*, Seventh edition, Vol.2, W.W.Norton.

Bloom, H., Trilling, L. (1973), *The Oxford Anthology of English Literature. Romantic Poetry and Prose*. New York: Oxford UP.

Bloom, H. (1971), *The Visionary Company: A Reading of English Romantic Poetry*. London, Cornell UP.

Ricks, C. (1999), *Oxford Book of English Verse*, Oxford UP.

Wu, D. (2006), *A Companion to Romanticism*, Oxford, Blackwell.

The Norton Anthology of English Literature Online.

Basic:

Victorian Poetry/Nonfictional Prose/Fiction

Selection from the poetry of Christina Georgina Rossetti ("May"; "A Birthday"; "By the Sea"; "Goblin Market"); **Dante Gabriel Rossetti** ("Blessed Damozel"); **Elizabeth Barrett Browning** (*Sonnets from the Portuguese*; "Aurora Leigh"); **Robert Browning** ("My Last Duchess"; "Soliloquy of the Spanish Cloister"; "Fra Lippo Lippi"; "Andrea Del Sarto"; "Porphyria's Lover"); **Emily Brontë** ("The Prisoner"; "A Death Scene"; "No Coward Soul Is Mine"); **Alfred Tennyson** ("Ulysses"; "Break, Break, Break"; "Tears, Idle Tears"; *In Memoriam*; "Maud"), **Matthew Arnold** ("Dover Beach"; "The Scholar Gipsy"; "Thyrsis"); George Meredith (*Modern Love*), **Algernon Charles Swinburne** (*Poems and*

Ballads; 'Atalanta in Calydon'); **Thomas Hardy** („The Darkling Thrush“;„A Dead Man Walking“, „The Voice“);

Nonfictional prose selection: Thomas Carlyle ,“Signs of the Times“ (*Past and Present*); John Ruskin, „The Pathetic Fallacy“ (*Modern Painters*); Matthew Arnold, „The Function of Criticism at the Present Time“ (*The Study of Poetry*); John Stuart Mill *On Liberty*; Walter Pater „Studies in Art and Poetry“ (*Studies in the History of the Renaissance*);

Fiction: **William Makepeace Thackeray, *The Book of Snobs* (selection).**
Charles Dickens, *Great Expectations*.
Oscar Wilde, *The Picture of Dorian Gray*.

Literary criticism and anthologies:

Bloom, H. , Trilling. L.(1973), *The Oxford Anthology of Victorian Prose and Poetry*. Sv. V, Oxford UP.

Cunningham, V. (2000), *The Victorians: An Anthology of Poetry and Poetics*. Blackwell.

Gilmour, R. (1994), *The Victorian Period: The Intellectual and Cultural Context of English Literature 1830-1890*. Longman.

Moretti, F. (2000), *The Way of the World: The Bildungsroman in European Culture*. London, New York; Verso.

Ricks, C. (2008), *The New Oxford Book of Victorian Verse (Oxford Books of Prose and Verse)*. Oxford UP, USA.

Williams, R. (1973), *The Country and the City*. Oxford University Press.

RECOMMENDED FURTHER READING

Abrams, M.H. (1971), *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*, Galaxy Book, London, New York, Oxford UP.

Curran, S. (1998) (ur.), *The Cambridge Companion to British Romanticism*, Cambridge: Cambridge UP.

de Man, Paul (1984), *The Rhetoric of Romanticism*, New York, Columbia UP.

Roe, N. (2005), *Romanticism: An Oxford Guide*, Oxford UP.

Byatt, A. S.(2001), *On Histories and Stories*, Selected Essays, London: Vintage.

Clayton, J. (1996) *Charles Dickens' Great Expectations: Case Studies in Contemporary Criticism*.

Cossett, T.(1996) (ur.), *Victorian Women Poets*, London, New York, Longman.

New York UP.

Newsome, D. (1998), *The Victorian World Picture: Perceptions and Introspectives in the Age of Change*, Harper Collins.

Wilson, A.N.(2002), *The Victorians*. Hutchinson.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

By email, Merlin platform and consultations.	
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS	
By email, Merlin platform and consultations.	
INFORMATION ABOUT THE FINAL EXAM	
Students are required to sit for the TWO MIDTERMS , and to submit a 1500-WORD ESSAY on a freely chosen topic from the course content. The two midterms and the essay results as well as the class participation make the ITEL 2 final grade.	
The ESSAY TOPIC SUBMISSION DEADLINE: April 6, 2023	
The FIRST MIDTERM is held on April 12, 2023	
The SECOND MIDTERM is held on June 10, 2023	
The ESSAY TOPIC SUBMISSION DEADLINE: June 2, 2023	
OTHER RELEVANT INFORMATION	
Academic honesty	
Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
EXAM DATES	
Winter	
Spring supplementary	
Summer	June 14; July 7; at 11:00
Autumn supplementary	September 1; September 7; at 11:00
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	Aesthetic impulses to the stylistic formations of Neoclassicism and Romanticism: Introduction. Samuel Johnson (<i>Preface to Shakespeare</i>); William Wordsworth (<i>Preface to Lyrical Ballads</i>)
Week 2	William Blake: from <i>Songs of Innocence</i> ("The Lamb"; "The Divine Image"; from <i>Songs of Experience</i> : "The Sick Rose"; "The Tyger"; "Ah!Sun-flower"; "London"; "The Human Abstract": extracts from <i>The Marriage of Heaven and Hell</i> ;
Week 3	William Wordsworth: from <i>Lyrical Ballads</i> : "Lines Written in Early Spring", "I Wandered Lonely as a Cloud", "A Slumber Did My Spirit Seal", "I Travelled Among Unknown Men", "She Dwelt Among the Untrodden Ways", "The World Is Too

	Much With Us"; "Ode: Intimations of Immortality, from "Recollections of Early Childhood", Extracts from <i>The Prelude</i> ;
Week 4	Samuel Taylor Coleridge: from <i>Lyrical Ballads</i> : "The Rime of the Ancient Mariner"; "Kubla Khan"; "Frost at Midnight"; "The Eolian Harp"; Extracts from <i>Biographia Literaria</i> ; Essay topic registration deadline: April 6, 2023
Week 5	George Gordon Byron: Extracts from <i>Childe Harold's Pilgrimage</i> (Cantos I, II, III); Extracts from <i>Don Juan</i> (Cantos I, III, IX, XI); "Fare Thee Well";
Week 6	Percy Bysshe Shelley: "'To a Skylark"; "Ode to the West Wind"; "Hymn to Intellectual Beauty"; "Epipsychidion"; "Ozymandias"; Extracts from <i>A Defence of Poetry</i> ; Essay submission deadline: June 2, 2023
Week 7	John Keats: "To Autumn"; "La Belle Dame Sans Merci"; "Ode to Psyche"; "Ode to a Nightingale"; "Ode on a Grecian Urn"; Extracts from <i>Selected Letters</i> ;
Week 8	The Age of Romanticism Prose. The fundamental assumptions of Victorianism/English Realism. Victorian novel norm, or the aesthetic and ethical grounds of the prevalent Victorian literary genre.
Week 9	1st Midterm
Week 10	Classical sources of William Makepeace Thackeray's literary mode (<i>The Book of Snobs</i>) ; Selections from the Victorian nonfictional prose (Thomas Carlyle, John Ruskin, John Stuart Mill, Matthew Arnold);
Week 11	Charles Dickens's <i>Great Expectations</i> and its intertextual references.
Week 12	Selections from Victorian poetry (C.G. Rossetti, D.G. Rossetti, E.B. Browning, R. Browning, E. Brontë, A. Tennyson, M. Arnold, G. Meredith, A. C. Swinburne, T. Hardy);
Week 13	Walter Pater, <i>Studies in Art and Poetry</i>. Oscar Wilde's <i>The Picture of Dorian Gray</i>: the annulment of Victorian ideologemes.
Week 14	

	Recapitulation.
Week 15	2nd Midterm

VI. CONSTRUCTIVE ALIGNMENT			
LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1 Mark the range and objectives of the political, aesthetic and societal revolution in Britain by reading through the selected works of poetry, fictional and nonfictional prose of the stylistic formations of Romanticism and Realism	A survey of literary worldviews, strategies, forms and genres pertaining to the stylistic formations of English Romanticism (1-6) and Realism (7-1)	<ul style="list-style-type: none"> - Lecture - Seminar reading /Student participation - Discussion/ Negotiation of meaning 	Midterms 1,2 Essay
2 Recognize the change of the neoclassicist poetic paradigm toward the subjective and individual in the formation of poetic identity	The impact of representative models of poetry and prose upon the value system and cultural context of the 19 th -century Britain (3,4, 9,10)	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	Midterms 1, 2 Essay
3 Delineate the properties of the English Romantic movement against continental Romanticism	The aesthetic frame of English Romanticism against the neoclassicist theory of poetic balance and appropriacy, S. Johnson, <i>Preface to Shakespeare</i> ; the English Romanticism disregard of the 18 th -century prose sentimentalism (2,6)	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	Midterms 1,2 Essay

<p>4 Distinguish the creative imagination theories of Romanticism</p>	<p>Poetic concepts and motivations of the English Romanticism in the works of William Blake; William Wordsworth's 'Preface to <i>Lyrical Ballads</i>', further employed in S. T. Coleridge <i>Biographia Literaria</i>, and P. B. Shelley's <i>A Defence of Poetry</i> (4,5)</p>	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	<p>Midterms 1,2 Essay</p>
<p>5 Determine, exemplify and interpret the central notions of the Romantic- Age poetic practices</p>	<p>Constituents of meaning in the poetic worlds of W. Wordsworth, S. T. Coleridge, G. G. Byron, P. B. Shelley and J. Keats (2,3,5)</p>	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	<p>Midterms 1,2 Essay</p>
<p>6 Recognize and interpret the motivation to the Gothic imaginary, and the English Romantic prose mechanisms of meaning construction and transference</p>	<p>Societal and philosophical background to subjectivism in the English Romantic poetry and prose resounding the French Revolution (6)</p>	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	<p>Midterms 1,2 Essay</p>
<p>7 Determine the ideological, ethical and aesthetic assumptions of Victorianism in literature, and the pertaining typology of forms and genres in Victorian poetry, nonfictional and fictional prose</p>	<p>The selected works of the 19-th-century English poetry (D. G. Rossetti, C. G. Rossetti, E. B. Browning, R. Browning, E. Brontë, A. Tennyson, M. Arnold, G. Meredith, A. Swinburne), nonfictional and fictional prose (7)</p>	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	<p>Midterms 1,2 Essay</p>

<p>8 Elicit the thematic preferences of the Victorian-Age literature</p>	<p>Authorial contribution to the ethical-philosophical assumptions of Victorianism in accord with the values of the self-established bourgeoisie (John Ruskin, “Modern Painters”) (7,10):</p>	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student Participation - Discussion/Negotiation of meaning 	<p>Midterms 1,2 Essay</p>
<p>9 Differentiate the central properties of the Victorian novel, representative genre of the English Realism</p>	<p>Respective critique of Victorian ideologemes (T. Carlyle, “Signs of the Times”; J.S.Mill, <i>On Liberty</i>; M. Arnold, “The Function of Criticism at the Present Time”; W. Pater, “Studies in Art and Poetry” (7)</p>	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student Participation - Discussion/Negotiation of meaning 	<p>Midterms 1,2 Essay</p>
<p>10 Compare the properties of the Victorian novelistic norm and its genre equivalents within the stylistic formation of the continental Realism</p>	<p>Thematic preferences of the Victorian-Age literature to elaborate the meaning of national, class and gender identities; notions of social progress and its impact upon an individual and the body collective; the formation of the Victorian literary profession (8);</p>	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation meaning 	<p>Midterms 1,2 Essay</p>

<p>11 Develop the competences of close reading of the selected literary texts;</p>	<p>The Victorian literary canon; the novelistic norm of the English Realism and the formation of the Victorian literary market (9,10)</p>	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student Participation - Discussion/Negotiation of meaning - 	<p>Midterms 1,2 Essay</p>
<p>12 Acquire the tools for the oral and written description, selection and interpretation of the poetic, fictional and nonfictional texts of the given periods</p>	<p>Betrayals of the Victorian narrative models (10)</p>	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation -Discussion/Negotiation of meaning - 	<p>Midterms 1,2 Essay</p>
<p>13 Develop the competences of critical judgement and application of the relevant network resources</p>	<p>Victorian decadence and countering of the literary norm</p>	<ul style="list-style-type: none"> - Lecture - Individual reading - Discussion/Negotiation of meaning 	<p>Midterms 1, 2 Essay</p>



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SYLLABUS

I. KEY INFORMATION ABOUT THE COURSE

Course title	Introduction to Language Teaching
Study programme	Graduate Study Programme in English Language and Literature (M.A. in Teaching English as a Foreign Language – TEFL)
Semester	summer
Academic year	2022/2023
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	Fridays from 13.15 to 15.00
Language of instruction	Classes are conducted in English
Course instructor	Professor Irena Vodopija-Krstanović
Office	
Office hours	
Phone	
e-mail	
Adjunct instructor	Assistant Professor Jakob Patekar
Office	906
Office hours	Fridays after class
Phone	
e-mail	jakob.patekar@outlook.com

II. DETAILED COURSE DESCRIPTION

COURSE OVERVIEW

- Globalization and English language teaching
- Content and language integrated learning (CLIL)
- Sociocultural factors and foreign language learning
- Learning styles
- Learning strategies
- Interaction in foreign language classes
- Teacher and student roles
- Developing communicative competence
- Developing a syllabus
- Evaluation of materials and textbooks
- Learner autonomy
- Reflective teaching
- Experiential learning
- Non-native English-speaking teachers (NNEST)
- Language policy
- CEFR
- EPOSTL

EXPECTED LEARNING OUTCOMES

1. Explain key concepts related to English language teaching
2. Analyze contemporary movements in English language teaching
3. Analyze and describe basic principles of teaching English (as an international language)
4. Analyze and describe basic principles of CLIL
5. Analyze and describe approaches and methods in English language teaching
6. Explain factors that affect English language teaching
7. Evaluate teaching materials and textbooks
8. Categorize and explain learning strategies
9. Explain models of communicative competences and intercultural communicative competence
10. Analyze the syllabus

11. Analyze the National curriculum of English			
WAYS IN WHICH THE COURSE IS DELIVERED (mark with "x")			
Lectures	Seminars	Practical work	Independent work
X	X		X
Field work	Laboratory work	Mentoring	Other
			X
III. COURSE EVALUATION AND GRADING CRITERIA			
ASSESSMENT COMPONENT	ETCS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)	
Class attendance	1	0	
Class participation	0.50	0	
Presentation	0.75	20	
Continuous assessment 1	0.375	40	
Continuous assessment 2	0.375	40	
TOTAL	3.00	100	
General notes:			
<u>Version 1 without final exam</u>			
During classes, the appropriate number of points should be collected through various forms of continuous assessment.			
Final grade: Based on the total sum of points acquired during classes and on the final exam, the final grade is determined according to the following distribution:			
GRADE	UNDERGRADUATE AND GRADUATE PROGRAMMES		
5 (A)	from 90% to 100% points		
4 (B)	from 75% to 89.9% points		
3 (C)	from 60% to 74.9%, points		
2 (D)	from 50% to 59.9% points		
1 (F)	from 0% to 49.9% points		
IV. READING			
MANDATORY READING			
<ul style="list-style-type: none"> Brown, HD 2000. <i>Principles of Language Learning and Teaching</i>. New Jersey: Prentice Hall. Celce -Murcia, M., Briton, DM, Snow, MA, 2013. <i>Teaching English as a Second or Foreign Language</i>. Boston: Heinle & Heinle Publishers. Council of Europe 2001. <i>Common European Framework of Reference</i>. Cambridge: CUP. Richards, JC and Renandya , WA (eds.) 2002. <i>Methodology in Language Teaching: An Anthology of Current Practice</i>. Cambridge: CUP. 			
RECOMMENDED FURTHER READING			
<ul style="list-style-type: none"> Carter, R. and Nunan, D. (eds.) 2001. <i>The Cambridge Guide to Teaching English to Speakers of Other Languages</i>. Cambridge: CUP 			
V. ADDITIONAL INFORMATION			
ATTENDANCE			
MANDATORY			
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THE COURSE			
Merlin, email, classes			
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTOR			
Email, classes, office hours			
INFORMATION ABOUT THE FINAL EXAM			
Continuous assessment			
OTHER RELEVANT INFORMATION			
Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.			
EXAM DATES			
Winter	-		
Spring supplementary	-		

Summer	6/16 and 7/7 at 10:00 a.m
Autumn supplementary	31 August and 7 September at 10:00 am
VI. COURSE OUTLINE	
DATE	TOPIC
3. 3.	Introduction to the courses Approaches and methods in English language teaching
10. 3.	Approaches and methods in English language teaching
17. 3.	Basic principles of teaching English (as an international language)
24. 3.	Contemporary movements in English language teaching
31. 3.	Contemporary movements in English language teaching
7. 4.	Test 1
14. 4.	Learning and teaching strategies
21. 4.	English teacher and student
28. 4.	Teaching materials and textbooks
5. 5.	National curriculum of English
12. 5.	Test 2
19. 5.	Presentations
26. 5.	Presentations
2. 6.	Presentations
9. 6.	Presentations

VII. CONSTRUCTIVE ALIGNMENT			
LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
1, 2, 5	Approaches and methods in English language teaching	Lecture, analysis, discussion, collaborative learning, practical work	Test
2, 4, 9	Contemporary movements in English language teaching	Lecture, analysis, discussion, collaborative learning, practical work	Test
3	Basic principles of teaching English (as an international language)	Lecture, analysis, discussion, collaborative learning, practical work	Test
11	Basic principles of teaching English (as an international language)	Lecture, analysis, discussion, collaborative learning, practical work	Test
8	Learning and teaching strategies	Lecture, analysis, discussion, collaborative learning, practical work	Test
6	English teacher and student	Lecture, analysis, discussion, collaborative learning, practical work	Test
7	Teaching materials and textbooks		
10, 11	National curriculum of English	Lecture, analysis, discussion, collaborative learning, practical work	Test
1, 2, 3	Presentations	Problem task	Presentation

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Introduction to Translation
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022/2023
ECTS credits	4
Contact hours (Lectures + Seminars + Practical work)	30 + 0 + 0
Time and venue of classes	Tuesday, 3.30 – 5.00 p.m., room 139
Language of instruction	English
Course instructor	Associate Professor Mirjana Borucinsky, PhD
Office number	F - 913
Office hours	by appointment
Phone	+385 51 338 411
Email	mirjana.borucinsky@pfri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
This is a foundation course that provides an insight into key concepts of Translation Studies, in particular the concept of equivalence: <ul style="list-style-type: none">- The definition of translation- Main Issues in Translation Studies- Approaches to translation / theories of translation / the relation between translation and other disciplines- A brief history of translation- Types of translation- Translation methods and strategies- Translation tools and technologies- The analysis of the translation process and translation quality- Translation Studies and Contrastive Analysis- The particularities of cultural concepts in translation and strategies used for translating them	
EXPECTED LEARNING OUTCOMES	

Upon completing the course/passing the exam, students will be able to:			
1. Explain the key concepts of Translation Studies.			
2. Describe the process of translation as an act of communication.			
3. Describe and compare different types of translation.			
4. Apply the theoretical knowledge on translation strategies to source text and target text analysis			
5. Explore existing translation tools and technologies, compare and analyse how they can be used in the translation process			
6. Conduct research on a topic of interest and present findings			
WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')			
Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other
		x	
II. COURSE EVALUATION AND GRADING CRITERIA			
ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)	
Class attendance	0,5		
Class participation	0,5		
Project-based assessment	0,5	10	
Continuous assessment	2	60	
Final exam	0,5	30	
TOTAL	4	100	
Final grades will be determined as follows:			
GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES		
5 (A)	90 – 100 % points		
4 (B)	75 – 89.9 % points		
3 (C)	60 – 74.9 % points		
2 (D)	50 – 59.9 % points		
1 (F)	0 – 49.9 % points		
III. READING			
MANDATORY READING			
1. O'Hagan, M. (2020). <i>The Routledge Handbook of Translation and Interpreting</i> . London i New York: Routledge.			
2. Hatim, B. and Munday, J. (2004). <i>Translation, An advanced resource book</i> . London and New York: Routledge.			
3. Munday, J. (2001). <i>Introducing Translation Studies</i> . London and New York: Routledge.			
4. Venuti, L. (ed.) (2000). <i>The Translation Studies Reader</i> . London and New York: Routledge.			
RECOMMENDED FURTHER READING			
1. Baker, M. (1992). <i>In Other Words: Grammatical equivalence</i> . London: Routledge.			
2. Baker, M. (1997). <i>The Routledge Encyclopedia of Translation Studies</i> , London and New York: Routledge.			
3. Fawcett, P. (1997). <i>Translation and Language</i> . Amsterdam: John Benjamins Publishing.			
4. Ivir, V. (1980). The Semantics of False-Pair Analysis, SRAZ pp. 117-123.			
5. Robinson, D. (2007). <i>Becoming a Translator. An Introduction to the Theory and Practice of Translation</i> . London i New York: Routledge.			
IV. ADDITIONAL INFORMATION			
ATTENDANCE			
Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.			
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE			
Merlin: https://moodle.srce.hr/2022-2023/course/view.php?id=130048			
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS			

Merlin: <https://moodle.srce.hr/2022-2023/course/view?id=130048>
E-mail: mirjana.borucinsky@pfri.uniri.hr

INFORMATION ABOUT THE FINAL EXAM

The course consists of the following components:

2 mid-term exams

Presentation

Final exam (optional)

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	/
Spring supplementary	/
Summer	14 and 28 June at 10 a.m.
Autumn supplementary	31 August and 7 September at 10 a.m.

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the Course Main issues in Translation Studies
Week 2	Linguistic approach to translation
Week 3	Translation as an act of communication
Week 4	History of translation
Week 5	Types of translation Translation tools
Week 6	Computer-assisted translation Machine translation
Week 7	Mid-term exam 1
Week 8	Translation procedures and strategies
Week 9	Formal correspondence and translation equivalence
Week 10	Translation studies and contrastive analysis
Week 11	Translating culture
Week 12	Mid-term exam 2
Week 13	Student Presentations
Week 14	/
Week 15	Student Presentations

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Explain the key concepts in Translation Studies	Main issues in Translation Studies History of translation Linguistic approach to translation	Lectures Text Analysis Group work Discussion Glossary	Written exam
Describe the process of translation as an act of communication	Translation as an act of communication	Lectures Discussion	Written exam
Describe and compare different types of translation	Types of Translation	Lectures Text Analysis Group work Discussion	Written exam
Apply the theoretical knowledge on translation strategies to source text and target text analysis	Translation procedures and strategies Translating culture (English and Croatian, English and other languages)	Lectures Text Analysis Group work Discussion	Written exam
Explore existing translation tools and technologies, compare and analyse how they can be used in the translation process	Translation procedures and strategies Translation universals	Lectures Text Analysis Group work Discussion	Written exam
Conduct research on a topic of interest and present findings	Translation and Cultural Studies, Quality Control, Ethics in Translation	Lectures Text Analysis Group work Discussion	Written exam Presentation

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Irish Studies
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2022-3
ECTS credits	2
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	Tuesdays, 16.15-17.45 (901)
Language of instruction	English
Course instructor	Dr. Aidan O'Malley, Associate Professor
Office number	912
Office hours	Mondays, 16.00-17.00, and by prior email appointment
Phone	
Email	ajomalley@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>This course offers an interdisciplinary approach to the examination of aspects of Irish culture such as: literature, film, music, sport, politics, history and religion. The aim is to bring key historical, political and social episodes of Irish life into dialogue with different forms of cultural expression. In some cases, this will involve bringing historical events into dialogue with literary works, films and music from the same time period. In other cases, we will examine texts which emerged some time after the event(s) they represent. Hence, not only does this course introduce key periods in Irish cultural and political history and important literary and filmic texts, but it also prompts reflections on the ways in which the past is represented.</p>	
EXPECTED LEARNING OUTCOMES	

Upon successful completion of the course, students will have gained insights into the shaping of Irish cultural identities. They will understand how different representations of the past in literature and other art forms have influenced the ways in which Irish people have constructed their identities, and they will be able to recognize and trace how these have developed and changed over time. In addition, their knowledge of Irish literature, history, film and music will have increased significantly.

WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
x			x
Fieldwork	Laboratory work	Mentoring	Other

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	20
Project-based assessment	1	80
TOTAL	2	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

All the mandatory texts are available on Merlin.

Excerpt from, *Táin Bó Cúailnge*

W.B. Yeats, *On Baile's Strand*

George Bernard Shaw, *John Bull's Other Island*

Brian Friel, *Making History*

Brian Friel, *Translations*

W.B. Yeats and Lady Gregory, *Cathleen Ni Houlihan*

John M. Synge, *Riders to the Sea*

Frank McGuinness, *Observe the Sons of Ulster Marching Towards the Somme*

John Ford, dir., *The Quiet Man*

Lisa Barros D'Sa & Glenn Leyburn, dir., *Good Vibrations*

John Crowley, dir., *Intermission*

Martin McDonagh, dir., *In Bruges*

John Michael McDonagh, dir., *Calvary*

RECOMMENDED FURTHER READING

A selection of secondary texts is available on Merlin. Students might also want to consult the following:

- Clare Carroll and Patricia King, eds., *Ireland and Postcolonial Theory* (Cork UP and Notre Dame UP, 2003)
- Joe Cleary and Claire Connolly, eds., *The Cambridge Companion to Modern Irish Culture* (Cambridge UP, 2005)
- Joe Cleary, *Outrageous Fortune: Capital and Culture in Modern Ireland* (Field Day, 2007)
- Seamus Deane, *Celtic Revivals* (Wake Forest UP, 1987)
- Seamus Deane, *Strange Country: Modernity and Nationhood in Irish Writing since 1790* (Oxford UP, 1999)
- Denis Donoghue, *Irish Essays* (Cambridge UP, 2011)
- Luke Gibbons, *Transformations in Irish Culture* (Cork UP and Field Day, 1996)
- Richard Kearney, *Navigations: Collected Irish Essays, 1976-2006* (Lilliput, 2006)
- Aaron Kelly, *Twentieth-Century Irish Literature: A Reader's Guide to Essential Criticism* (Palgrave, 2008)
- Declan Kiberd, *Inventing Ireland: The Literature of the Modern Nation* (Harvard UP, 1995)
- Declan Kiberd, *Irish Classics* (Harvard UP, 2000)
- Jarlath Killeen, *The Emergence of Irish Gothic Fiction: History, Origins, Theories* (Edinburgh UP: 2014)
- Joep Leerssen, *Mere Irish and Fíor-Ghael: Studies in the Idea of Irish Nationality, its Development and Literary Expression Prior to the Nineteenth Century* (Cork UP and Field Day, 1996)
- Joep Leerssen, *Remembrance and Imagination: Patterns in the Historical and Literary Representation of Ireland in the Nineteenth Century* (Cork UP and Field Day, 1996)
- David Lloyd, *Ireland After History* (Cork UP and Field Day, 1999)
- Edna Longley, *The Living Stream: Literature and Revisionism in Ireland* (Bloodaxe, 1994)
- Conor McCarthy, *Modernisation: Crisis and Culture in Ireland, 1969-1992* (Four Courts Press, 2000)
- W.J. McCormack, *The Battle of the Books* (Lilliput, 1986)
- Aidan O'Malley, *Field Day and the Translation of Irish Identities: Performing Contradictions* (Palgrave Macmillan, 2011)
- Aidan O'Malley, *Irska književnost i kultura, 1600.–2000.: Stvaralaštvo na jeziku kolonizatora* (FFRI Press, 2021)
- Fintan O'Toole, *Ship of Fools: How Stupidity and Corruption Sank the Celtic Tiger* (Faber, 2009)
- Clair Wills, *That Neutral Island: A History of Ireland During the Second World War* (Faber, 2007)

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

In class; via email; via Merlin.

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

In class; via email; via Merlin; at office hours.

INFORMATION ABOUT THE FINAL EXAM

This course will be examined by a final essay.

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	
Spring supplementary	
Summer	13.06.2023; 27.06.2023
Autumn supplementary	08.09.2023; 15.09.2023

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the course
Week 2	Irish Mythology: The death of Aoife's son (from Ulster cycle); W.B. Yeats, <i>On Baile's Strand</i>
Week 3	The Colonisation of Ireland, 1169-1600: Brian Friel, <i>Making History</i>
Week 4	Colonial Ireland, 1600-1840
Week 5	G.B. Shaw, <i>John Bull's Other Island</i>
Week 6	The language shift from Irish to English
Week 7	Brian Friel, <i>Translations</i>
Week 8	The Irish Literary Revival
Week 9	W.B. Yeats and Lady Gregory, <i>Cathleen Ni Houlihan</i> ; John M. Synge, <i>The Playboy of the Western World</i>
Week 10	Northern Ireland
Week 11	Frank McGuinness, <i>Observe the Sons of Ulster Marching Towards the Somme</i>
Week 12	Guest Lecture: Prof. P.J. Mathews, 'Irish Folk Music Revival'
Week 13	The Republic of Ireland: From Free State to the Celtic Tiger's hangover
Week 14	National Holiday
Week 15	Review of course: Deadline for final essays

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Gain insight into the shaping of Irish cultural identities.	Learning outcomes result from the cumulative effect of teaching classes that are organized in chronological order, but are also		
Understand the ways in which the past influences the construction of different Irish identities.	interwoven with each other, and form a multi-layered whole. • Introduction to Irish mythology • The Colonization of Ireland, 1169-1600	• Lectures • Students' independent work (reading and preparation for class) • Discussion in class (active participation of students)	• Participation in class • Presentation • Final essay
Be able to recognize and trace historical developments and changes over time.	• Colonial Ireland, 1600-1840 • The Language Shift from Irish to English	• Students' independent work - short presentations • Writing an essay	
Significantly increased knowledge of Irish literature, history, film and music.	• The Irish Literary Revival • Northern Ireland • 20th-21st Century Republic of Ireland		

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Languages in contact
Study programme	Graduate Study Programme in English Language and Literature (MA in Teaching English as a Foreign Language - TEFL)
Semester	summer
Academic year	2022-2023
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	Thursday, 11.30-13, F-902
Language of instruction	English
Course instructor	Prof. Branka Drljača Margić
Office number	F-907
Office hours	Thursday, 10.15-11, and by appointment
Phone	+385 51 265 634
Email	bdrljaca@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The topics of this course are as follows: what and where is language contact?; language maintenance and language shift; bilingualism in nations and individuals; contact-induced language change: results; contact-induced language change: mechanisms; linguistic areas; pidgins and creoles; mixed languages; endangered languages; language death.	
EXPECTED LEARNING OUTCOMES	
Enable students to correctly interpret the concepts and issues related to contact linguistics, as well as to independently analyse interlingual influences in spoken and written interaction. Encourage students to think about the causes and circumstances surrounding interlingual contacts and stimulate them to critically reflect on the effects of interlingual influences.	
WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')	

Lectures	Seminars	Practical work	Independent work
X			X
Fieldwork	Laboratory work	Mentoring	Other
		X	

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	0
Continuous assessment (Test 1)	0.5	40
Continuous assessment (Test 2)	0.5	40
Student research and presentation	1	20
TOTAL	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Thomason, S. G. 2001. *Language Contact*. Washington, D. C.: Georgetown University Press.

Trudgill, P. 2000. *Sociolinguistics: An introduction to Language and Society*. Penguin. (selection of chapters)

RECOMMENDED FURTHER READING

Görlach, M. (ed.). 2002. *English in Europe*. Oxford: Oxford University Press.

Thomas, G. 1991. *Linguistic purism*. London – New York: Longman.

Winford, D. 2003. *An Introduction to Contact Linguistics*. Oxford: Blackwell Publishing.

Selection of papers from the journals *World Englishes*, *English Today* and *International Journal of the Sociology of Language*.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Email and the Merlin e-learning platform.

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Email, the Merlin e-learning platform, and office hours.

INFORMATION ABOUT THE FINAL EXAM

There is no final exam.

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

Students are allowed to resit only one of the two tests, and have to present the results of their research at the agreed time.

EXAM DATES

Winter	
Spring supplementary	
Summer	19/6 and 3/7 at 10
Autumn supplementary	28/8 and 4/9 at 10

V. COURSE OUTLINE

DATE	TOPIC
2/3	Introduction – What and where is language contact?
9/3	Introduction – What and where is language contact? (cont.)
16/3	Bilingualism/Multilingualism in nations and individuals
23/3	Contact-induced language change: Results
30/3	1 st test
6/4	Contact-induced language change: Mechanisms / Linguistic areas
13/4	No classes
20/4	Contact languages: Pidgins, creoles and other mixed languages
27/4	Endangered languages, language maintenance, language shift and language death
4/5	2 nd test
11/5	No classes
18/5	Student presentations
25/5	Student presentations
1/6	Test resit

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
To be able to interpret the concepts and issues related to contact linguistics.	The concepts and issues in the field of contact linguistics, such as stable and transitional bilingualism, diglossia, asymmetrical bilingualism, types of language contact, language policy, language maintenance and shift, pidgins, creoles, mixed languages, and endangered languages.	Teacher-fronted classes, student-centred learning; classroom discussion; group work; deductive and inductive approach to learning.	Tests 1 and 2
To be able to critically reflect on the mechanisms and results of language contact.	Mechanisms of language contact, such as code-switching, code alternation, and negotiation. Results of language contact, such as language interference, different types of mixed languages, and TL3.	Teacher-fronted classes, student-centred learning; classroom discussion; group work; deductive and inductive approach to learning.	Tests 1 and 2
To be able to conduct a small-scale study on languages in contact, that is, analyse interlingual influences.	Data on interlingual influences gained by means of a questionnaire, interview, and/or corpus analysis.	Student research and presentation of the findings followed by discussion.	Student research and presentation.

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Media Culture
Study programme	Graduate Study Programme in English Language and Literature (MA in Teaching English as a Foreign Language - TEFL)
Semester	summer
Academic year	2022./2023.
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	According to the schedule
Language of instruction	English
Course instructor	Lovorka Gruić Grmuša
Office number	906
Office hours	Thursdays after the class and upon request via email
Phone	265 626
Email	lovorka.gruic.grmusa@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>This course focuses on the relationship between media technology and culture, and introduces some basic concepts in media culture, such as the difference between the old and the new media, mass media and social media, analog media and digital media. We will explore and experience media culture not just as technology that impacts culture, but as culture itself represented in literature, film, advertising, and art. The focus is on film and literature.</p>	
EXPECTED LEARNING OUTCOMES	
<p>After finishing the course, the students will be able to: Explain the difference between the old and the new media, mass media and social media, analog media and digital media Define intermediation and remediation Articulate literacy (traditional and digital literacy) Analyze film and new media genres Articulate the influence of media on our perception of reality</p>	
WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')	

Lectures	Seminars	Practical work	Independent work
x		x	x
Fieldwork	Laboratory work	Mentoring	Other
			Multimedia

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	
Essay	0, 50	20
Short seminar paper	0,25	10
Continuous assessment	1,25	70
Final exam	N/A	N/A
TOTAL		100

Final grades will be determined as follows:

There is no final exam. Students have to pass the test at the end of the semester, write an essay and a short seminar paper. If a student fails the test, s/he can retake the test in July.

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

III. READING

MANDATORY READING

Bolter, David & Richard Grusin (2000) "Immediacy, Hypermediacy, and Remediation", prvo poglavlje: Remediation: Understanding New Media. The MIT Press

Hayles, Katherine (2011) *Electronic Literature: New Horizons for the Literary*, University of Notre Dame Press

McLuhan, Marshall (1994) *Understanding Media: The Extensions of Man*, MIT Press, 3-48.

Slack, Jennifer & Macgregor Wise (2005) *Culture and Technology*, Introduction, 1-5.

Marx, Leo (1987) "Does Improved Technology Mean Progress?" *Technology Review*, 33-41.

Quart, Leonard, Albert Auster (2018) *American Film and Society Since 1945*, 5th Edition. Santa Barbara, Denver: Preager

Wolf, Werner (2009) *Metareference Across Media: Theory and Case Studies*, Rodopi. 1-33.

Kress, Gunther & Theo van Leeuwen (2021) *Reading Images*, Routledge. Chapter 4: Representation and interaction: designing the position of the viewer, 114-159

Mitchell, Thomas W. J. (2005). *What Do Pictures Want? The Lives and Loves of Images*. Chicago and London: The University of Chicago Press, 28-56.

Mitchell, W.J.T. *Iconology; Image, Text, Ideology* (1986), 5-19; 160-178; 185-190.

Pound Ezra, *Cantos I and II*;

Safran Foer, Jonathan (2005) *Extremely Loud & Incredibly Close*. ili Plascencia, Salvador (2005) *The People of Paper*

Lewis, Sinclair (1920) *Main Street* (excerpts)

Vonnegut, Kurt (1997) *Timequake* (excerpts)

Film:

- *The Social Dilemma* (2020) red. Jeff Orlowski
- *8 ½* (1963) red. Federico Fellini
- *Main Street* (2010) red. John Doyle
- *Argo* (2012) red. Ben Affleck
- *Triangle of Sadness* (2022) red. Ruben Östlund
- *Female* (1933) red. Michael Curtiz
- 5 Films About Technology – A Short Satire about People Staring into Screens (2016) red. Peter Huang

Electronic literature:

"Faith," "Birds Singing Other Birds' Songs," "Sundays in the Park," "Traveling to Utopia: With a Brief History of the Technology," "Twelve Blue," "Afternoon, A Story," "Star Wars, One Letter at a Time," "Girls' Day Out," "Dakota," "Inanimate Alice"

RECOMMENDED FURTHER READING

- McLuhan, Marshall & Quentin Fiore (2014) *The Medium Is the Massage: An Inventory of Effects* <https://archive.org/details/pdfy-vNiFct6b-L5ucJEa/mode/2up>
- Hayles, Katherine (2012) "Intermediation: The Pursuit of a Vision" in *Between Page and Screen: Remaking, Literature Through Cinema and Cyberspace*, ed K. Brillenburg Wurth, Kiene, 101-126.
- Manovich, Lev (2006): "Novi mediji: upute za uporabu"; *Književna smotra*, godište XXXVIII, broj 140 (2), str. 43-53.
- Sturges, Paul (2015): *The Production of Comedy: The Joke in the age of Social Media*, Sage Open, str 1-7.
- Brillenburg Wurth, Kiene (2012) *Between Page and Screen: Remaking Literature Through Cinema and Cyberspace*, Fordham University Press, New York
- Žižek, Slavoj (1997) "Cyberspace, Or The Unbearable Closure of Being", u *The plague of phantasies*, Verso, London/New York, 127-167
- Pressman, Jessica (2009) *Pacific Rim Digital Modernism: The Electronic Literature of Young-hae Chung Heavy Industries*, <https://doi.org/10.3138/9781442697553-016>
- Kracauer, Siegfried (1997) *Theory of Film*, Princeton University Press, 30-37; 41-42; 46-57; 139-156; 201-214.
- Gilić, Nikica (2007) *Uvod u teoriju filmske priče*, ŠK Zagreb.
- Barthes, Roland (1991). *Mythologies*. New York: Farrar, Straus & Giroux.
- Barthes, Roland (1977). *Image, Music, Text*. Essays selected and translated by Stephen Heath. London: Fontana.
- Denzin, Norman K. (1991) *Images of Postmodern Society: Social Theory and Contemporary Cinema*. Sage Publications.
- Gandelman, Claude (1991). *Reading Pictures, Seeing Texts*. Bloomington: Indiana University Press, 1-23.
- Kranz, David L. & Nancy C. Mellerski, eds. (2008), *In/Fidelity: Essays on Film Adaptation*. Newcastle: Cambridge Scholars Publishing.
- Steiner, Wendy (2004). "Pictorial Narrativity". In: Marie-Laure Ryan, ed. *Narrative across Media*. The Languages of Storytelling. Lincoln: University of Nebraska Press.

IV. ADDITIONAL INFORMATION

ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Merlin, email

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

email

INFORMATION ABOUT THE FINAL EXAM

There is no final exam. Students that fail the test can retake the test in July.

OTHER RELEVANT INFORMATION

Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	
Spring supplementary	
Summer	June 15, 2023 (students that have passed all 3 tests get their grade) July 13, 2023 retake test (for students that failed one exam)
Autumn supplementary	Sep 7, 2023 (students that have passed all 3 tests get their grade)

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction. What is media? What is culture? Comedy as social commentary on the state of technological impact; <i>5 Films About Technology</i> (2016) - film (4 min); TED talk (10 min)
Week 2	Sinclair Lewis: <i>Main Street</i> (1920) – excerpts (print novel/audio); 1920s photographs, advertisements, music, cityscapes; Slack & Wise: <i>From Culture and Technology to Technological Culture</i>
Week 3	<i>Main Street</i> (2010) - film; Leo Marx: “Does Improved Technology Mean Progress?”
Week 4	Marshall McLuhan: <i>Understanding Media: The Extensions of Man</i> (excerpts, video); Quentin Fiore: <i>The Medium is the Message: An Inventory of Effects</i>
Week 5	“The Veldt” (short story); Media culture critical thought essay due
Week 6	Images and picture theory; R. Barthes and T. Mitchell; advertisements, videos, excerpts from films
Week 7	T. Van Leeuwen, N. Gilić, S. Kracauer; How is film story developed and presented? Federico Fellini’s <i>8 ½</i> and Kurt Vonnegut’s <i>Timequake</i> (excerpts)
Week 8	Film adaptation, films ‘based on true stories’, biopics, film music, propaganda film; <i>Argo</i> (2012) - film
Week 9	Introduction to electronic literature. Kate Hayles: “Intermediation: The Pursuit of a Vision”; “Faith,” “Birds Singing Other Birds’ Songs,” “Sundays in the Park,” “Traveling to Utopia: With a Brief History of the Technology”
Week 10	Bolter, David & Richard Grusin: “Immediacy, Hypermediacy, and Remediation”; “Twelve Blue,” “Afternoon, A Story,” “Star Wars, One Letter at a Time,” “Girls’ Day Out”
Week 11	Documentary film; L. Quart & A. Auster; <i>The Social Dilemma</i> (2020) - film
Week 12	Social commentary in films; <i>Triangle of Sadness</i> (2022) – film; postmodernism, postsocialism, free will (from Kant and Schopenhauer to Cioran)
Week 13	Digitality and print novel. Jonathan Safran Foer: <i>Extremely Loud & Incredibly Close</i> (2005)
Week 14	YHCHI “Dakota” and Ezra Pound’s <i>Cantos I and II</i> ; “Inanimate Alice”
Week 15	Test; Media and/or Culture: Why does “it” matter in 2023?

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Explain the difference between the old and the new media, mass media and social media, analog media and digital media	Classes 1-15	Lectures, close reading, discussion, individual work	Continuous assessment, test
Define intermediation and remediation	Classes 4,9,10,13,14	Lectures, close reading, discussion, individual work	Continuous assessment, test
Articulate literacy (traditional and digital literacy)	Classes 1-15	Lectures, close reading, discussion, individual work	Continuous assessment, test, essay, seminar paper
Articulate the influence of media on our perception of reality	Classes 1-15	Lectures, close reading, discussion, individual work, work in pairs	Continuous assessment, test
Analyze film and new media genres	Classes 1-15	Lectures, close reading, discussion, individual work, work in pairs	Continuous assessment, test, seminar paper, essay

**SYLLABUS**

KEY INFORMATION ABOUT THE COURSE	
Course title	Research Methodology
Study programme	Graduate Study Programme in English Language and Literature (M.A. in Teaching English as a Foreign Language – TEFL)
Semester	summer
Academic year	2022/2023
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	15+15+0
Time and venue of classes	According to the schedule published on the Faculty's website
Language of instruction	English
Course instructor	Professor Marija Brala Vukanović, PhD
Office number	F-910
Office hours	Thursdays, 13:30-14:30 and by prior email appointment
Phone	
Email	marija.brala@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The aim of this course is to acquaint students with conceptual and methodological issues involved in research in the context of linguistics / literary research (possibly with an interdisciplinary perspective, possibly built on the students' other course of studies). Furthermore, the goal is to develop students' capabilities to comprehend the problems inherent in empirical research and learn to begin to critically evaluate research issues, methods, and results.</p> <p>The above objectives are situated within the larger goal which corresponds with the intention to create an active and stimulating intellectual environment for various stages of research, from planning to evaluation.</p>	
EXPECTED LEARNING OUTCOMES	
<p>Upon the successful completion of this course, students should be able to:</p> <ul style="list-style-type: none">- Understanding basic research terminology, concepts, approaches and methods;- Understand, describe and follow the key ethical principles of research, ethical challenges and approval processes;- Comprehend the problems inherent in empirical research and critically evaluate the research process and pieces of research work with respect to three main categories: a) establishing a research issue (posing the problem, how it fits into the larger scholarly context, possible / potential implications and applications); b) structuring a methodologically sound and viable approach to the research issues (inclusive of preliminary literary search,	

literature evaluation, scientific method choice and evaluation, variable treatment), and c) drawing conclusions and establishing directions for future research;			
<ul style="list-style-type: none"> - Construct and propose a coherent and scholarly viable research issue; - Autonomously author a coherent research proposal, based on a systematic preliminary literature survey. The proposal needs to be of sufficient scope and depth to serve as the proposal for an M.A. level research paper. - Present his/her research work in front of an academic audience and interactively discuss the main points of the presentation (address Q & discussion). 			
WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')			
Lectures	Seminars	Consultations	Independent work
x	x	x	x
Fieldwork	Laboratory work	Mentoring	Other
II. COURSE EVALUATION AND GRADING CRITERIA			
ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)	
Class attendance and participation	1	30	
Project-based assessment	2	70	
TOTAL	3	100	
Final grades will be determined as follows:			
GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES		
5 (A)	90 – 100 % points		
4 (B)	75 – 89.9 % points		
3 (C)	60 – 74.9 % points		
2 (D)	50 – 59.9 % points		
1 (F)	0 – 49.9 % points		
III. READING			
MANDATORY READING			
Berry, R. 1996. <i>The Research Project: How to write it</i> . London and New York, Routledge. Dörnyei, Z. 2007. <i>Research Methods in Applied Linguistics</i> . Oxford University Press. Gile, D. 2001. <i>Getting started in interpreting research</i> . Amsterdam: Benjamins King, K. A.; Lai, Y.; May, S. (Eds.) 2017. <i>Research Methods in Language and Education</i> 3rd edition. Springer. Litosseliti, L. 2010. <i>Research Methods in Linguistics</i> . Continuum. Nunan, D. 1992. <i>Research methods in language learning</i> . Cambridge University Press.			
RECOMMENDED FURTHER READING			
Depending on their research topic, the course instructor can assign specific readings to students.			
IV. ADDITIONAL INFORMATION			
ATTENDANCE			
Attendance is mandatory.			
Students are expected to attend at least 50% of classes. In case of illness, students should provide a doctor's note.			
If students miss a class, they are expected to inquire about the topics covered in class and about homework assignments for upcoming lessons.			
WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE			
Email, Merlin, during office hours			
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS			
During office hours, email			
INFORMATION ABOUT THE FINAL EXAM			
There is no final exam. The final grade is comprises by 1/3 active class participation and 2/3 presenting their research outline at a mock conference			
OTHER RELEVANT INFORMATION			
Academic honesty			

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

EXAM DATES

Winter	-
Spring supplementary	-
Summer	20.6., 5.7.
Autumn supplementary	13.9., 27.9.

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introducing the course. Outline, aims, requirements. Rings in the chain of knowledge: Introducing research – overview of the topic. The three big W-s: WHAT; HOW & WHY
Week 2	Students' research – outcomes, discussion
Week 3	What makes a good research question. Learning how to focus and sum up The don't forget-s: verifiability and variables! Key words! Indexes! Context and applicability!
Week 4	Students' research – outcomes, discussion
Week 5	Research methodologies I (working on texts; from reading to writing books)
Week 6	Research methodologies II (working on subjects; designing and conducting experiments)
Week 7	Students' research – outcomes, discussion
Week 8	Review class and individual consultations for seminar topic selection
Week 9	Seminar topic selection DUE DATE Technicalities: from quotations to bibliography
Week 10	Students' research – outcomes, discussion (preparatory class, to be presented on May 12th)
Week 11	What not to do (the big problems such as plagiarism). M.A. Thesis – concrete problems
Week 12	Student seminars due. MOCK CONFERENCE Presentations. Discussion. Feedback
Week 13	Student seminars due. MOCK CONFERENCE Presentations. Discussion. Feedback
Week 14	Student seminars due. MOCK CONFERENCE Presentations. Discussion. Feedback
Week 15	Wrapping up. M.A. Thesis issues finalized. Each student will be given the possibility for individual consultations (if needed)

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Understanding basic research terminology, concepts, approaches and methods;			
Understand, describe and follow the key ethical principles of research, ethical challenges and approval processes;	<ul style="list-style-type: none"> · research approaches in applied linguistics (qualitative and quantitative, mixed methods; inductive and deductive; applied and basic research 		
Comprehend the problems inherent in empirical research and critically evaluate the research process and pieces of research work with respect to three main categories: a) establishing a research issue (posing the problem, how it fits into the larger scholarly context, possible / potential implications and applications); b) structuring a methodologically sound and viable approach to the research issues (inclusive of preliminary literary search, literature evaluation, scientific method choice and evaluation, variable treatment), and c) drawing conclusions and establishing directions for future research;	<ul style="list-style-type: none"> · Research questions and hypotheses · Research variables, research operationalization · Ethical principles of research and academic honesty · Collecting, reading, summarizing, and presenting literature · Citing and quoting references · Collecting data, fieldwork · Working with research subjects · designing and conducting experiments · Oral and written presentation of research results · Publishing research · Presentation skills 	<ul style="list-style-type: none"> - Lectures - Discussions - Independent research - Problem solving - Continuous revision and improvement of research questions and methods - Working on texts (literature reviews, article summaries, etc.) 	<ul style="list-style-type: none"> - Continuous classroom assessment - Written assignments - Mock conference presentation
Construct and propose a coherent and scholarly viable research issue;			
Autonomously author a coherent research proposal, based on a systematic preliminary literature survey. The proposal needs to be of sufficient scope and depth to serve as the proposal for an M.A. level research paper.			
Present his/her research work in front of an academic audience and interactively discuss the main points of the presentation (address Q & discussion			