



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	2024–2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+15+0
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Dr Tihana Kraš, Associate Professor
Office number	909
Office hours	To be confirmed
Phone	00385 51 265 628
Email	tkras@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The course covers the following topics:	
<ul style="list-style-type: none">• 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 small-scale replication study into the acquisition or processing of English as a second language or conduct such a study

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
- Conduct a small-scale replication 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	20
Test	0.75	30
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

<p>Kraš, T., i Miličević, M. (2015). <i>Eksperimentalne metode u istraživanjima usvajanja drugoga jezika</i>. Rijeka: Filozofski fakultet Sveučilišta u Rijeci.</p> <p>Litosseliti, L. (2018). <i>Research methods in linguistics</i>. London/New Delhi/New York/ Sydney: Bloomsbury Academic.</p> <p>Phakiti, A. (2014). <i>Experimental research methods in language learning</i>. London/New Delhi/New York/ Sydney: Bloomsbury Academic.</p> <p>Selection of academic papers and/or chapters from edited volumes and textbooks</p>	
<p>RECOMMENDED FURTHER READING</p>	
<p>Blom, E., & Unsworth, S. (Eds.) (2010). <i>Experimental methods in language acquisition research</i>. Amsterdam/Philadelphia: John Benjamins.</p> <p>Bhatia, T. K., & Ritchie, W. C. (Eds.) (2012). <i>The handbook of bilingualism and multilingualism</i>. Oxford: Blackwell.</p> <p>de Bot, K., Lowie, W., & Verspoor, M. (2005). <i>Second language acquisition: An advanced resource book</i>. London/New York: Routledge.</p> <p>Brown, J. D., & Rodgers, T. S. (2002). <i>Doing second language research</i>. Oxford: Oxford University Press.</p> <p>Dörnyei, Z. (2007). <i>Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies</i>. Oxford: Oxford University Press.</p> <p>Dörnyei, Z. (2003). <i>Questionnaires in second language research: Construction, administration and processing</i>. London/New York: Routledge.</p> <p>Doughty, C. J., & Long, M. H. (Eds.) (2003). <i>The handbook of second language acquisition</i>. Oxford: Blackwell.</p> <p>Ellis, R., & Barkhuizen, G. (2005). <i>Analysing learner language</i>. Oxford: Oxford University Press.</p> <p>Gass, M. S., & Mackey, A. (2011). <i>The Routledge handbook of second language acquisition</i>. London/New York: Routledge.</p> <p>Gass, M. S., & Mackey, A. (2007). <i>Data elicitation for second and foreign language research</i>. Mahwah, NJ/London: Lawrence Erlbaum Associates.</p> <p>Kroll, J. F., & De Groot, A. M. B. (Eds.) (2005). <i>Handbook of bilingualism: Psycholinguistic approaches</i>. Oxford: Oxford University Press.</p> <p>Larsen-Freeman, D., & Long, M. (1991). <i>An introduction to second language acquisition research</i>. Longman.</p> <p>Mackey, A., & Gass, S. M. (2005). <i>Second language research: Methodology and design</i>. Mahwah, NJ/London: Lawrence Erlbaum Associates.</p> <p>Mackey, A., & Gass, S. M. (2012). <i>Research methods in second language acquisition: A practical guide</i>. Malden, MA: Wiley-Blackwell.</p> <p>Ritchie, W. C., & Bhatia, T. K. (Eds.) (2009). <i>The new handbook of second language acquisition</i>. Bingley: Emerald.</p> <p>Robinson, P., & Ellis, N. C. (Eds.) (2008). <i>Handbook of cognitive linguistics and second language acquisition</i>. New York/London: Routledge.</p> <p>White, L. (2003). <i>Second language acquisition and Universal Grammar</i>. Cambridge: Cambridge University Press.</p>	
<p style="text-align: center;">IV. ADDITIONAL INFORMATION</p>	
<p>ATTENDANCE</p>	
<p>Attendance is mandatory. Students are allowed to miss no more than 30% of all classes (i.e. four teaching blocks).</p>	
<p>WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE</p>	
<p>In class, by Merlin (Moodle) and by e-mail</p>	
<p>WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS</p>	
<p>In class, during office hours, by Merlin (Moodle) and by e-mail</p>	
<p>INFORMATION ABOUT THE FINAL EXAM</p>	
<p>The course does not contain the final exam.</p>	
<p>OTHER RELEVANT INFORMATION</p>	
<p>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.</p>	
<p>EXAM DATES</p>	
Winter	

Spring supplementary	
Summer	To be confirmed
Autumn supplementary	To be confirmed
V. COURSE OUTLINE	
DATE	TOPIC
Week 1	Course introduction Lecture 1
Week 2	Lecture 2
Week 3	Lecture 3
Week 4	Lecture 4
Week 5	Lecture 5
Week 6	Student presentations
Week 7	Student presentations
Week 8	Student presentations
Week 9	Student presentations
Week 10	Test
Week 11	Student presentations
Week 12	Student presentations
Week 13	Student presentations
Week 14	Student presentations
Week 15	Research task submission deadline Course conclusion

I. 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 relevance of the	Frontal teaching	Test

the research findings into the acquisition of English as a second language for the theory and practice of teaching English as a foreign language	research findings into the acquisition of English as a second language for the theory and practice of teaching English as a foreign language	Group discussion Individual work	
Conduct a small-scale replication 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



SVEUČILIŠTE U RIJECI
Filozofski fakultet
UNIVERSITY OF RIJEKA
Faculty of Humanities and Social Sciences

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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	2024-2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	0+30+0
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Dr Tatjana Vukelić, assistant professor
Office number	914
Office hours	Mondays from 12-13 hours; via email
Phone	00385 51 265 625
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

To be confirmed

Autumn supplementary	To be confirmed
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



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KEY INFORMATION ABOUT THE COURSE	
Course title	American Culture
Study programme	Undergraduate study programme in English Language and Literature
Semester	Winter semester
Academic year	2024/2025
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	To be confirmed
Phone	00385 51 265 626
Email	lovorka.gruic.grmusa@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The course introduces students to the United States culture and society, its multicultural heritage, history, customs, politics, institutions, and values. The course gives a survey of the U.S. culture from colonial times to the present. It focuses on the major events, problems, and institutions of American society, including immigration, government structure, key figures, wars, slavery, social security, education, religion, popular culture, basic geography and regional differences, and other social, cultural, political, and economic developments.</p>	
EXPECTED LEARNING OUTCOMES	
Upon completion of the course, students will:	
<ul style="list-style-type: none">• have an understanding of the characteristics of the United States multicultural background• be able to identify the main aspects of the U.S. culture• know key events in American history, from colonial times to the present	

- have developed the ability to analyze the characteristics and concepts which are tied to the U.S. history and experience, and the way in which they influence other regions in the world
- be able to explain the U.S. government structure

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

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

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	
Class participation		
Project-based assessment	0,5	30
Continuous assessment	1,5	70
Final exam		
Other		
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

- Froner, Eric. 2004. Give Me Liberty! An American History. (a few chapters)
- Stevenson, Douglas. 1996. American Life and Institutions. (a few chapters)
- PDF files on Merlin

RECOMMENDED FURTHER READING

- Mauk, David and John Oakland. 2009. American Civilization: An Introduction. 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

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Email, Merlin

INFORMATION ABOUT THE FINAL EXAM

NO FINAL EXAM (test, seminar, and class participation make the final grade)

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	To be confirmed
Spring supplementary	
Summer	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction, Puritans & Native Americans
Week 2	Immigrants to the US - short documentary film and analysis
Week 3	Croatian and other immigrants to the US
Week 4	The wars on American soil
Week 5	The Declaration of Independence; the US Constitution
Week 6	The organization of American government
Week 7	Political institutions; the American presidents
Week 8	The Civil Rights Movement; African-Americans
Week 9	Two Nations of Black America- documentary film & analysis
Week 10	American education; religion in the US, church and state
Week 11	Women's movement; pop culture
Week 12	Geographical and regional differences; American arts
Week 13	Social safety. Test!
Week 14	The Beatniks and the hippies
Week 15	Politics and culture - discussion

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Demonstrate knowledge of the development of American culture	Native Americans and Puritans; Immigration; Multiculturalism; Social security; Education; Religion; Popular culture; Regions	Lectures; Student's independent work; Discussion in class	Continuous assessment; Assessment of knowledge and participation in discussions
Understand the characteristics and the concepts tied to American history and the way in which they influence other regions in the world	Immigration; Wars, Key movements and figures; Slavery; Abolitionism; Women's rights movement	Lectures; Student's independent work; Discussion in class	Continuous assessment; Assessment of knowledge and participation in discussions; Seminar
Demonstrate knowledge of the American government and institutions	American government; institutions; politics	Lectures; Student's independent work; Discussion in class	Continuous assessment; Assessment of knowledge and participation in discussions; Seminar



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KEY INFORMATION ABOUT THE COURSE	
Course title	Bilingual 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	2024–2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Dr Tihana Kraš, Associate Professor
Office number	909
Office hours	To be confirmed
Phone	00385 51 265 628
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 bilingual first language acquisition• Research methods for the study of bilingual first language acquisition• The acquisition of phonology in bilingual first language acquisition• The acquisition of morphosyntax in bilingual first language acquisition• The acquisition of vocabulary and semantics in bilingual first language acquisition• The acquisition of pragmatics in bilingual first language acquisition• Bilingual language processing• The speech of bilingual speakers• Problematic aspects of bilingual first language acquisition• The advantages of bilingual first language acquisition• Different types of bilingual education	

EXPECTED LEARNING OUTCOMES

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

- Explain basic terminology and research questions in the area of bilingual first language acquisition
- Describe and compare different research methods for the study of bilingual first language acquisition
- Describe basic findings about the acquisition of phonology in bilingual first language acquisition
- Describe basic findings about the acquisition of morphosyntax in bilingual first language acquisition
- Describe basic findings about the acquisition of vocabulary and semantics in bilingual first language acquisition
- Describe basic findings about the acquisition of pragmatics in bilingual first language acquisition
- Describe basic findings about bilingual language processing
- Describe basic findings about the speech of bilingual speakers
- Explain problematic aspects of bilingual first language acquisition
- Explain the advantages of bilingual first language acquisition
- Describe different types of bilingual education

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**

- Chin, N. B., & Wigglesworth, G. (2007). *Bilingualism: An advanced resource book*. London/New York: Routledge.
- De Houwer, A. (2009). *Bilingual first language acquisition*. Bristol/Buffalo/Toronto: Multilingual Matters.
- Selection of academic papers and/or chapters from edited volumes and textbooks
- Resources from the website: <https://www.youtube.com/@TEAMultilingual>

RECOMMENDED FURTHER READING

- Altarriba, J., & Heredia, R. R. (Eds.) (2008). *An introduction to bilingualism: Principles and processes*. New York/London: Lawrence Erlbaum Associates.
- Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism* (6th ed.) Bristol: Multilingual Matters.
- Bavin, E. L., & Naigles, L. R. (Eds.) (2015). *The Cambridge handbook of child language* (2nd ed.). Cambridge: Cambridge University Press.
- Bhatia, T. K., & Ritchie, W. C. (Eds.) (2013). *The handbook of bilingualism and multilingualism* (2nd ed.). Oxford: Blackwell.
- Bialystok, E. (1991). *Language processing in bilingual children*. Cambridge: Cambridge University Press.
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge: Cambridge University Press.

- De Houwer, A., & Ortega, L. (Eds.) (2018). *The Cambridge handbook of bilingualism*. Cambridge: Cambridge University Press.
- Grosjean, F. (1982). *Life with two languages: Introduction to bilingualism*. Cambridge, MA/London, England: Harvard University Press.
- Grosjean, F. (2008). *Studying bilinguals*. Oxford: Oxford University Press.
- Hamers, J. F., & Blanc, M. H. A. (2000). *Bilinguality and bilingualism*. Cambridge: Cambridge University Press.
- Harris, R. J. (Ed.) (1992). *Cognitive processing in bilinguals*. Amsterdam: Elsevier Science Publishers.
- Hyltenstam, K., & Obler, L. K. (1989). *Bilingualism across the lifespan: Aspects of acquisition, maturity and loss*. Cambridge: Cambridge University Press.
- Javier, R. A. (2007). *The bilingual mind: Thinking, feeling and speaking in two languages*. Springer.
- Kroll, J. F., & De Groot, A. M. B. (Eds.) (2005). *Handbook of bilingualism: Psycholinguistic approaches*. Oxford: Oxford University Press.
- Myers-Scotton, C. (2006). *Multiple voices: An introduction to bilingualism*. Oxford: Blackwell.
- Muysken, P. (2001). *Bilingual speech: A typology of code-mixing*. Cambridge: Cambridge University Press.
- Milroy, L., & Muysken, P. (Eds.) (1995). *One speaker, two languages: Cross-disciplinary perspectives on code-switching*. Cambridge: Cambridge University Press.
- Paradis, M. (2004). *A neurolinguistic theory of bilingualism*. Amsterdam/Philadelphia: John Benjamins.
- Romaine, S. (1989). *Bilingualism*. Oxford: Blackwell.
- Rueschemeyer, S.-A., & Gaskell, M. G. (Eds.) (2018). *The Oxford handbook of psycholinguistics* (2nd ed.). Oxford: Oxford University Press.
- Schwieter, J. W. (Ed.) (2015). *The Cambridge handbook of bilingual processing*. Cambridge: Cambridge University Press.
- Traxler, M. J., & Gernsbacher, M. A. (Eds.) (2006). *Handbook of psycholinguistics* (2nd ed.). Amsterdam: Academic Press.
- Wei, L. (Ed.) (2007). *The bilingualism reader*. London/New York: Routledge.
- Wright, W. E., Boun, S., & Garcia, O. (Eds.) (2015). *The handbook of bilingual and multilingual education*. Oxford: Wiley-Blackwell.

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	To be confirmed
Spring supplementary	To be confirmed
Summer	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Course introduction Basic terminology and research questions in the area of bilingual first language acquisition
Week 2	An overview of bilingual first language acquisition
Week 3	The influence of the environment in bilingual first language acquisition
Week 4	The influence of the environment in bilingual first language acquisition (continued)
Week 5	Research methods for the study of bilingual first language acquisition
Week 6	The acquisition of phonology in bilingual first language acquisition
Week 7	The acquisition of phonology in bilingual first language acquisition (continued)
Week 8	Test 1
Week 9	The acquisition of vocabulary and semantics in bilingual first language acquisition
Week 10	The acquisition of vocabulary and semantics in bilingual first language acquisition (continued)
Week 11	The acquisition of morphosyntax in bilingual first language acquisition
Week 12	The acquisition of morphosyntax in bilingual first language acquisition (continued)
Week 13	Essay submission deadline Problematic aspects of bilingual first language acquisition The advantages of bilingual first language acquisition
Week 14	Education and literacy of bilingual speakers
Week 15	Test 2 Course conclusion

I. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Explain basic terminology and research questions in the area of bilingual first language acquisition	Basic terminology and research questions in the area of bilingual first language acquisition	Frontal teaching Individual work	Test Essay
Describe and compare different research methods for the study of bilingual first language acquisition	Research methods for the study of bilingual first language acquisition	Frontal teaching Individual work	Test Essay
Describe basic findings about the acquisition of phonology in bilingual first language acquisition	The acquisition of phonology in bilingual first language acquisition	Frontal teaching Individual work	Test Essay
Describe basic findings about the acquisition of morphosyntax in bilingual first language acquisition	The acquisition of morphosyntax in bilingual first language acquisition	Frontal teaching Individual work	Test Essay
Describe basic findings about the acquisition of vocabulary and semantics in bilingual first language acquisition	The acquisition of vocabulary and semantics in bilingual first language acquisition	Frontal teaching Individual work	Test Essay
Describe basic findings about the acquisition of pragmatics in bilingual first language acquisition	The acquisition of pragmatics in bilingual first language acquisition	Frontal teaching Individual work	Test Essay
Describe basic findings about bilingual language processing	Describe basic findings about bilingual language processing	Frontal teaching Individual work	Test Essay
Describe basic findings about the speech of bilingual speakers	The speech of bilingual speakers	Frontal teaching Individual work	Test Essay
Explain problematic aspects of bilingual first language acquisition	Problematic aspects of bilingual first language acquisition	Frontal teaching Individual work	Test Essay
Explain the advantages of bilingual first language acquisition	The advantages of bilingual first language acquisition	Frontal teaching Individual work	Test Essay
Describe different types of bilingual education	Different types of bilingual education	Frontal teaching Individual work	Test Essay



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Content and Language Integrated Learning
Study programme	Graduate Study Programme in English Language and Literature (M.A. in Teaching English as a Foreign Language – TEFL)
Semester	summer
Academic year	2024/2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	15+15+0
Time and venue of classes	
Language of instruction	English
Course instructor	Professor Irena Vodopija-Krstanović
Office number	906
Office hours	
Phone	
Email	irena.vodopija@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<ul style="list-style-type: none">- CLIL in Europe- English in CLIL- The CLIL approach- Benefits and challenges of CLIL- Lesson planning- The 4 Cs- Scaffolding- Material development- Assessment- Classroom observation- Microteaching- Analysing a CLIL lesson- Reflecting on CLIL	
EXPECTED LEARNING OUTCOMES	

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		
Class participation			
Portfolio assessment	1	50	
Continuous assessment			
Final exam			
Other	1	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			
<ul style="list-style-type: none"> • https://www.ecml.at/Resources/ECMLresources/tabid/277/language/en-GB/Default.aspx?&Themes=10 • Marsh, D., Mehisto, P., Wolf, D., Jesus Frigols Martin, M. (2011) <i>European Framework for CLIL Teacher Education. A Framework for the professional development of CLIL teachers</i>. Strasbourg. Council of Europe Publishing. 			
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 - Celce-Murcia, M. and Brinton, D.M. (eds.) 2014. <i>Teaching English as a Second or Foreign Language</i>. Boston: Heinle & Heinle Publishers. - Harmer, J. 2015. <i>The Practice of English Language Teaching</i>. Harlow: Longman 			
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, in class			
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS			
Continuous assessment			
INFORMATION ABOUT 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	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	- Introduction to the course
Week 2	- CLIL in Europe
Week 3	- Benefits and challenges of CLIL
Week 4	- The CLIL approach / The 4 Cs
Week 5	- Scaffolding
Week 6	- Material development and assessment
Week 7	- Lesson planning
Week 8	- Classroom observation
Week 9	- Classroom observation
Week 10	- Microteaching
Week 11	- Microteaching
Week 12	- Microteaching
Week 13	- Microteaching
Week 14	- Microteaching
Week 15	- Wrap-up

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1	Introduction to the course	Lecture, analysis, discussion,	Portfolio
1	CLIL in Europe, The CLIL approach	Lecture, analysis, discussion, collaborative learning	Portfolio
2	Benefits and challenges of CLIL English in CLIL	Lecture, analysis, discussion, collaborative learning	Portfolio
6	The 4 Cs Scaffolding	Lecture, analysis, discussion, collaborative learning, practical work	Portfolio
5, 6, 7	Material development Assessment	Lecture, analysis, discussion, collaborative learning, practical work	Portfolio Practical work
3, 4, 5, 6	Lesson planning	Lecture, analysis, discussion, collaborative learning, practical work	Portfolio Practical work
3, 4, 5	Designing a lesson plan	Lecture, analysis, discussion, collaborative learning, practical work	Portfolio Practical work
9	Classroom observation	Lecture, analysis, discussion, collaborative learning	Portfolio
8, 9	Microteaching	Analysis, synthesis, practical work	Portfolio Practical work
2, 9	Analysis and reflection	Analysis, synthesis, discussion, collaborative learning	Portfolio Practical work



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	2024/2025
ECTS credits	2
Contact hours (Lectures + Seminars + Practical work)	15+15+0
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Antonija Primorac
Office number	F-916
Office hours	To be confirmed
Phone	00385 51 265 622
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

- Bennett, Andrew & Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. New York & London: Routledge, 2023. (excerpts)
- Bowell, Tracy; Robert Cowan & Gary Kemp. *Critical Thinking: A Concise Guide*. New York & London: Routledge, 2020. (excerpts)
- 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	-
Summer	To be confirmed
Autumn supplementary	To be confirmed

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.
Week 11	Giving credit where credit is due: academic honesty.
Week 12	Assessing all sides of a debate: argumentation and structure
Week 13	Assessing all sides of a debate; giving a balanced view.
Week 14	Analysing unfamiliar topics: comprehension and note-taking (guest lecture)
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 as a Global Language
Study programme	Graduate Study Programme in English Language and Literature (MA in Teaching English as a Foreign Language - TEFL)
Semester	winter
Academic year	2024-2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+15
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Prof. Branka Drljača Margić
Office number	F-907
Office hours	To be confirmed
Phone	+385 51 265 634
Email	bdrljaca@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The course deals with the development and implications of the EGL (English as a Global Language) phenomenon. The current sociolinguistic profile of English may be viewed in terms of three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle. These circles represent the types of spread, the patterns of acquisition and the functional role of English in various cultural contexts. Particular emphasis is placed on the varieties of the English language that emerge in the Outer and Expanding Circles, as well as the notion of English as a lingua franca. Different attitudes to the phenomenon of English as a global language are analysed. These attitudes range from neutral and positive attitudes to the perception of English through the prism of linguistic imperialism. Furthermore, emphasis is given to the issues of domain loss and diglossia. A particular focus is given to English-medium instruction, that is, English-taught study programmes conducted in non-English-speaking countries.</p>	
EXPECTED LEARNING OUTCOMES	

This course will familiarise students with English as a global lingua franca and its pluralism, that is, native and non-native varieties, as well as prompt students to critically reflect on the implications on today's status and description of the English language and on other languages and their use in different domains. Students should be able to express and expound on their attitudes towards English-medium instruction, with a particular focus on its benefits, challenges and measures necessary to ensure quality education, such as teachers' language development.

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	1.5	0
Continuous assessment (Test 1)	0.5	30
Continuous assessment (Test 2)	0.5	30
Continuous assessment (Test 3)	0.25	20
Student research and presentation	0.25	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

- Crystal, David. 2009. *English as a Global Language*. Cambridge: Cambridge University Press.
- Drljača Margić, Branka i Irena Vodopija-Krstanović. 2017. *Uncovering English-medium instruction: Glocal issues in higher education*. Frankfurt am Main: Peter Lang.
- Phillipson, Robert. 1992. *Linguistic imperialism*. Oxford: Oxford University Press.
- Selection of articles from edited volumes and the following journals: *World Englishes, English Today, Journal of English as a Lingua Franca, International Journal of English for Academic Purposes, International Journal of Bilingual Education and Bilingualism, Higher Education*.

RECOMMENDED FURTHER READING

Selection of books, chapters and articles in accordance with students' needs and interests.

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 three tests, and have to present the results of their research at the agreed time.

EXAM DATES

Winter	To be confirmed
Spring supplementary	To be confirmed
Summer	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to English as a global language
Week 2	Why English? The historical and cultural context
Week 3	World Englishes
Week 4	1st test
Week 5	Attitudes to English as a global language
Week 6	English as a lingua franca
Week 7	Euro-English
Week 8	2nd test
Week 9	EGL Debate
Week 10	English-medium instruction (EMI)
Week 11	English-medium instruction (EMI) (cont.)
Week 12	Student presentations
Week 13	Student presentations
Week 14	3rd test
Week 15	Test resit

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Raise students' awareness of the pluralism of the English language and different attitudes to English.	English as a global language, English as a lingua franca, Euro-English, World Englishes, attitudes to EGL.	Teacher-fronted classes, student-centred learning; classroom discussion; group work.	Test 1 and 2
Familiarise students with the spread, benefits, challenges and implications of English-medium instruction and prompt them to critically reflect on the steps that need to be taken to ensure quality education in English.	English-medium instruction.	Teacher-fronted classes, student-centred learning; classroom discussion; group work.	Test 3
To be able to conduct a small-scale study on an aspect of English as a global language.	English as a lingua franca, World Englishes, attitudes to EGL, English-medium instruction.	Student research and presentation of the findings followed by discussion.	Student research and presentation.



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	2024/2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	0+30+30
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Dr Tatjana Vukelić, assistant professor
Office number	914
Office hours	Mondays from 12-13
Phone	00385 51 265 625
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	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	To be confirmed
Autumn supplementary	To be confirmed

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	English Language Teaching Methodology
Study programme	Graduate Study Programme in English Language and Literature (M.A. in Teaching English as a Foreign Language – TEFL)
Semester	winter
Academic year	2024/2025
ECTS credits	4
Contact hours (Lectures + Seminars + Practical work)	30+15+0
Time and venue of classes	
Language of instruction	English
Course instructor	Professor Irena Vodopija-Krstanović
Office number	906
Office hours	
Phone	
Email	irena.vodopija@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<ul style="list-style-type: none">- Developing communicative competence- Teaching listening, speaking, reading, and writing- Teaching vocabulary- Teaching grammar- Teaching culture- Developing intercultural communicative competence- Task-Based Language Teaching -TBLT- Content and Language Integrated Learning – CLIL- Error correction- Teaching different age groups- Classroom management- Classroom dynamics- Classroom interaction- CEFR	

- EPOSTL
- National Curriculum for English
- Assessment
- Lesson planning

EXPECTED LEARNING OUTCOMES

1. Explain and analyze the principles of teaching the four skills
2. Explain and analyze the principles of teaching vocabulary
3. Explain and analyze the principles of teaching grammar
4. Identify and critique the principles of teaching culture and developing intercultural communicative competence
5. Describe and design TBL tasks
6. Identify and compare the principles of CLIL
7. Evaluate the challenges of assessing communicative competence
8. Analyze and evaluate EFL tests
9. Identify the challenges of assessing the productive skills.
10. Analyze the factors involved in teaching different age groups
11. Compare error correction techniques
12. Examine effective strategies for teaching mixed ability classes
13. Plan a lesson

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	1,50	
Class participation		
Project-based assessment		
Continuous assessment	2,25	90
Final exam		
Other	0,25	10
TOTAL	1	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

- Carter, R and Nunan, D. (eds) 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: CUP.
- Celce-Muricia, M. and Brinton, D.M. (eds.) 2014. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle Publishers.
- Harmer, J. 2015. *The Practice of English Language Teaching*. Harlow: Longman.

RECOMMENDED FURTHER READING

- Carter, R. and Nunan, D. (eds.) 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: CUP
- Celce-Muricia, M. and Brinton, D.M. (eds.) 2014. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle Publishers.
- Harmer, J. 2015. *The Practice of English Language Teaching*. Harlow: Longman

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, in class

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Continuous assessment

INFORMATION ABOUT 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	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the course Teaching listening
Week 2	Teaching reading
Week 3	Teaching speaking
Week 4	Teaching writing
Week 5	Teaching grammar
Week 6	Test 1
Week 7	Teaching vocabulary
Week 8	TBL/CLIL
Week 9	Test 2
Week 10	Teaching culture / developing intercultural communicative competence
Week 11	Lesson planning
Week 12	Teaching different age groups
Week 13	Classroom interaction, error correction, classroom dynamics, assessment
Week 14	Test 3
Week 15	Wrap-up

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1	Teaching listening	Lecture, analysis, discussion, collaborative learning, practical work	Test
1, 8	Teaching reading	Lecture, analysis, discussion, collaborative learning, practical work	Test
1	Teaching speaking	Lecture, analysis, discussion, collaborative learning, practical work	Test
1	Teaching writing	Lecture, analysis, discussion, collaborative learning, practical work	Test
2, 8	Teaching grammar	Lecture, analysis, discussion, collaborative learning, practical work	Test
3, 8	Teaching vocabulary	Lecture, analysis, discussion, collaborative learning, practical work	Test
5, 6	TBL/CLIL	Lecture, analysis, discussion, collaborative learning, practical work	Test
4	Teaching culture / developing intercultural communicative competence	Lecture, analysis, discussion, collaborative learning, practical work	Test
1–13	Lesson planning	Analysis, synthesis, practical work	Practical work
10, 12	Teaching different age groups /mixed ability classes	Lecture, analysis, discussion, collaborative learning	Test
7, 9, 11	Classroom interaction, error correction, classroom dynamics, assessment	Lecture, analysis, discussion, collaborative learning	Test



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	2024–2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Dr Tihana Kraš, Associate Professor
Office number	909
Office hours	To be confirmed
Phone	00385 51 265 628
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	To be confirmed
Autumn supplementary	To be confirmed

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Course introduction
Week 2	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
Week 3	Communication development in infancy
Week 4	The acquisition of phonology in the first language
Week 5	The acquisition of vocabulary and semantics in the first language
Week 6	The acquisition of morphosyntax in the first language
Week 7	The acquisition of morphosyntax in the first language (continued)
Week 8	Test 1 The acquisition of pragmatics in the first language
Week 9	Theoretical approaches to first language acquisition
Week 10	Individual differences in first language acquisition
Week 11	Atypical language development
Week 12	The development of language and literacy in the school years
Week 13	Language development in the adult years
Week 14	Essay submission deadline Bilingual first language acquisition
Week 15	Test 2 Course conclusion

I. 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 years	Language development in the adult years	Frontal teaching Individual work	Test

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	2024/2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	0+30+0
Time and venue of classes	TBC
Language of instruction	English
Course instructor	Dr Martina Podboj, Research Fellow
Office number	F-915
Office hours	TBC
Phone	
Email	martina.podboj@ffri.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.	
Course content <ul style="list-style-type: none">· The role of assessment in foreign language teaching· Types of assessment· Principles of language assessment· Stages of test development· The role of feedback, ways of giving feedback	

- Assessment and testing techniques
- Methods and tasks for assessing grammar, vocabulary, listening, reading, writing, and speaking
- Alternative assessment. Developing alternative assessment instruments
- Language assessment and CEFRL
- Language assessment and the State Matura Exam

EXPECTED LEARNING OUTCOMES

By the end of the course, participants should be able to:

- 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	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	-
Class participation	0.3	15
Midterm exam	0.8	40
Designing an assessment instrument	0.6	30
Peer assessment and feedback	0.3	15
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

1. Brown, H. Douglas. & Abeywickrama P. (2019). *Language assessment: Principles and classroom practices*. Third Edition. Pearson
2. Brown, J. Dean. (2005). *Testing in language programs: A comprehensive guide to English language assessment*. New York, NY: McGraw-Hill.
3. Council of Europe. (2001). *Common European Framework of Reference*. Cambridge: CUP
URL: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions> ili <https://rm.coe.int/1680459f97>
4. Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume*, URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>
5. Fulcher, G. & Davidson, F. (2007). *Language Testing and Assessment: An advanced resource book*. New York: Routledge

RECOMMENDED FURTHER READING

1. Alderson, J.C., Clapham, C. & Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge: CUP.
2. Alderson, J.C. (2001). *Assessing Reading*. Cambridge: CUP.
3. Bachman, L.F. & Palmer, A.S. (1996). *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: OUP.
4. Bailey, M.K. (1998). *Learning About Language Assessment*. Boston. Heinle & Heinle.
5. Buck, G. (2006). *Assessing Listening*. Cambridge: CUP.

6. Cohen, A. (1994). *Assessing language ability in the classroom*. Boston, MA: Heinle & Heinle.
7. Cushing Weigle, S. (2009). *Assessing Writing*. Cambridge: CUP.
8. Heaton, J.B. (1998). *Writing English Language Tests*. New York: Longman Group.
9. Hughes, A. 1995. *Testing for Language Teachers*. Cambridge: CUP.
10. Luoma, S. (2009). *Assessing Speaking*. Cambridge: CUP.
11. O'Malley, J.M. & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison Wesley Publishing Company Inc.
12. Purpura, J.E. (2004). *Assessing Grammar*. Cambridge: CUP.
13. Read, J. (2000). *Assessing Vocabulary*. 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

Moodle (Merlin), email

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Moodle (Merlin), email, during office hours

INFORMATION ABOUT THE FINAL EXAM

There is no final exam. Students are required to actively participate in seminars, take a midterm exam, design one assessment instrument and engage in constructive feedback in peer assessment sessions.

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	TBC
Spring supplementary	TBC
Summer	TBC
Autumn supplementary	TBC

V. COURSE OUTLINE

DATE	TOPIC – TENTATIVE OUTLINE
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	Developing items for testing grammar and vocabulary.
Week 6	Roles and purposes of feedback. Feedback techniques.
Week 7	Revision of theoretical concepts in EFLA.
Week 8	Midterm exam
Week 9	Assessing receptive skills (reading and listening)
Week 10	Assessing productive skills (writing and speaking)
Week 11	Authentic assessment. Homework: Designing assessment instrument. Students will have to construct their own assessment instruments (detailed instructions will be provided) and post them on Merlin by Week 12 .
Week 12	<i>Merlin - peer feedback session.</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 13 .
Week 13	Assessing students with disabilities.
Week 14	Classroom reality and directions for future. Wrapping up.
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	FLA as a subdiscipline of applied linguistics Teaching – assessment – testing Principles of FLA Types of assessment	<ul style="list-style-type: none"> - Active learning for critical thinking (ALCT) teaching methods - Lectures - Discussions - Brainstorming - Pair work - Group work - Example analysis - Designing own assessment instruments - Forum discussions (Merlin) - Giving feedback - Peer assessment - Connecting theoretical concepts with practical experiences from pre-service training 	Midterm exam
explain and discuss the various purposes and types of assessment in relation to foreign language teaching/learning models and goals	Principles of FLA (reliability, validity, authenticity, practicality, washback) Types of assessment		
analyse foreign language tests	Testing techniques Item analysis		Designing own assessment instruments
develop various formative and summative	Stages of test development		
assessment instruments for specific teaching/learning contexts	Test specifications Assessment effectiveness		



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	General English Language 2
Study programme	All study programmes except English language and Literature
Semester	Winter (years 1-5)
Academic year	2024/2025
ECTS credits	3 ECTS
Contact hours (Lectures + Seminars + Practical work)	0 + 60 + 0
Time and venue of classes	To be confirmed.
Language of instruction	English
Course instructor	Mr. sc. Irena Grubica, senior lecturer
Office number	915
Office hours	To be confirmed.
Phone	-
Email	irena.grubica@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>Course content includes thematic units from the coursebook Krantz, Caroline, Rachael Roberts. <i>Navigate. Coursebook</i>. (B2 upper-intermediate). Oxford: Oxford University Press, 2016. The coursebook is supplemented with additional teaching materials selected by the course instructor.</p> <p>Thematic units:</p> <ul style="list-style-type: none">- <i>Communication</i>: talking about conversation in different cultures; talking about written communication; dealing with problems on the phone; writing an informal e-mail giving news (Grammar: Using different question types; Present perfect simple and continuous)- <i>Escape</i>: travel and adventures; talking about feelings; understanding North American and British accents; writing an e-mail of complaint (Grammar: Talking about past events; Past perfect forms)- <i>Invest</i>: investment in the future; learning, thinking, knowledge; collocations with <i>time</i> and <i>money</i>; speed reading strategies; selecting information during the speed reading; writing a balanced opinion essay (Grammar: Talking about the future)- <i>Creativity</i>: creative environment, inventive ideas; giving opinions and trying to change someone's opinion; strategies used to influence your interlocutor's opinion; writing a summary (Grammar: Using the passive; causative <i>have</i> and <i>get</i>)- <i>Mind</i>: memory, childhood memories, emotions and behaviour; writing an article giving advice (Grammar: Using verbs with -ing and infinitive)	

- *Community*: cross-cultural experience, different cultures and communities, lifestyles; using high-frequency collocations; understanding fluent speech; writing a short report with a description of data (Grammar: Articles; Using determiners and quantifiers)
- *Rules*: crime and justice; justice and equity; social injustices; understanding ellipses; expressing an opinion – agree and disagree; writing a persuasive letter/email (Grammar: Present modal verbs; Past *modals* of deduction)
- *Old and new*: smart technologies; the Internet, Gen X, Gen Y, Gen Z; giving your impressions of an event; writing a short review (Grammar: Relative clauses; Participle clauses)
- *Nightlife*: different climates and lifestyles, sleeping, sleep patterns, white nights and dark days; synonyms and antonyms; writing a short report (Grammar: Adjectives and adverbs; Past and present habits)
- *Senses*: five senses, inner senses, sense of humour; sense verbs, writing a detailed description of a scene (Grammar: Order of adjectives; If + other conjunction clauses)
- *Media*: media and habits; television; transmitting news; retelling news; writing an opinion essay in a formal style (Grammar: Reported Speech; Reporting verbs)
- *Life stages*: family and relationships, life cycles, important life events and choices; writing a short biography (Grammar: Unreal situations; Using *wish* and *if only*)

EXPECTED LEARNING OUTCOMES

Upon completion of this course, the students will be able to:
(At B2 level of Common European Framework of Reference for Languages)

- understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar to them
- understand most TV news and current affairs programmes as well as the majority of films in standard dialect
- be able to read articles and reports concerned with contemporary problems in which the writer adopts particular attitudes or viewpoints
- present clear, detailed descriptions on a wide range of subjects related to their field of interest
- express their own opinion about different topics giving reasons in support of or against a particular point of view
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible
- take an active part in discussion in familiar contexts, accounting for and sustaining their views
- write clear, detailed text on a wide range of subjects related to their interests
- write an essay or report, passing on information or giving reasons in support of or against a particular point of view

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

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

II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance and class participation	2,10	20
Individual oral presentation	0,20	25
Group oral presentation	0,20	25
Final exam	0,50	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	
<ul style="list-style-type: none"> • Krantz, Caroline, Rachael Roberts. <i>Navigate. Coursebook</i>. (B2 upper-intermediate). Oxford: Oxford University Press, 2016. • Krantz, Caroline, Rachael Roberts. <i>Navigate. Workbook</i>. (B2 upper-intermediate). Oxford: Oxford University Press, 2016. • <i>Oxford Advanced Learner's Dictionary</i>. Oxford: Oxford University Press, 2004. • Tohmson, A.J., A.V. Martinet. <i>A Practical English Grammar. Exercises 1 and 2</i>, 3rd (or 4th) edn. Oxford: Oxford University Press, 1986. <p>Handouts with texts from different sources selected by the teacher.</p>	
RECOMMENDED FURTHER READING	
<ul style="list-style-type: none"> • Bujas, Željko. <i>Englesko-hrvatski rječnik</i>. Zagreb: Nakladni zavod Globus, 2005. • Bujas, Željko. <i>Hrvatsko-engleski rječnik</i>. Zagreb: Nakladni zavod Globus, 2001. • Eastwood, John. <i>Oxford Guide to English Grammar</i>. Oxford: Oxford University Press, 2002. • Latham-Koenig, Christina, Clive Oxenden. <i>English File. Upper-Intermediate Student's Book</i>. Oxford: Oxford University Press, 2015. / 3rd edn. • Latham-Koenig, Christina, Clive Oxenden, Jane Hudson. <i>English File. Upper-Intermediate Workbook</i>. Oxford: Oxford University Press, 2015. / 3rd edn. • <i>Longman Dictionary of English Language and Culture</i>. Harlow, Essex: Longman, 2003. • Murphy, Raymond. <i>English Grammar in Use</i>. Cambridge: Cambridge University Press, 2000./ 5th edn. 2019. 	
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 web page, 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	
<p>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.</p>	
EXAM DATES	
Winter	To be confirmed.
Spring supplementary	-
Summer	-
Autumn	To be confirmed.

V. COURSE OUTLINE – to be confirmed

DATE	TOPIC
Week 1	Introduction to the course
Week 2	<i>Communication</i> : talking about conversation in different cultures; talking about written communication; dealing with problems on the phone; writing an informal e-mail giving news (Grammar: Using different question types; Present perfect simple and continuous)
Week 3	<i>Escape</i> : travel and adventures; talking about feelings; understanding North American and British accents; writing an e-mail of complaint (Grammar: Talking about past events; Past perfect forms)
Week 4	<i>Invest</i> : investment in the future; learning, thinking, knowledge; collocations with <i>time</i> and <i>money</i> ; speed reading strategies; selecting information during the speed reading; writing a balanced opinion essay (Grammar: Talking about the future)
Week 5	<i>Creativity</i> : creative environment, inventive ideas; giving opinions and trying to change someone's opinion; strategies used to influence your interlocutor's opinion; writing a summary (Grammar: Using the passive; causative <i>have</i> and <i>get</i>)
Week 6	<i>Mind</i> : memory, childhood memories, emotions and behaviour; writing an article giving advice (Grammar: Using verbs with <i>-ing</i> and infinitive)
Week 7	<i>Community</i> : cross-cultural experience, different cultures and communities, lifestyles; using high-frequency collocations; understanding fluent speech; writing a short report with a description of data (Grammar: Articles; Using determiners and quantifiers)
Week 8	<i>Rules</i> : crime and justice; justice and equity; social injustices; understanding ellipses; expressing an opinion – agree and disagree; writing a persuasive letter/email (Grammar: Present modal verbs; Past modals of deduction)
Week 9	<i>Old and new</i> : smart technologies; the Internet, Gen X, Gen Y, Gen Z; giving your impressions of an event; writing a short review (Grammar: Relative clauses; Participle clauses)
Week 10	<i>Nightlife</i> : different climates and lifestyles, sleeping, sleep patterns, white nights and dark days; (Grammar: Adjectives and adverbs; Past and present habits)
Week 11	<i>Nightlife</i> : synonyms and antonyms; writing a short report
Week 12	<i>Senses</i> : five senses, inner senses, sense of humour; sense verbs, writing a detailed description of a scene (Grammar: Order of adjectives; If + other conjunction clauses)
Week 13	<i>Media</i> : media and habits; television; (Grammar: Reported Speech; Reporting verbs)
Week 14	<i>Media</i> : transmitting news; retelling news; writing an opinion essay in a formal style
Week 15	<i>Life stages</i> : family and relationships, life cycles, important life events and choices; writing a short biography (Grammar: Unreal situations; Using <i>wish</i> and <i>if only</i>)

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
<p>understand extended speech and lectures and follow Selected texts, audio recordings and multimedia</p> <ul style="list-style-type: none"> Exercises with examples even complex lines of argument provided the topic is reasonably familiar to them 	<p>Selected texts, audio recordings and multimedia</p> <p>Exercises with examples</p>	<p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p> <p>Discussion</p>	<p>Oral presentation assessment</p> <p>Written exam</p>
<ul style="list-style-type: none"> understand most TV news and current affairs programmes as well as the majority of films in standard dialect 	<p>Selected texts, audio recordings and multimedia</p> <p>Exercises with examples</p>	<p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p> <p>Discussion</p>	<p>Oral presentation assessment</p> <p>Written exam</p>
<ul style="list-style-type: none"> be able to read articles and reports concerned with contemporary problems in which the writer adopts particular attitudes or viewpoints 	<p>Selected texts</p> <p>Exercises with examples</p>	<p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p> <p>Discussion</p>	<p>Written exam</p>
<ul style="list-style-type: none"> present clear, detailed descriptions on a wide range of subjects related to their field of interest 	<p>Selected texts, audio recordings and multimedia</p> <p>Exercises with examples</p>	<p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p> <p>Discussion</p>	<p>Oral presentation assessment</p>
<ul style="list-style-type: none"> express their own opinion about different topics giving reasons in support of or against a particular point of view 	<p>Selected texts, audio recordings and multimedia</p> <p>Exercises with examples</p>	<p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p> <p>Discussion</p>	<p>Oral presentation assessment</p> <p>Written exam</p>

<ul style="list-style-type: none"> interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible 	<p>Selected texts, audio recordings and multimedia</p> <p>Exercises with examples</p>	<p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p> <p>Discussion</p>	<p>Oral presentation assessment</p> <p>Written exam</p>
<ul style="list-style-type: none"> take an active part in discussion in familiar contexts, accounting for and sustaining their views 	<p>Selected texts, audio recordings and multimedia</p> <p>Exercises with examples</p>	<p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p> <p>Discussion</p>	<p>Oral presentation assessment</p> <p>Written exam</p>
<ul style="list-style-type: none"> write clear, detailed text on a wide range of subjects related to their interests 	<p>Introduction to different genres of writing (e.g. essay, letter, report, etc.)</p>	<p>Individual work (completing selected exercises)</p> <p>Pair work; completing grammar exercises</p>	<p>Written exam</p>
<ul style="list-style-type: none"> write an essay or report, passing on information or giving reasons in support of or against a particular point of view 	<p>Introduction to different genres of writing (e.g. essay, report, etc.) and the ways of presenting an argument</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	General English Language 3
Study programme	All study programmes
Semester	summer
Academic year	2024/2025
ECTS credits	3 ECTS
Contact hours (Lectures + Seminars + Practical work)	0 + 60 + 0
Time and venue of classes	To be confirmed.
Language of instruction	English
Course instructor	Mr. sc. Irena Grubica, senior lecturer
Office number	915
Office hours	To be confirmed.
Phone	-
Email	irena.grubica@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>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.</p> <p>Thematic units:</p> <ul style="list-style-type: none">- <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 *would*; 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	
<ul style="list-style-type: none"> • Bartram, Mark, Kate Pickering. <i>Navigate. Coursebook</i>. (C1 Advanced). Oxford: Oxford University Press, 2016. • Moore, Julie, Edward Alden. <i>Navigate. Workbook</i>. (C1 Advanced). Oxford: Oxford University Press, 2016. • Vince, Michael, Peter Sunderland. <i>Advanced Language Practice: English Grammar and Vocabulary</i>. Oxford: Macmillan, 2003. • <i>Oxford Advanced Learner's Dictionary</i>. Oxford: Oxford University Press, 2004. <p>Handouts with texts from different sources selected by the teacher.</p>	
RECOMMENDED FURTHER READING	
<ul style="list-style-type: none"> • Bujas, Željko. <i>Englesko-hrvatski rječnik</i>. Zagreb: Nakladni zavod Globus, 2005. • Bujas, Željko. <i>Hrvatsko-engleski rječnik</i>. Zagreb: Nakladni zavod Globus, 2001. • Hewings, Martin. <i>Advanced Grammar in Use</i>. Cambridge: Cambridge University Press, 1999. / 3rd edition (2013) • Latham-Koenig, Christina, Clive Oxenden, Jerry Lambert. <i>English File. Advanced Student's Book</i>. Oxford: Oxford University Press, 2015. / 3rd edition • Latham-Koenig, Christina, Clive Oxenden, Jerry Lambert, Jane Hudson. <i>English File. Advanced Workbook</i>. Oxford: Oxford University Press, 2015. / 3rd edition • <i>Longman Dictionary of English Language and Culture</i>. 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.	
<p>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.</p>	
EXAM DATES	
Winter	-
Spring supplementary	-
Summer	To be confirmed.

Autumn	To be confirmed.
V. COURSE OUTLINE – to be confirmed	
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	<i>Play</i> : leisure, relaxation, stress; understanding words with more than one meaning; talking about preferences and choices; (Grammar: Uses of <i>would</i> ; Verb patterns)
Week 8	<i>Play</i> : leisure, relaxation, stress; understanding words with more than one meaning; writing an online review
Week 9	<i>Reason and Emotion</i> : emotions, reason, unreality, reaction to different events; assumption and hypothesis (Grammar: Hypothesis)
Week 10	<i>Reason and Emotion</i> : emotions, reason, unreality, reaction to different events; understanding metaphor; taking part in informal negotiations; using comment adverbs (Grammar: Unreality)
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	The Interpretation of the Novel
Study programme	Undergraduate Study Programme in English Language and Literature
Semester	Winter semester
Academic year	2024/2025
ECTS credits	2
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Lovorka Gruić Grmuša
Office number	906
Office hours	To be confirmed
Phone	00385 51 265 626
Email	lovorka.gruic.grmusa@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<p>The course introduces students to the critical reading strategies of the Anglo-American novel of the 20th and 21st century. The students choose three novels from the list of authors:</p> <p>K. Amis, M. Atwood, D. Barnes, J. Barnes, J. Barth, D. Barthelme, S. Bellow, C. Brooke-Rose, A. Burgess, W. Burroughs, A.S. Byatt, A. Carter, J.M. Coetzee, J. Conrad, R. Coover, S. Delany, D. DeLillo, P.K. Dick, S. Elkin, W. Faulkner, F.S. Fitzgerald, J. Fowles, E.M. Forster, W. Gaddis, W. Golding, G. Greene, J. Hawkes, J. Heller, E. Hemingway, A. Huxley, J. Irving, H. James, J. Joyce, J. Kosinski, D.H. Lawrence, S. Lewis, B. Malamud, J. McElroy, T. Moore, I. Murdoch, V. Nabokov, V. S. Naipaul, F. O'Connor, G. Orwell, M. Piercy, T. Pynchon, I. Reed, P. Roth, A. Roy, S. Rushdie, J.D. Salinger, Z. Smith, R. Sukenick, D.M. Thomas, J.R.R. Tolkien, G. Vidal, K., Vonnegut, E. Wharton, V. Woolf, etc.</p>	
EXPECTED LEARNING OUTCOMES	

Having completed the course, students will:

- have an understanding of the characteristics of modern and postmodern literature
- have developed the ability to interpret and analyze novels, have evolved their critical reading skills
- recognize various aspects of the 20th century Anglo-American novel

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
Essay	0,4	40
Continuous assessment (1,2,3)	0,6	60
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

The students choose three novels from the list of authors:

K. Amis, M. Atwood, D. Barnes, J. Barnes, J. Barth, D. Barthelme, S. Bellow, C. Brooke-Rose, A. Burgess, W. Burroughs, A.S. Byatt, A. Carter, J.M. Coetzee, J. Conrad, R. Coover, S. Delany, D. DeLillo, P.K. Dick, S. Elkin, W. Faulkner, F.S. Fitzgerald, J. Fowles, E.M. Forster, W. Gaddis, W. Golding, G. Greene, J. Hawkes, J. Heller, E. Hemingway, A. Huxley, J. Irving, H. James, J. Joyce, J. Kosinski, D.H. Lawrence, S. Lewis, B. Malamud, J. McElroy, T. Moore, I. Murdock, V. Nabokov, V. S. Naipaul, F. O'Connor, G. Orwell, M. Piercy, T. Pynchon, I. Reed, P. Roth, A. Roy, S. Rushdie, J.D. Salinger, Z. Smith, R. Sukenick, D.M. Thomas, J.R.R. Tolkien, G. Vidal, K., Vonnegut, E. Wharton, V. Woolf, etc.

RECOMMENDED FURTHER READING

At least three critical papers about each novel the student chooses to interpret in class. For example, if the student chooses one of Robert Coover's novels, s/he should read at least one chapter of Brian Evanson's *Understanding Robert Coover*.

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, Merlin

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Email, Merlin

INFORMATION ABOUT THE FINAL EXAM

There is no final exam. Students must write the essay and interpret 3 novels 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	To be confirmed.
Spring supplementary	
Summer	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the interpretation of novels; short recapitulation of literary genres and worldviews; visit to the library so that students can choose their first novels
Week 2	Modernism; postmodernism; contemporary literature; visit to the library in case new students arrive
Week 3	The interpretation of the chosen novels
Week 4	The interpretation of the chosen novels
Week 5	The interpretation of the chosen novels
Week 6	The interpretation of the chosen novels
Week 7	The interpretation of the chosen novels
Week 8	The interpretation of the chosen novels
Week 9	The interpretation of the chosen novels
Week 10	The interpretation of the chosen novels
Week 11	The interpretation of the chosen novels
Week 12	The interpretation of the chosen novels
Week 13	The interpretation of the chosen novels
Week 14	The interpretation of the chosen novels
Week 15	The interpretation of the chosen novels

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Identify literary movements, periods, and authors	Modernism; Postmodernism; Contemporary literature;	Lectures, close reading, discussion, individual work	Continuous assessment
Interpret 20 th and 21 st century Anglophone novels and their ideological, ethical, and aesthetic ideas (close reading)	For example, analyze William Faulkner's <i>The Sound and the Fury</i>	Lectures, close reading, discussion, individual work	Continuous assessment; essay; participation in the discussion
Recognize and interpret 20 th and 21 st century Anglophone novels in cultural, social, and political contexts	American lit; British lit; Native American lit; Magic realism;	Lectures, close reading, discussion, individual work	Continuous assessment; essay; participation in the discussion



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Introduction to Discourse Analysis
Study programme	Undergraduate programme in English Language and Literature
Semester	summer
Academic year	2024-2025
ECTS credits	2
Contact hours (Lectures + Seminars + Practical work)	0+30+0
Time and venue of classes	TBC
Language of instruction	English
Course instructor	Dr Martina Podboj, Research Fellow
Office number	F-915
Office hours	TBC
Phone	
Email	martina.podboj@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
This course covers the following topics: <ul style="list-style-type: none">- notions of <i>discourse</i> and <i>text</i> from the perspective of different periods and subdisciplines in linguistics- structuralist and poststructuralist approaches to language description and analysis- notions of co-text, context, contextualization, entextualization- Multimodality, narrativity, and positioning in discourse- Conversation analysis- Critical Discourse Analysis- Corpus-assisted discourse analysis and the analysis of Internet discourses- Narrative analysis- Methodological and practical aspects of various approaches to discourse analysis	
The main course objectives are to: <ul style="list-style-type: none">- introduce the students to fundamental notions, problems, and methods in Discourse Analysis; seen in contemporary linguistics either as a subdiscipline of applied linguistics or as a method of describing language	

<p>in its social context</p> <ul style="list-style-type: none"> - encourage students to develop a critical awareness of language use and the skills and affinities for its analysis 			
EXPECTED LEARNING OUTCOMES			
<p>Upon course completion, students will be able to:</p> <ul style="list-style-type: none"> - define the concepts of discourse, text, context, contextualization, discourse analysis, intertextuality, interdiscursivity, multimodality, and other related terms used in the field and to critically explain their different interpretations - describe and evaluate different approaches within Discourse Analysis, their tenets and their methods - individually observe and analyse language in use by using some of contemporary discourse-analytic approaches - conduct a small-scale research project in which they will apply the knowledge and skills covered in the course. 			
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)	
Midterm exam	0.6	30	
Term paper	1.4	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			
<ul style="list-style-type: none"> • Jones, Rodney H. 2019. <i>Discourse Analysis. A Resource Book for Students</i>. Routledge. • Schiffrin, Deborah 1996. <i>Approaches to Discourse</i>. Selected chapters. 			
RECOMMENDED FURTHER READING			
<ul style="list-style-type: none"> • Cameron, Deborah. 2001. <i>Working with Spoken Discourse</i>. Sage. • Cameron, Deborah; Panović, Ivan. 2019. <i>Working with Written Discourse</i>. Sage. • Tannen, Hamilton & Schiffrin (eds.). 2015. <i>Handbook of Discourse Analysis</i>, Second edition. Wiley Blackwell. • Wodak, Ruth; Meyer, Michael (eds.). 2016. <i>Methods of Critical Discourse Studies</i>. Third edition. Sage. 			
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			
Via Moodle (Merlin), email			
WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS			
Via Moodle (Merlin), email, during office hours			
INFORMATION ABOUT THE FINAL EXAM			
There is no final exam. Students are required to take a midterm exam and write a final term paper.			
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	TBC
Spring supplementary	TBC
Summer	TBC
Autumn supplementary	TBC

V. COURSE OUTLINE

DATE	TOPICS – TENTATIVE OUTLINE
Week 1	I THEORY W01 Introduction to the course. Introduction to discourse analysis. Fundamental concepts of discourse analysis.
Week 2	W02 Mapping out the field. Approaches to discourse analysis.
Week 3	W03 Selected readings – Written, spoken, digital discourse
Week 4	W04 Selected readings – Digital discourse analysis.
Week 5	W05 Selected readings – Critical discourse studies
Week 6	Midterm exam II METHODS Introduction to state-of-the-art methods in the field of DA.
Week 7	W07 Selected readings – Analysing interaction
Week 8	W08 Selected readings – Analysing genres
Week 9	W09 Selected readings – Analysing context(s)
Week 10	W10 Selected readings – Deconstructing ideologies in discourse
Week 11	III APPLICATION W11 Student presentations and discussions.
Week 12	W12 Student presentations and discussions.
Week 13	W13 Student presentations and discussions.
Week 14	W14 Student presentations and discussions.
Week 15	W15 Final discussions and course evaluation

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
<p>define the concepts of discourse, text, context, contextualization, discourse analysis, intertextuality, interdiscursivity, multimodality, and other related terms used in the field and to critically explain their different interpretations</p>	<p>I THEORY Fundamental concepts in discourse analysis; various approaches to discourse; written, spoken, digital discourse</p>	<p>Active learning for critical thinking (ALCT methods); discussions, workshops, analysing reading assignments, active reading and cooperative learning</p>	<p>Midterm exam</p>
<p>describe and evaluate different approaches within Discourse Analysis, their tenets and their methods</p>	<p>II METHODS Prominent contemporary approaches to discourse analysis, analysing interaction and genres; context; deconstructing ideologies in discourse</p>		
<p>individually observe and analyse language in use by using some of contemporary discourse-analytic approaches</p>	<p>III APPLICATION Practical work; Presenting students' term paper analysis progress; discussion</p>	<p>Active learning for critical thinking (ALCT methods); discussions, workshops, active reading and cooperative learning</p>	<p>Term paper</p>
<p>conduct a small-scale research project in which they will apply the knowledge and skills covered in the course.</p>			



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Introduction to English Language Learning and 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	2024/2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	
Language of instruction	English
Course instructor	Professor Irena Vodopija-Krstanović
Office number	906
Office hours	
Phone	
Email	irena.vodopija@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
<ul style="list-style-type: none">- 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
- National Curriculum for English

EXPECTED LEARNING OUTCOMES

1. Explain key concepts related to English language teaching
2. Analyze contemporary movements in English language teaching
3. Analyze and describe the basic principles of teaching English (as an international language)
4. Analyze and describe the 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 language learning strategies
9. Explain models of communicative competences and intercultural communicative competence
10. Analyze the National Curriculum for English

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	0.50	
Project-based assessment	0.75	20
Continuous assessment	0.75	80
Final exam		
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

- Brown, HD 2000. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.
- Celce -Murcia, M., Briton, DM, Snow, MA, 2013. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle Publishers.
- Council of Europe 2001. *Common European Framework of Reference*. Cambridge: CUP.
- Richards, JC and Renandya , WA (eds.) 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: CUP.

RECOMMENDED FURTHER READING

- Carter, R. and Nunan, D. (eds.) 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 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

Merlin, email, in class

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Continuous assessment

INFORMATION ABOUT 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	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the courses Approaches and methods in English language teaching
Week 2	Approaches and methods in English language teaching
Week 3	Basic principles of teaching English (as an international language)
Week 4	Contemporary movements in English language teaching
Week 5	Contemporary movements in English language teaching
Week 6	Test 1
Week 7	Learning and teaching strategies
Week 8	English teacher and student
Week 9	Teaching materials and textbooks
Week 10	National Curriculum for English
Week 11	Test 2
Week 12	Presentations
Week 13	Presentations
Week 14	Presentations
Week 15	Presentations

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
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	Lecture, analysis, discussion, collaborative learning, practical work	Test
10, 11	National Curriculum for 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 English Literature 2
Study programme	Undergraduate study programme in English Language and Literature
Semester	summer
Academic year	2024/2025
ECTS credits	4
Contact hours (Lectures + Seminars + Practical work)	30+15+0
Time and venue of classes	Lecture + Seminar - to be confirmed
Language of instruction	English
Course instructor	Dr Sintija Čuljat, Assistant Professor
Office number	914
Office hours	Tuesdays, 14:00-15:00
Phone	00385 51 265 671
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 Victoriansim 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: Wiliam 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

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- 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 registration deadline - to be confirmed

The First midterm - to be confirmed

The Second Midterm - to be confirmed

The Essay submission deadline: to be confirmed

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	To be confirmed
Autumn supplementary	To be confirmed

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: to be confirmed
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: to be confirmed
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
4 Distinguish the creative imagination theories of Romanticism	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)	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	Midterms 1,2 Essay
5 Determine, exemplify and interpret the central notions of the Romantic-Age poetic practices	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)	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	Midterms 1,2 Essay
6 Recognize and interpret the motivation to the Gothic imaginary, and the English Romantic prose mechanisms of meaning construction and	Societal and philosophical background to subjectivism in the English Romantic poetry and prose resounding the French Revolution (6)	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	Midterms 1,2 Essay

transference			
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	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)	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation of meaning 	Midterms 1,2 Essay
8 Elicit the thematic preferences of the Victorian-Age literature	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):	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student Participation - Discussion/Negotiation of meaning 	Midterms 1,2 Essay
9 Differentiate the central properties of the Victorian novel, representative genre of the English Realism	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)	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student Participation - Discussion/Negotiation of meaning 	Midterms 1,2 Essay
10 Compare the properties of the Victorian novelistic norm and its genre equivalents within the stylistic formation of the continental Realism	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);	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student participation - Discussion/Negotiation meaning 	Midterms 1,2 Essay
11 Develop the competences of close reading of the selected literary texts;	The Victorian literary canon; the novelistic norm of the English Realism and the formation of the Victorian literary market (9,10)	<ul style="list-style-type: none"> - Lecture - Seminar reading/Student Participation - Discussion/Negotiation of meaning - 	Midterms 1,2 Essay

<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>Betrays 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>



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Introduction to Psycholinguistics
Study programme	Graduate Study Programme in English Language and Literature (MA in Teaching English as a Foreign Language - TEFL)
Semester	3
Academic year	2024/2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	TBD
Language of instruction	English
Course instructor	Professor Marija Brala-Vukanović, PhD and Dr Anita Memišević, Associate Professor
Office number	910; 913
Office hours	TBD
Phone	
Email	marija.brala@ffri.uniri.hr ; amemisevic@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The course covers the following content:	
1. Brief history of psycholinguistics	
2. Basic concepts and problems in the domain of psycholinguistics	
3. Psycholinguistic research methods	
4. Neuroanatomy of language	
5. Neurolinguistic research methods	
6. Origins of language	

7. Biological, cognitive and social foundations of language
8. Spoken word recognition
9. Psycholinguistic foundation of listening
10. Written word recognition
11. Psycholinguistic foundation of reading
12. Mental lexicon and processing of semantics
13. Processing of syntax
14. Processing of text and discourse
15. Cognitive and language modularity
16. Language and memory
17. Language production (speech and writing)
18. Language and speech disorders from the neurolinguistic point of view
19. Study of chosen English verbs, prepositions and articles within the framework of psycholinguistics.

EXPECTED LEARNING OUTCOMES

Upon successful completion of the course the students will be able to:

1. Describe a short history of psycholinguistics
2. Describe the basic concepts and problems in the domain of psycholinguistics
3. Describe and compare psycholinguistic research methods
4. Describe the basic findings from the domain of neurolinguistics
5. Describe and compare neurolinguistic research methods
6. Describe the basic findings about the origin of language
7. Describe the biological, cognitive and social foundations of language
8. Describe basic findings about spoken word recognition
9. Describe basic findings about listening
10. Describe basic findings about written word recognition
11. Describe basic findings about reading
12. Describe basic findings about the mental lexicon and processing of semantics

13. Describe basic findings about the processing of syntax
14. Describe basic findings about the processing of text and discourse
15. Describe basic findings about the modularity of language
16. Explain the relationship between memory and language
17. Describe basic findings about language production (spoken and written language)
18. Describe basic findings about language and speech disorders from the neurolinguistic point of view
19. Apply the framework of psycholinguistics to the study of chosen English verbs, prepositions and articles

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		
Project-based assessment	0.6	20
Continuous assessment 1	0.5	25
Continuous assessment 2	0.5	25
Final exam	0.4	30
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

- Harley, T. A. (2008). *The Psychology of Language: From Data to Theory*. Hove/New York: Psychology Press.

RECOMMENDED FURTHER READING

- Ahlsén, E. (2006). *Introduction to Neurolinguistics*. Amsterdam/Philadelphia: John Benjamins.
- Aitchinson, J. (2007). *The Articulate Mammal: An Introduction to Psycholinguistics*. London/New York: Routledge.
- Altmann, G. (1997). *The Ascent of Babel: Exploration of Language, Mind and Understanding*. Oxford: Oxford University Press.
- Baddeley, A. (1997). *Human Memory: Theory and Practice*. Hove/New York: Psychology Press.
- Bechtel, W. i Graham, G. (ur.) (1998). *A Companion to Cognitive Science*. Oxford: Blackwell.
- Berko Gleason, J. i Bernstein Ratner, N. (ur.) *Psycholinguistics*. Wadsworth Publishing.

- Carrol, D. W. (2007). Psychology of Language (Student Edition). Wadsworth Publishing.
- Cutler, A. (ur.) (2005). Twenty-First Century Psycholinguistics: Four Cornerstones. Lawrence Erlbaum Associates.
- Eysenck, M.W. i Keane, M.T. (2005). Cognitive Psychology: A Student's Handbook. Hove/New York: Psychology Press.
- Field, J. (2003). Psycholinguistics: A Resource Book for Students. London/New York: Routledge.
- Field, J. (2004). Psycholinguistics: The Key Concepts. London/New York: Routledge.
- Fodor, J. A. (1996). The Modularity of Mind. Cambridge, MA: MIT Press.
- Garrod, S. C. & Pickering, M. J. (1999). Language Processing. Psychology Press.
- Gaskell, G. (Ed.) (2007). Oxford Handbook of Psycholinguistics. Oxford University Press.
- Gleitman, L. R., Osherson, D. N. & Liberman, M. (Eds.) (1995). An Invitation to Cognitive Science. Volume 3: Language. Cambridge, MA: The MIT Press.
- Ingram, J.C. L. (2007). Neurolinguistics: An Introduction to Spoken Language Processing and its Disorders. Cambridge: Cambridge University Press.
- Jackendoff, R. (1994). Patterns in the Mind: Language and Human Nature. Basic Books.
- Jay, T. M. (2002). The Psychology of Language. Prentice Hall.
- Obler, L. K. & Gjerlow, K. (1999). Language and the Brain. Cambridge: Cambridge University Press.
- Pinker, S. (1995). The Language Instinct: The New Science of Language and Mind. Penguin Books.
- Scovel, T. (1998). Psycholinguistics. Oxford: Oxford University Press.
- Smith, E. & Osherson, D. (Eds.) (1995). An Invitation to Cognitive Science. Volume 3: Thinking. Cambridge, MA: The MIT Press.
- Tomasello, M. (Ed.) (1998). The New Psychology of Language: Cognitive and Functional Approaches to Language Structure. Lawrence Erlbaum Associates.
- Tomasello, M. (Ed.) (2002). The New Psychology of Language: Cognitive and Functional Approaches to Language Structure. Vol. 2. Lawrence Erlbaum Associates.
- Traxler, M. & Gernsbacher, M. A. (Eds.) (2006). Handbook of Psycholinguistics. Academic 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

During classess, via email and on Merlin.

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

During classess and office hours and via email and Merlin

INFORMATION ABOUT THE FINAL EXAM

The final exam is in written form.

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	TBD
Spring supplementary	
Summer	TBD
Autumn supplementary	TBD

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the course. Introduction to psycholinguistics. Basic concepts and problems in the domain of psycholinguistics. (MB)
Week 2	Neuroanatomy of language. Short history of psycholinguistics. Psycholinguistic research methods. (AM)
Week 3	Neurolinguistic research methods. (AM)
Week 4	Origin of language. Biological, cognitive and social foundations of language. (MB)
Week 5	Mental lexicon (MB)
Week 6	Semantic processing (MB)
Week 7	1 st Midterm test Spoken word recognition. Psycholinguistic foundations of listening (AM)
Week 8	Written word recognition. Reading (AM)
Week 9	Language production (spoken and written language). Language and speech disorders from neurolinguistic point of view (AM)
Week 10	2 nd Midterm test Applied psycholinguistics. Teaching grammatical words – example of path verbs (AM)
Week 11	Preparation for practical workshop. (AM)
Week 12	Applied psycholinguistics. Teaching English prepositions and articles based on cognitive-semantic/psycholinguistic foundations (MB)
Week 13	Practical workshop – student presentations (AM/MB)
Week 14	Practical workshop – student presentations (AM/MB)
Week 15	Make up test

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1. Describe a short history of psycholinguistics	Brief history of psycholinguistics	- Lectures - Discussion	- Written exam
2. Describe the basic concepts and problems in the domain of psycholinguistics	Basic concepts and problems in the domain of psycholinguistics	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
3. Describe and compare psycholinguistic research methods	Psycholinguistic research methods	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
4. Describe the basic findings from the domain of neurolinguistics	Neuroanatomy of language	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
5. Describe and compare neurolinguistic research methods	Neurolinguistic research methods	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
6. Describe the basic findings about the origin of language	Origins of language	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
7. Describe the biological, cognitive and social foundations of language	Biological, cognitive and social foundations of language	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
8. Describe basic findings about spoken word recognition	Spoken word recognition	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
9. Describe basic findings about listening	Psycholinguistic foundation of listening	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
10. Describe basic findings about written word recognition	Written word recognition	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
11. Describe basic findings about reading	Psycholinguistic foundation of reading	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
12. Describe basic findings about the mental lexicon and processing of semantics	Mental lexicon and processing of semantics	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
13. Describe basic findings about the processing of syntax	Processing of syntax	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
14. Describe basic findings about the processing of text and discourse	Processing of text and discourse	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
15. Describe basic findings about the modularity of language	Cognitive and language modularity	- Lectures - Discussion - Microteaching	- Written exam - Microteaching

16. Explain the relationship between memory and language	Language and memory	<ul style="list-style-type: none"> - Lectures - Discussion - Microteaching 	<ul style="list-style-type: none"> - Written exam - Microteaching
17. Describe basic findings about language production (spoken and written language)	Language production (speech and writing)	<ul style="list-style-type: none"> - Lectures - Discussion - Microteaching 	<ul style="list-style-type: none"> - Written exam - Microteaching
18. Describe basic findings about language and speech disorders from the neurolinguistic point of view	Language and speech disorders from the neurolinguistic point of view	<ul style="list-style-type: none"> - Lectures - Discussion - Microteaching 	<ul style="list-style-type: none"> - Written exam - Microteaching
19. Apply the framework of psycholinguistics to the study of chosen English verbs, prepositions and articles	Study of chosen English verbs, prepositions and articles within the framework of psycholinguistics	<ul style="list-style-type: none"> - Lectures - Discussion - Microteaching 	<ul style="list-style-type: none"> - Written exam - Microteaching



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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	2024-2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Prof. Branka Drljača Margić
Office number	F-907
Office hours	To be confirmed
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	To be confirmed
Autumn supplementary	To be confirmed

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction – What and where is language contact?
Week 2	Introduction – What and where is language contact? (cont.)
Week 3	Bilingualism/Multilingualism in nations and individuals
Week 4	Contact-induced language change: Results
Week 5	1 st test
Week 6	Contact-induced language change: Mechanisms
Week 7	Linguistic areas
Week 8	Contact languages: Pidgins and creoles
Week 9	Contact languages: Other mixed languages
Week 10	Language maintenance and vitality
Week 11	Language shift and language death
Week 12	2 nd test
Week 13	Student presentations
Week 14	Student presentations
Week 15	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.	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.	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.



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SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Neo-Victorianism
Study programme	Undergraduate study programme in English Language and Literature
Semester	winter
Academic year	2024/2025
ECTS credits	2
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Antonija Primorac
Office number	F-916
Office hours	To be confirmed
Phone	00385 51 265 622
Email	antonija.primorac@uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	

The course aims to introduce students to the development and spread of Neo-Victorianism (the use of elements of Victorian literature and culture) in contemporary Anglophone literature and culture and to offer an insight into theoretical debates about Neo-Victorianism as a theoretical concept on the one hand and as an object of study on the other, and to critically analyze the use of aesthetic and ideological elements of the Victorian era in neo-Victorian literature and audio/visual forms. Through analyses of different examples of neo-Victorianism, the class discussions will tackle the role played by cultural nostalgia in the production of Neo-Victorianism, examine the links between Neo-Victorianism and postcolonial, postfeminist and postmodern approaches to the literary text, and explore the transmedial nature of the Neo-Victorian adaptations of the Victorian era.

EXPECTED LEARNING OUTCOMES

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

- explain the relationship between neo-Victorianism, cultural nostalgia and Victorian literature and culture;
- describe the key characteristics of neo-Victorianism
- explain the relationship between neo-Victorianism and postcolonialism, postfeminism and postmodernism
- explain the connections between neo-Victorianism and the historical novel, historiographic metafiction, revisionist historiography and retro-aesthetics
- using close reading of a chosen text or texts, write either an essay in which they will independently analyse the aesthetic and ideological dimension of neo-Victorianism as a contemporary multimedia phenomenon, or a comparative critical analysis.

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

Lectures	Seminars	Practical work	Independent work
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

NB. The exact selection of titles from the list below will be confirmed at the start of the course

Texts:

- Brontë, Charlotte (1847) *Jane Eyre*
- Byatt, A. S. (1991) 'Morpho Eugenia' (from *Angels and Insects*)

- Faber, Michel (2003) *The Crimson Petal and the White* (excerpt)
- Gray, Alastair (1992) *Poor Things*
- Moore, Alan & Kevin O’Neill (1999) *The League of Extraordinary Gentlemen* (graphic novel)
- Rhys, Jean (1966) *Wide Sargasso Sea*
- Shelley, Mary (1818; 1832) *Frankenstein*

Films:

- *Oscar & Lucinda* (1997) dir. Gillian Anderson
- *The Piano* (1993) dir. Jane Campion
- *Poor Things* (2023) dir. Yorgos Lanthimos
- *The Prestige* (2006) dir. Christopher Nolan

TV series:

- *Penny Dreadful* (2014-2017) Season 1, episode 1: ‘Night Work’
- *Ripper Street* (2013) Season 2, episode 1: ‘Pure as the Driven’

RECOMMENDED FURTHER READING

Depending on their interests, students will be advised to pursue further reading from the following list:

1. Boehm-Schnitker, Nadine and Susanne Gruss (ed.) (2014) *Neo-Victorian Literature and Culture: Immersions and Revisitations*. New York: Routledge (introductory chapter, pp. 1-15).
2. Hadley, Louisa (2010) *Neo-Victorian Fiction and Historical Narrative: The Victorians and Us*. Houndmills, Basingstoke: Palgrave Macmillan (excerpts).
3. Heilmann, Ann and Mark Llewellyn (2010) *Neo-Victorianism: The Victorians in the Twenty-First Century, 1999-2009*. Houndmills, Basingstoke: Palgrave Macmillan (excerpts).
4. Ho, Elizabeth (2012) *Neo-Victorianism and the Memory of Empire*. London: Continuum (excerpt).
5. Hutcheon, Linda. "The Politics of Postmodernism: Parody and History". *Cultural Critique*, No. 5, *Modernity and Modernism, Postmodernity and Postmodernism*. (Winter 1986-1987): 179-207.
6. Jameson, Fredric. "Postmodernism, or the Cultural Logic of Late Capitalism," *New Left Review* 146 (1984): 53-92.
7. Jones, Anna Maria and Rebecca N. Mitchell (ed.) (2016) *Drawing on the Victorians: The Palimpsest of Victorian and Neo-Victorian Graphic Texts*. Athens: Ohio University Press (excerpts).
8. Joyce, Simon (2007) *The Victorians in the Rearview Mirror*. Athens: Ohio University Press (excerpts)
9. Kaplan, Cora (2007) *Victoriana: Histories, Fictions, Criticisms*, Edinburgh: Edinburgh University Press (excerpts).
10. Kontou, Tatiana (2009) *Spiritualism and Women's Writing: From the Fin de Siècle to the Neo-Victorian*. Houndmills, Basingstoke: Palgrave Macmillan.
11. Krueger, Christine L. (ed.) (2002) *Functions of Victorian Culture at the Present Time*. Athens: Ohio University Press.
12. Kucich, John and Dianne F. Sadoff (eds.) (2000) *Victorian Afterlife: Postmodern Culture Rewrites the Nineteenth Century*. Minneapolis/London: University of Minnesota Press.
13. Marcus, Sharon. *Between Women: Friendship, Desire and Marriage in Victorian England*. Princeton: Princeton University Press, 2007 (excerpts).
14. Mitchell, Kate (2010) *History and Cultural Memory in Neo-Victorian Fiction: Victorian Afterlives*. Houndmills, Basingstoke: Palgrave Macmillan.
15. Poore, Benjamin (ed.) (2017) *Neo-Victorian Villains: Adaptations and Transformations in Popular Culture*. Leiden: Brill.
16. Primorac, Antonija (2018) *Neo-Victorianism on Screen: Postfeminism and Contemporary Adaptations of Victorian Women*. Cham: Palgrave Macmillan.
17. Sadoff, Dianne F. (2010) *Victorian Vogue: British Novels on Screen*. Minneapolis & London: University of Minnesota Press.
18. Relevant articles from the Open Access online journal of *Neo-Victorian Studies*.

Recommended graphic novels, novels, films and TV shows:

Bleak Expectations (2007) BBC Radio 4.

Carnival Row (2019) Prime. (TV series)

Moore, Alan & Kevin O'Neill (1990) *From Hell* (graphic novel)

Moulin Rouge! (2001) dir. Baz Luhrman (film)

The Nevers (2022) HBO (TV series)

Padua, Sidney (2015) *The Thrilling Adventures of Lovelace and Babbage: The True Story of the First Computer* (graphic novel)

Plender, Olivia (2007) *A Stellar Key to the Summerland* (graphic novel)

Stephenson, N. (1995) *The Diamond Age, or A Young Lady's Illustrated Primer* (novel)

Taboo (2017) BBC (TV series)

The Terror (2018) AMC (TV series)

Waters, Sarah (1999) *Affinity* (novel)

The Young Victoria (2009) dir. Jean-Marc Vallée (film)

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.

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	-
Summer	To be confirmed
Autumn supplementary	To be confirmed

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the course. What is neo-Victorianism? Neo-Victorianism as a cultural phenomenon
Week 2	Inventing the Victorians? Re-visioning the past vs. stereotypes about the Victorian Era
Week 3	Victorian art and culture today.
Week 4	Victorian literature: some key issues
Week 5	Neo-Victorianism and the re-vision of Victorian classics: feminist interventions
Week 6	Neo-Victorian film
Week 7	Neo-Victorian adaptations: race, gender, empire
Week 8	Mid-semester exam
Week 9	Neo-Victorianism on TV
Week 10	Neo-Victorianism as a postmodern phenomenon? The pastiche vs. parody debate
Week 11	Neo-Victorianism and nostalgia
Week 12	Neo-Victorianism & Spiritualism
Week 13	Neo-Victorianism and re-vision of Victorian classics: 2SLGBTI+ & queer Victorians
Week 14	Steampunk and the Neo-Victorian retro-aesthetic: pastiche, recycling, collage. Closing remarks.
Week 15	End of semester exam

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	Practicum in Teaching English
Study programme	Graduate Study Programme in English Language and Literature (M.A. in Teaching English as a Foreign Language – TEFL)
Semester	winter
Academic year	2024/2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	15+30+0
Time and venue of classes	
Language of instruction	English
Course instructor	Professor Irena Vodopija-Krstanović
Office number	906
Office hours	
Phone	
Email	irena.vodopija@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The aim of the course is to offer students an opportunity to put their knowledge of ELT into practice while teaching, observing, reflecting, and providing peer feedback.	
<ul style="list-style-type: none">- Developing communicative competence- Teaching listening, speaking, reading, and writing- Teaching vocabulary- Teaching grammar- Teaching culture- Developing intercultural communicative competence- Using Task-Based Language Teaching- Teaching through CLIL- Error correction- Classroom management- Classroom interaction	

- CEFR
- EPOSTL
- National Curriculum for English
- Lesson planning

EXPECTED LEARNING OUTCOMES

Students will be able to:

1. Teach according to the principles of CLT
2. Teach according to the principles of the 4 skills
3. Teach EFL using TBL
4. Develop ICC
5. Teach grammar
6. Teach vocabulary
7. Reflect in teaching
8. Assess teacher competences using the EPOSTL descriptors
9. Plan a lesson
10. Observe a lesson
11. Plan a lesson
12. Teach in line with the principles of CLIL

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	1,50	
Class participation	0,25	
Project-based assessment		
Portfolio assessment	0,50	20
Final exam		
Microteaching	0,75	80
TOTAL	1	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

- Newby, D., Allan, R., Fenner, A. B., Jones, B., Komorowska, H., Soghikyan, K. 2007. European Portfolio for Student Teachers of Languages. Graz: Council of Europe.
- Council of Europe 2018. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors. COE.
- Ur, P. 2012. A Course in Language Teaching. Cambridge: CUP.

RECOMMENDED FURTHER READING

- Crookes, G. 2003. *A Practicum in TESOL*. Cambridge: CUP.
- Genesee, F., Upshur, J.A. 1996. *Classroom-Based Evaluation in Second Language Education*. Cambridge: CUP.
- Richards, J. C., Renandya, W.A. (eds) 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: CUP.
- Wallace, M. J. 1991. *Training Foreign Language Teachers*. 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

Merlin, email, in class

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Continuous assessment

INFORMATION ABOUT 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	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the course, microteaching, classroom observation, reflection
Week 2	Microteaching and feedback
Week 3	Microteaching and feedback
Week 4	Microteaching and feedback
Week 5	Microteaching and feedback
Week 6	Microteaching and feedback
Week 7	Microteaching and feedback
Week 8	Microteaching and feedback
Week 9	Microteaching and feedback
Week 10	Microteaching and feedback
Week 11	Microteaching and feedback
Week 12	Microteaching and feedback
Week 13	Microteaching and feedback
Week 14	Microteaching and feedback
Week 15	Wrap-up

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1 , 8,	CEFR/EPOSTL	Lecture, analysis, discussion, collaborative learning, practical work	Lesson plan
1—6, 12	Lesson planning	Lecture, analysis, discussion, collaborative learning, practical work	Lesson plan
10, 11	Classroom observation	Lecture, analysis, discussion, collaborative learning, practical work	Observation, analysis, reflection
11	Reflection and self-assessment	Lecture, analysis, discussion, collaborative learning, practical work	Analysis, reflection, Lesson plan
8	EFL teachers' competences	Lecture, analysis, discussion, collaborative learning, practical work	Lesson plan, microteaching, analysis, reflection
1, 2	Teaching listening	Practical work	Lesson plan, microteaching, analysis, reflection
1,2	Teaching reading	Practical work	Lesson plan, microteaching, analysis, reflection
1, 2, 3	Teaching speaking	Practical work	Lesson plan, microteaching, analysis, reflection
1, 2	Teaching writing	Practical work	Lesson plan, microteaching, analysis, reflection
1, 5	Teaching grammar	Practical work	Lesson plan, microteaching, analysis, reflection
1, 6	Teaching vocabulary	Practical work	Lesson plan, microteaching, analysis, reflection
1, 3	TBLT	Practical work	Lesson plan, microteaching, analysis, reflection
1, 5, 6, 12	CLIL	Practical work	Lesson plan, microteaching, analysis, reflection



SVEUČILIŠTE U RIJECI

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SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Second Language Acquisition
Study programme	Graduate Study Programme in English Language and Literature (MA in Teaching English as a Foreign Language - TEFL)
Semester	Winter
Academic year	2024–2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+15+0
Time and venue of classes	To be confirmed
Language of instruction	English
Course instructor	Dr Tihana Kraš, Associate Professor
Office number	909
Office hours	To be confirmed
Phone	00385 51 265 628
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 second language acquisition• The history of second language acquisition as a field• Research methods for the study of second language acquisition• The basic findings about monolingual first language acquisition• Contemporary theoretical approaches to first language acquisition• The notion of bilingual first language acquisition• The notion of heritage language acquisition• The notion of third language acquisition• The notion of first language attrition• The role of the first language in second language acquisition• Contemporary theoretical approaches to second language acquisition• Individual differences in second language acquisition	

- The role of age in second language acquisition
- Contexts for second language acquisition
- Instructed second language learning

EXPECTED LEARNING OUTCOMES

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

- Explain basic terminology and research questions in the area of second language acquisition
- Describe briefly the history of second language acquisition
- Describe and compare different research methods for the study of second language acquisition
- Describe basic findings about (monolingual) first language acquisition
- Describe and compare different contemporary theoretical approaches to first language acquisition
- Describe the notion of bilingual first language acquisition
- Describe the notion of heritage language acquisition
- Describe the notion of third language acquisition
- Compare the process of second language acquisition with the process of monolingual and bilingual first language acquisition, the process of heritage language acquisition and the process of third language acquisition
- Describe the notion of first language attrition
- Describe the relationship between second language acquisition and first language attrition
- Explain the role of the first language in second language acquisition
- Describe, compare and evaluate different theoretical approaches to second language acquisition
- Explain individual differences in second language acquisition
- Explain the role of age in second language acquisition
- Describe and compare different contexts for second language acquisition
- Describe basic findings about instructed second language learning

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	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

- Lightbown, P., & Spada, N. (2021). *How languages are learned* (5th ed.). Oxford: Oxford University Press.
- VanPatten, B., & Williams, J. (Eds.) (2015). *Theories in second language acquisition: An introduction* (2nd ed.). London: Routledge
- Selection of academic papers and/or chapters from edited volumes and textbooks
- Resources from the website: <https://www.youtube.com/@TEAMultilingual>

RECOMMENDED FURTHER READING

- Archibald, J. (Ed.) (1999). *Second language acquisition and linguistic theory*. Oxford: Blackwell.
- Bavin, E. L. (Ed.) (2009). *The Cambridge handbook of child language*. Cambridge: Cambridge University Press.
- 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.
- Cook, V. (2013). *Second language learning and language teaching*. London: Hodder Education.
- Dörnyei, Z. (2008). *The psychology of second language acquisition*. Oxford: Oxford University Press.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ/London: Lawrence Erlbaum Associates.
- Doughty, C. J., & Long, M. H. (Eds.) (2003). *The handbook of second language acquisition*. Oxford: Blackwell.
- Ellis, R. (2008). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. London/New York: Routledge.
- Fletcher, P., & MacWhinney, B. (Eds.) (1995). *The handbook of child language*. Oxford: Blackwell.
- Gass, S. M., Behney, J., & Plonsky, L. (2013). *Second language acquisition: An introductory course*. London/New York: Routledge.
- Gass, S. M., & Mackey, A. (2011). *The Routledge handbook of second language acquisition*. London/New York: Routledge.
- Gleason, J., & Bernstein Ratner, N. (Eds.) (2016). *The development of language* (9. izd.). Boston: Pearson.
- Herschensohn, J. (2007). *Language development and age*. Cambridge: Cambridge University Press.
- Hoff, E., & Shatz, M. (Eds.) (2006). *Blackwell handbook of language development*. Oxford: Blackwell.
- Hummel, K. M. (2014). *Introducing second language acquisition: Perspectives and practices*. Malden, MA: Wiley-Blackwell.
- Jordan, G. (2004). *Theory construction in second language acquisition*. Amsterdam/Philadelphia: John Benjamins.
- Kaplan, R. B. (2002). *The Oxford handbook of applied linguistics*. Oxford: Oxford University Press.
- 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.
- Meisel, J. M. (2011). *First and second language acquisition: Parallels and differences*. Cambridge: Cambridge University Press.
- Mercer, S., Ryan, S., & Williams, M. (2012). *Psychology for language learning: Insights from research, theory and practice*. Palgrave Macmillan.
- Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. London: Hodder Arnold.
- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.
- Randall, M. (2007). *Memory, psychology and second language learning*. Amsterdam/Philadelphia: John Benjamins.
- 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.
- Saville-Troike, M. (2012). *Introducing second language acquisition*. Cambridge: Cambridge University Press.
- Singleton, D., & Ryan, L. (2004). *Language acquisition: The age factor*. Clevedon, UK: Multilingual Matters.
- White, L. (2003). *Second language acquisition and Universal Grammar*. Cambridge: Cambridge University Press.
- Whong, M., Gil, K., & Marsden, H. (2013). *Universal Grammar and the second language classroom*. Springer.

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	To be confirmed
Spring supplementary	To be confirmed
Summer	
Autumn supplementary	

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Course introduction The history of second language acquisition as a field
Week 2	Research methods for the study of second language acquisition
Week 3	The basic findings about monolingual first language acquisition
Week 4	Contemporary theoretical approaches to first language acquisition
Week 5	The notion of bilingual first language acquisition
Week 6	The notion of heritage language acquisition
Week 7	The notion of third language acquisition
Week 8	The notion of first language attrition
Week 9	Test 1 The role of the first language in second language acquisition
Week 10	Contemporary theoretical approaches to second language acquisition
Week 11	Individual differences in second language acquisition
Week 12	The role of age in second language acquisition
Week 13	Contexts for second language acquisition
Week 14	Essay submission deadline

	Instructed second language learning
Week 15	Test 2 Course conclusion

I. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Explain basic terminology and research questions in the area of second language acquisition	Basic terminology and research questions in the area of second language acquisition	Frontal teaching Individual work	Test Essay
Describe briefly the history of second language acquisition	The history of second language acquisition	Frontal teaching Individual work	Test Essay
Describe and compare different research methods for the study of second language acquisition	Research methods for the study of second language acquisition	Frontal teaching Individual work	Test Essay
Describe basic findings about (monolingual) first language acquisition	(Monolingual) first language acquisition	Frontal teaching Individual work	Test Essay
Describe and compare different contemporary theoretical approaches to first language acquisition	Contemporary theoretical approaches to first language acquisition	Frontal teaching Individual work	Test Essay
Describe the notion of bilingual first language acquisition	Bilingual first language acquisition	Frontal teaching Individual work	Test Essay
Describe the notion of heritage language acquisition	Heritage language acquisition	Frontal teaching Individual work	Test Essay
Describe the notion of third language acquisition	Third language acquisition	Frontal teaching Individual work	Test Essay
Compare the process of second language acquisition with the process of monolingual and bilingual first language acquisition, the process of heritage language acquisition and the process of third language acquisition	Second language acquisition, monolingual and bilingual first language acquisition, heritage language acquisition and third language acquisition	Frontal teaching Individual work	Test Essay
Describe the notion of first language attrition	First language attrition	Frontal teaching Individual work	Test Essay
Describe the relationship between second language acquisition and first language attrition	The relationship between second language acquisition and first language attrition	Frontal teaching Individual work	Test Essay
Explain the role of the first language in second language acquisition	The role of the first language in second language acquisition	Frontal teaching Individual work	Test Essay
Describe, compare and evaluate different theoretical approaches to second language acquisition	Theoretical approaches to second language acquisition	Frontal teaching Individual work	Test Essay
Explain individual	Individual differences in	Frontal teaching	Test

differences in second language acquisition	second language acquisition	Individual work	Essay
Explain the role of age in second language acquisition	The role of age in second language acquisition	Frontal teaching Individual work	Test Essay
Describe and compare different contexts for second language acquisition	Contexts for second language acquisition	Frontal teaching Individual work	Test Essay
Describe basic findings about instructed second language learning	Instructed second language learning	Frontal teaching Individual work	Test Essay



SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Semantics and Pragmatics
Study programme	Graduate Study Programme in English Language and Literature (MA in Teaching English as a Foreign Language - TEFL)
Semester	5
Academic year	2024/2025
ECTS credits	4
Contact hours (Lectures + Seminars + Practical work)	30+15+0
Time and venue of classes	TBD
Language of instruction	English
Course instructor	Professor Marija Brala-Vukanović, PhD
Office number	910
Office hours	TBD
Phone	
Email	marija.brala@ffri.uniri.hr
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The course covers the following content: <ol style="list-style-type: none">Brief history of semanticsBasic concepts and problems in the domain of semantics and pragmatics Study of chosen English verbs, prepositions and articles within the framework of semantics.	
EXPECTED LEARNING OUTCOMES	

Upon successful completion of the course the students will be able to:

1. Describe the historic development of semantics and pragmatics
2. Describe the key semantic terms and notions, as well as the purpose of linguistic study of meaning;
3. Describe and identify the differences between the philosophical, lexical and cognitive approaches to the study of meaning;
4. Describe and identify sublexical components of meaning;
5. Describe the key sense relations;
6. Comprehend and describe the main relations along the mind-body-meaning continuum and construct basic semantic networks;
7. Comprehend and describe different (and culture / language specific ways) how language conveys meaning.
8. Describe the basic concepts and problems in the domain of psycholinguistics
9. Apply the framework of semantics to the study of chosen English verbs, prepositions and articles

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	1,5	
Class participation		
Project-based assessment	0.5	10
Continuous assessment 1	0.5	15
Continuous assessment 2	0.5	15
Final exam	0.5	50
Other		
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. Austin, J. L. 1962. *How to Do Things With Words (William James Lectures)*. Oxford. Clarendon Press.
2. Brala-Vukanović, M. 2013. *Perspectives on Meaning*. Rijeka: Filozofski fakultet.
3. Chapman, S. 2000. *Philosophy for linguists*. London and New York: Routledge.
4. Goddard, C. 1998. *Semantic Analysis. A Practical Introduction*. Oxford, Oxford University Press.
5. Lakoff, G. i M. Johnson. 1980. *Metaphors We Live By*. Chicago: The University of Chicago Press.
6. Levinson, S. H. *Pragmatics*. Cambridge: Cambridge University Press.
7. Lyons, J. 1977. *Semantics. Vol I and Vol. II*. Cambridge: Cambridge University Press.
8. Lyons, J. 1995. *Linguistic Semantics. An Introduction*. Cambridge: Cambridge University Press.
9. Saeed, J. I. 1997/2003. *Semantics*. Oxford, Blackwell.

+ Reliable monolingual and bilingual dictionaries (Engl, Cro., but also other languages and combinations, if you speak other languages – these will be useful for the crosslinguistic analysis)

+ Selected handouts will be handed out to you in class

All materials posted on the MERLIN E-course

RECOMMENDED FURTHER READING

1. Gumperz, J.J. & Levinson, S.C. (eds.) 1996. *Rethinking Linguistic Relativity*, Cambridge: Cambridge University Press.
2. Johnson, M. 1987. *The body in the mind*, The University of Chicago Press
3. Landau, B. & Jackendoff, R. 1993. ‘What’ and ‘where’ is spatial language and spatial cognition’. In *Behavioral and Brain Sciences* No. 16. pp 217-265.
4. Lakoff, George. 1987. *Women, fire, and dangerous things*. Chicago, IL: University of Chicago Press.
5. Levin, B. and Pinker, S (eds.) 1992. *Lexical and Conceptual Semantics*. Oxford, Blackwell (posebice Introduction and Chapter 4 by Choi & Bowerman, pp. 83-123)
6. Pinker, S. 1994. *The Language Instinct*. London: Penguin.
7. Sperber, D. & Wilson, D. 1986. *Relevance. Communication and Cognition*. Cambridge, MA: Harvard University Press.
8. Talmy, L. (2000). “*Toward a Cognitive Semantics*”, “*Vol I: Concept Structuring System*”, and “*Vol. II: Typology and Process in Concept Structuring*”: Cambridge, MA: MIT Press.
9. Wierzbicka, A. 1996. *Semantics - primes and universals*. Oxford: Oxford University 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

During classess, via email and on Merlin.

WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

During classess and office hours and via email and Merlin

INFORMATION ABOUT THE FINAL EXAM

The final exam is in written form.

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	TBD
Spring supplementary	
Summer	TBD
Autumn supplementary	TBD

V. COURSE OUTLINE

DATE	TOPIC
Week 1	Preparatory class – Introducing the course Task: Do you speak emoji?
Week 2	Introducing Meaning Introducing the Language Observation Post (LOP) Assignment TASK – discussion groups
Week 3	Philosophy of language I (Plato, Locke, Russel)
Week 4	Philosophy of language II (Triangulation: Frege; Ogden and Richards); (Indeterminacy and Charity: Quine, Davidson)
Week 5	Review class

	Philosophical semantics vs. Descriptive (lexical) semantics Descriptive semantics I (componential analysis, sense relations)
Week 6	MID TERM 1 (Philosophical semantics) Descriptive (lexical) semantics II (Lexicography)
Week 7	Descriptive (lexical) semantics; the boundaries with Pragmatics. Crosslinguistic / crosscultural semantics
Week 8	Towards the mind; Mentalism, Determinism, Relativism – Thinking for speaking I – the mould theory) Objective vs. construed reality. Metaphors we live by.
Week 9	Cognitive semantics I (Prototypes and Fuzzy Edges; Words in the Mind)
Week 10	Cognitive semantics II (Natural Semantic Metalanguage) Thinking for speaking II (mental verbs) Mental spaces
Week 11	<u>MID TERM 2</u> Research project on Deixis in Language – discussion groups and preparation for the presentations Research in Action (e.g.): Articles and prepositions – can they be taught?
Week 12	Review class
Week 13	Research class 1
Week 14	Research class 2
Week 15	Research class 3 Where to from now? Directions for future research.. Review and preparation for the exam Makeup activities / Makeup exam

VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
1. Describe a short history of psycholinguistics	Brief history of psycholinguistics	- Lectures - Discussion	- Written exam
2. Describe the basic concepts and problems in the domain of psycholinguistics	Basic concepts and problems in the domain of psycholinguistics	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
3. Describe and compare psycholinguistic research methods	Psycholinguistic research methods	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
4. Describe the basic findings from the domain of neurolinguistics	Neuroanatomy of language	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
5. Describe and compare neurolinguistic research methods	Neurolinguistic research methods	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
6. Describe the basic findings about the origin of language	Origins of language	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
7. Describe the biological, cognitive and social foundations of language	Biological, cognitive and social foundations of language	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
8. Describe basic findings about spoken word recognition	Spoken word recognition	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
9. Describe basic findings about listening	Psycholinguistic foundation of listening	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
10. Describe basic findings about written word recognition	Written word recognition	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
11. Describe basic findings about reading	Psycholinguistic foundation of reading	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
12. Describe basic findings about the mental lexicon and processing of semantics	Mental lexicon and processing of semantics	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
13. Describe basic findings about the processing of syntax	Processing of syntax	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
14. Describe basic findings about the processing of text and discourse	Processing of text and discourse	- Lectures - Discussion - Microteaching	- Written exam - Microteaching
15. Describe basic findings about the modularity of language	Cognitive and language modularity	- Lectures - Discussion - Microteaching	- Written exam - Microteaching

16. Explain the relationship between memory and language	Language and memory	<ul style="list-style-type: none"> - Lectures - Discussion - Microteaching 	<ul style="list-style-type: none"> - Written exam - Microteaching
17. Describe basic findings about language production (spoken and written language)	Language production (speech and writing)	<ul style="list-style-type: none"> - Lectures - Discussion - Microteaching 	<ul style="list-style-type: none"> - Written exam - Microteaching
18. Describe basic findings about language and speech disorders from the neurolinguistic point of view	Language and speech disorders from the neurolinguistic point of view	<ul style="list-style-type: none"> - Lectures - Discussion - Microteaching 	<ul style="list-style-type: none"> - Written exam - Microteaching
19. Apply the framework of psycholinguistics to the study of chosen English verbs, prepositions and articles	Study of chosen English verbs, prepositions and articles within the framework of psycholinguistics	<ul style="list-style-type: none"> - Lectures - Discussion - Microteaching 	<ul style="list-style-type: none"> - Written exam - Microteaching