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Graduate Study

PLAN AND PROGRAM PROPOSAL FOR
DOUBLE MAJOR
GRADUATE UNIVERSITY STUDY
GERMAN LANGUAGE AND LITERATURE -
GENERAL DIVISION

Faculty of Humanities and Social Sciences
University of Rijeka
Sveučilišna avenija 4



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**FORM I. - DESCRIPTION OF THE STUDY PROGRAM**

General Information	
1. Name of the study program	Graduate university study of German language and literature - General division
2. Provider of the study program	Faculty of Humanities and Social Sciences University of Rijeka
3. Institution(s) implementing the study program	Faculty of Humanities and Social Sciences/Departement of German Languages and Literature
4. Area of the study program	Humanities, Philology field
5. Type of the study program	University Study Program
6. Level of the study program	Graduate University Study
7. Duration of the study program (indicate if there is a possibility of attending part-time classes – part-time studies, distance learning)	Graduate University Study, duration of 4 semesters (2 years)
8. ECTS-credits – the minimum number of credits required to complete the study program	60
9. Academic / Professional title acquired at the end of the study(education)	Master of German Language and Literature
10. Name and Qualification Code in the CRO-QF (Croatian Qualification Framework) Register for which the program requirements meet the minimum necessary learning outcomes (if applicable) ¹	<p>The learning outcomes of the proposed study program are made according to the outcomes listed in the Application for registration of standard qualifications and occupations proposed for the Sectoral Council XXV Philology. The application was elaborated within the framework of the CQF project, the Croatian Qualifications Framework for University Programs of the Next Division: the division of the mediator, which correlates with the proposed study program of the Double major graduate university University Study in German Language and Literature-General Division. Member of the committee for developing the qualification standards within the EU Project no. HR.3.1.15-00008, project Manager DRAGAN BAGIĆ, FHSS (Faculty of Humanities and Social Sciences University of Zagreb). Improving quality in higher education through the application of the HKO (Croatian Qualifications Framework) (Adjustment of Study Programs in the Field of Social Sciences and Humanities with labor market needs) of Faculty of Humanities and Social Sciences University of Zagreb (2016). The proposed name of the qualification standard (Master of German Language and Literature) corresponds to the qualification of this program: Master of German Language and Literature.</p> <p>The proposal of occupational standards and of qualification standards as a part of the report on the implementation of the aforementioned project has been submitted to the Structural Instrument Management Organization (DEFKO) of the Agency for Vocational Education and Training (ASOO), which is evident in the link:</p> <p>http://www.kvalifikacije.hr/sites/default/files/documents-publications/2018-06/1%20%20IPA%20i%20ESF%20projekti_VO_razvijeni%20SZ%20i%20SK_s%20poveznicama_DEFKO_28.6_0.pdf</p>

¹ Application for verification of compliance with the program- Art. 34 [HKO Register Regulation](#) (OG, 62/2014)

11. <i>Reasons for starting the study:</i> ²
11.1. <i>Labor market needs</i> YES (yes / no)
11.1.1. <i>Name and code of the occupational standard in the HKO for which the program is being developed (if applicable) /</i>
11.1.2. <i>Estimation of purpose with regard to the needs of the labor market in the public and private sector (strategic based, based on selected labor market indicators and compliance with the requirements of professional associations)</i> ³
<p>The purpose of the study of German Language and Literature -General Division, arises from the need for staff of this profile in almost all activities in the public, as well as in the private sector (international meetings, economy, culture, politics, tourism, journalism and the media in general, work on archival material, research, architecture, history, and the like). Due to the great interest of economic partners from the EU, we believe that this study could become a source of staff that would respond to the increasingly complex demands of a European-oriented social reality as well as the specific needs of particular market segments.</p> <p>Knowledge of the German language and German speaking area culture is important for people from the business world, from the world of art, fashion, communication, technology, and other fields. It is also useful for students from higher schools or universities who want to create a career in the history of art, music, literature and international relations.</p>
11.2. <i>Continuation of education</i> (yes / no) NO
11.2.1. <i>The higher level qualification names for which further education is possible (names and codes of qualification standards in the HKO Register if applicable)</i>
11.3. <i>Other needs of an individual and society</i> YES (yes / no)
11.3.1. <i>Explain how the program contributes to fulfilling other social needs and needs of an individual, that is, how it serves interests and benefits that are not exclusively Interest and profit-organized but contribute to the personal development, freedom, independence and creativity of an individual</i>
<p>It should be noted that many students enrolling in undergraduate university studies in German language and Literature during the course of their studies choose not to enroll in the teaching division of German language and Literature because they do not see their career in school system and teaching but in economic branches and workplaces where, in addition to another study division (e.g. history of art, history, philosophy or second and third foreign language) a very good knowledge of oral and written German is required, as well as knowledge of the culture of German speaking areas.</p> <p>The results of recent student surveys confirm that the lack of graduate university studies in the general division of German language and Literature results in students leaving to other domestic and/or foreign universities. At the end of the university studies, students return to Primorsko-Goranska County where they are employed in the business sector and tourism. For these reasons, it is necessary to have a graduate university degree in German language and Literature, because in this way it supports the changes and ensures the overall quality of education of the University of Rijeka, the Faculty of Humanities and Social Sciences and the Department of German Language and Literature.</p> <p>In the area of the Primorsko-Goranska Kotar County there is a great interest of various cultural institutions, hotel chains, as well as well-known companies (often owned by Germans or Austrians) for educated staff with respect to linguistic and intercultural competence regarding the German-speaking area. For this reason it is necessary to introduce the General Division of German Language and Literature..</p>
11.3.2. <i>Link to the local community (economy, business enterprise, civil society,...)</i>
<p>Language and cultural profiling is in accordance with the growing need for highly educated professional staff. German language is important in the cultural history of Europe due to the rich literary and wider cultural heritage, especially from the 17th to the 19th centuries, which is the starting point for numerous European cultural manifestations in humanistic, especially</p>

² The establishment of the study program is proven in relation to the role of qualification that is achieved by completion, one or more reasons can be chosen (labor market needs, continuation of education, other needs of the individual)

³ Strategic grounding is proven by invoking relevant sectorial strategies and other strategically relevant documents. Emphasis on selected labor market indicators is presented by analyzing current and previous offers and demand, ie projection of supply and demand for a certain qualification in the future (professional backgrounds can be downloaded from the HKO portal)



literary and scientific areas. Germany's tradition is inspirational in theater, opera and music, and later in cinematography and television production. German language is in the local community represented as a language of teaching, then as a language important for research in socio-humanities and other areas, as well as business language. Managers, investors, artisans and workers come in contact with the industry, crafts and German service activities that cross the border of our country and are extremely important for development.

The study corresponds to the needs of the local community primarily in the field of economic and social development. At the same time, in the first place, we think of personnel training for work in international companies where the need for knowledge of German language and culture is necessary in communication and intermediation. The study also meets the needs of analyzing the rich archive material in the Primorsko-Goranska County. Therefore, the Faculty of Humanities and Social Sciences University of Rijeka, which aspires to achieve high quality of studies and internationalization, endeavors to adopt and strengthen its European standards and needs arising from the dynamic international labor market through its program. The market which has its base and logistics at the entire territory of the Primorje-Gorski Kotar County, where, thanks to its exceptional geopolitical position, gravitate great economic and labor force.

Past experience shows that there is a great interest in enrolling in German language and literature university studies, demonstrating the recognition of the need to develop German philology and culture in vertical studies as well as the attractiveness of the study itself. The study of German Language and Literature - the General Division, is characterized by a critical spirit, specific methodological perspectives both from classical theory of literature and language, as well as from contemporary approaches to the integration of contents, critical knowledge, training in sectoral languages and languages of profession and interculturality in the context of today's globalization processes. Therefore it is attractive to a large number of students who want to receive a personalized educational profile with a multipurpose vertical that will be adapted to the new needs of the dynamic international labor markets. In addition to higher education institutions and scientific institutes, there are great demands for such educational profiles in all institutions involved in the overall community life. The study allows the adoption and development of a wide range of professional skills required for performing various activities in different social areas, especially in business, for which the knowledge of German is necessary as one of the most important languages of the European Union the economic sector of the REPUBLIC OF CROATIA. All of that is important for the role of Croatia in the framework of the European Union, where German language is one of the mother tongues, and one of the official languages. During the study, a student will acquire the relevant competencies and perform daily translation jobs in terms of business communication.

11.4. Specify the possible partners outside of the higher education systems that have expressed interest for the study program

Preliminary interviews showed interest from economic courses (various companies where there is a need for our students' services through practice schemes or scholarships for future employment, such as the Tourist Board of the City of Rijeka, Opatija) and other tourist communities in the region, tourist agencies (tour operators), hotel chains, local media (such as Ri Kanal, Novi list, Radio Sova) and cultural and tourist facilities (e.g. Rijeka Museum, Opatija Festival, Adriatic Hotels, Translation Agency, etc.) as well as from the academic community (University of Rijeka, University of Trieste, Ljubljana, Maribor, Gießenuand others).

12. Comparability of the university study program with similar programs of accredited higher education institutions in the Republic of Croatia and the EU (specify and explain the comparability of the two programs, at least one from the EU, with a program that is proposed and specify the website of this program)

The Degree Program in German Language and Literature – General Division at the Faculty of Humanities and Social Sciences at the University of Rijeka is comparable to the Graduate Study Program of German Language and Literature at the Faculty of Humanities and Social Sciences University of Zagreb, Osijek and Zadar, the German Studies Program at the University of Berlin (Institut für deutsche Sprache und Literatur und Niederlandistik der Freien Universität Berlin / Germany) and Ljubljana (Faculty of Humanities and Social Sciences in Ljubljana / Slovenia). This study program offers a combination of two-pronged studies with all other general-purpose study programs at the Faculty of Humanities and Social Sciences University of Rijeka.

13. Compliance with the mission and strategy components and the University of Rijeka.

The proposed Graduate Degree University Program in German Language and Literature-General Division is aligned with all the strategic goals of the University of Rijeka:

1. Effective and quality education based on learning outcomes and flexible academic profiles (wide choice of proposed study both in the language and in the general part, enabling students to be educated according to their or market needs).
2. Effective linkage with prominent centers of excellence from the academic and wider community both in research and in the professional sense.
3. Emphasis and expression of entrepreneurial energy of the University, of students and of the local community.

4. Propulsively incorporating the proposed program into social, economic and other developments of the wider community, especially from the perspective of its inclusion in all segments of international cooperation and international development.
5. Active involvement through exchange programs and mobility of students and professors into the European higher education area.
6. Harmonized with the objectives of the Strategy of the University of Rijeka 2016-2020.

14. The openness of the university study towards the horizontal and vertical mobility of students in the national and international higher education area

The program is fully adapted to the standards and spirit of mobility that is at the foundation of the Bologna process. The structure of the study and the proportion of the ECTS credits provide enhanced mobility for both, the Faculty and the University for which harmonized standards and allocation of ECTS credits and ratios of mandatory and optional contents are valid, as well as for inter-institutional and even international mobility. The Bologna Process allows for longer and shorter periods of study in other institutions that are organized in compliance with the standards for the process of harmonization of higher education within the EUA (European University Area). Therefore, the two-year graduate university study, opens up the possibility of further post-graduate studies at the University of Zagreb, or Slovenian, German and Austrian universities.

15. Admission requirements and selection procedure

Requirements for admission to the Study Program of German Language and Literature - General Division of the Republic of Croatia are:

- undergraduate single major or double major in German language and literature university studies
- foreign German language and literature university study
- related university study

The conditions for entry and distinctive exams on the related studies will be discussed by a special committee.

The basic requirement is an active knowledge of the German language according to the European Language framework at the level of minimum B2.

Since the Study of German Language and Literature (General Division) is a double major, the following restrictions apply :

- it is possible to enroll only in a combination with other non-teaching studies at the Faculty of Humanities and Social Sciences University of Rijeka.

Learning outcomes of the proposed study program are made according to outcomes specified in the Application for registration of qualifications standards and occupational proposed to Sectoral Council XXV Philology. The application is elaborated within the framework of the Croatian Qualification Framework for university programs for the following directions: Mediator Division. Member of the Committee for Developing the Qualification Standards in the framework of the EU project under the number HR.3.1.15-00008, project manager Dragan Bagić, Faculty of Humanities and Social Sciences University of Zagreb. Improving quality in higher education using the Croatian Qualifications Framework (Harmonization of university study programs in the field of social sciences and humanities to the needs of the labor market), the Faculty of Humanities and Social Sciences University of Zagreb (2016).

16.1. List of compulsory and elective learning outcomes at the level of the study program

List of Compulsory groups of Learning Outcomes:

- The concept of culture
- Relationship of German and Croatian speaking culture (in language, literature, language of profession)
- Relations of culture, multilingualism in the European context

List of Elective groups of Learning Outcomes:

- System and communication skills
- Organizational skills and teamwork
- German language

Generic Competences:

- Communication skills
- Intercultural communication
- Critical thinking
- Teamwork
- Social responsibility and sustainable development
- Manage your own career
- Time management

Specific competencies:

- Knowledge of different cultures and socio-historical context
- Knowledge of communication skills at an intercultural level
- Organizational and administrative skills
- Cooperation with the outer and inner sections relevant to work in the economic sector (tourism, etc.)

Learning outcomes within specific competences:

- Identify and analyze the underlying theoretical definitions of the concept of culture.
- Identify and analyze the relations of the cultures of the German and Croatian speaking areas.
- Identify and analyze interculturality in a socio-historical context focusing on the German and Croatian speaking areas.
- Plan project activities through practical work in the economic sector.
- Identify, analyze and realize various forms of cooperation with external and internal share institutions.
- Identify the importance of social and emotional skills for working in the economic sector (tourism and cultural-artistic institutions).
- Apply the principles of professional ethics.
- Apply the elements of stimulating organizational culture (creativity, innovation, critical thinking, quality of work, sustainability, professional ethics).
- Apply different national and international examples of good practice in the work of economy (tourism, publishing, editorial, cultural-artistic institutions etc.)

16.2. Multidisciplinary / Interdisciplinary University Study Program

The multidisciplinary of the study program is visible through the names and course instructors of required parts of the program, covering the fields of linguistics, history and theory of literature, history of art, communication, philosophy, popular culture (interculturality and intercultural communication), sociology.

Interdisciplinarity of the program can be seen through the names of certain parts of the program (course) where the emphasis is on the specifics of a particular course, which can be studied through various aspects.

17. When applying for the graduate university study, include undergraduate study programs of the proposers or other institutions in the Republic of Croatia from which is allowed to enroll into the proposed graduate university study program

Admission to the proposed graduate program is possible after completing:

- one or double major undergraduate university study of German Language and Literature
- German language and literature or other foreign German studies

18. When applying to integrated studies - state the reasons for the combined performance of the undergraduate and graduate level of the university study program

19. List of compulsory and elective courses and / or modules (if any) with the number of hours of active teaching required for their performance and the number of ECTS credits (Attachment: Table 1)

Table 1 attached

20. Description of each course (Attachment: Table 2.)

Table 2 attached

21. Structure of the studies, pace of the study and students obligations

Attached are descriptions of all the compulsory and elective courses of double major graduate university program of German language and Literature - General Division. The double major graduate university study of German language and literature - the General Division consists of two divisions, German language and literature (education division) and German language and literature (general division) that are thematically related and differ only in the courses connected with teaching modules in which they acquire teaching competence.

The General Division of the graduate university study of German language and literature approaches more thoroughly the philological training towards industry in the market, while teaching module primarily tends to direct vocational training for work in the field of teaching the German language.

The internal correlation of divisions envisions student mobility and the variety of compulsory and elective courses, bearing in mind that the same courses are simultaneously offered to students of both directions. That way, without an additional financial burden, there is a larger variety of courses and content, providing a versatile program that allows students to

individually, according to their own predispositions and future choices of profession, put together a thoughtful curriculum. The compulsory courses include topics that make up the basic structure of German as a philological discipline (including the area of linguistics, theory and history of literature), but they also reflect selections from other areas within the field of humanities, that correspond to the core areas of work of the Master of German and Literature and Master of German Education language and Literature. The position of compulsory courses in the study program is fixed due to their mutual conditionality and due to the accepted starting principles of the development of the German curriculum (diachronicity, synchronicity, graduation, sequence functionality) and in terms of the distribution of required contents according to the semesters of study. The Compulsory courses program is allocated to the first and second year of the study program.

The principle of the election is realized by the selection of elective courses. With an in-class list of elective courses, students can choose from interdependent, interfaculty and inter-university lists, therefore a choice opens up in order to achieve a personalized study, with a secured, stable professional basis at the level of Compulsory courses. When selecting a course, students are provided with advisory support (ECTS coordinator and supporting infrastructure at the department and faculty level). The pace of the study is determined by the years of the study program and the semesters. The academic year consists of two semesters. Graduate university study program of German language and literature -General Division lasts two years or four semesters and has a total of at least 60 ECTS credits. In each semester, students must acquire at least 15 credits. Graduate university study program of German language and literature ends by passing all exams and writing of a final thesis. A Final Thesis Writing course has a function of writing a thesis, in which a student chooses a graduate thesis research problem (topic) and works on it in co-operation with the mentor. The course of graduate thesis is selected by the student according to his own interest during the fourth semester. The university study gives students competences to perform work in the economic sector, which are closely related to the use of high-level written and verbal German language (Publishing and library, media, state administration, public and private cultural policy institutions and cultural mediation, economic companies, banking institutions, marketing affairs, public relations, editorial staff and the faculty, free professions: publicists, writers). Primary application of the 3 + 2 model is applied to the teaching of students, enabling them to apply scientific and professional achievements in different segments of the public sector and to acquire advanced scientific and research competences in the field of German language and literature philology and the possibility of further scientific advancement and scientific research in higher education institutions. Qualifications at the end of this study allow further education on postgraduate doctoral studies with a focus on philology and related specialist studies.

21.1. Terms of admission to the next semester or trimester with an indication of the courses to which the terms apply

The terms of enrollment in a higher year of study are defined in the Rulebook on Studying at the Faculty of Humanities and Social Sciences University of Rijeka

21.2. A list of courses and / or modules that can be conducted in a foreign language with an indication of the language of execution

Teaching is performed in German, as well as elective courses from the joint elective module at the level of the Faculty of Humanities and Social Sciences University of Rijeka (C-segment).

21.3. The conditions for recognition of courses completed at another university study program

The procedures for recognition of the courses defined in the Rulebook on Studying at the Undergraduate and Graduate Studies of the University of Rijeka, Faculty of Humanities and Social Sciences University of Rijeka, will be used <http://www.ffri.uniri.hr/files/dokumentifakulteta/2012-07-19%20%2Pravilnik%> .

21.4. The number of ECTS credits that can be achieved within the national and international mobility framework

The transfer of ECTS credits can be carried out between different German university studies. Criteria and Conditions of Transmission of ECTS credits are stipulated by the Statute of the Faculty of Humanities and Social Sciences University of Rijeka, the Rulebook on Studying at the University of Rijeka and by special agreements between higher education institutions.

22. Completion of the studies

Graduate university double major of German Language and Literature - General Division ends with passing all of the exams and a written thesis. In the function of completing the graduation thesis is a teaching course and the graduation thesis (as well as professional practice if it is defined by the syllabus in the framework of each individual course of study program) in which a student chooses a research problem (topic) of thesis on which he works in cooperation with the mentor. This ensures quality, continuity of study and increases the efficiency of studying.

By completing the assigned obligations and completing the graduate university program of German Language and Literature - General Division, students will acquire the academic title according to the List of Academic Titles and Degrees and their abbreviations (Official Gazette, 45/2008), depending on the chosen (and completed) division of the study: Graduating from



double major graduate university study of German language and literature – General Division, the obtained title is: Master of German language and literature.

The title acquired upon completion of the studies is in accordance with a proposal of qualification standards titles according to The Request proposed for adoption to Sectoral council XXV Philology, and elaborated in the framework of the HKO Croatian Qualification Framework for university programs for the following divisions: a mediator. Member of the committee for developing the Qualification Standards in the framework of the EU project under the number HR.3.1.15-00008, project manager Dragan Bagić, FFZG. Improving quality in higher education with the use of the HKO (Harmonization of study programs in the field of social sciences and humanities to the needs of the labor market), the Faculty of Humanities and Social Sciences University of Zagreb (2016)

22. 1. Conditions for approval of the final / graduate and / or final exams

The student can apply for graduate thesis after completing all the obligations stipulated by the study program and passing all exams.

22.2. Writing and furnishing the final / graduate thesis

Graduate thesis is prepared in accordance with the recommendations set out in the Regulations on Studying in Undergraduate and Graduate Studies of the University of Rijeka, Faculty of Humanities and Social Sciences University of Rijeka, Regulations on Graduate Work and Graduate Exam on Graduate University Studies at the Faculty of Humanities and Social Sciences University of Rijeka. Graduate thesis is written in German.

22.3. Procedure for validation of the final / graduate examination and evaluation and defending of the final / graduate thesis

A mentor of the Graduate university thesis adopts the application of the topic, the design and the final procedure for the evaluation of the diploma work. The Commission for the Evaluation of the Thesis (consisting of the Chairman of the Commission, and two members, of which one member is also a mentor) receives the graduate thesis in a written form. The defending of graduate work involves a student activity in the form of oral elaboration of the topic of the thesis, in front of the commission, and answering the questions asked by the committee. Based on the written version of the thesis and oral defense, the commission determines the final grade of the thesis.

23. Quality monitoring to ensure the acquisition of knowledge, skills and competencies is required at the University of Rijeka and takes place at the component level (as described in Form IV).

24. Other important information - according to the proposer's opinion

The purpose of starting this program came primarily from the reported needs of students (through surveys of Students of German as part of the Student Council at Faculty of Humanities and Social Sciences University of Rijeka) to be adequately trained for independent scientific-research work and work in private or public sector and tourism, and to extend an existing offer for continuing studies to German language undergraduate students.

The program is designed in such a way that certain parts of the course (as well as the professional practice are expressed and defined for each course through the performance curriculum) are related to the sets of competences or learning outcomes. Program components can thus be appropriately recognized and acknowledged within the framework of international mobility.

The program is harmonized according to the guidelines and within the scope of the HKO for the University Program of Mediator (Division of German Studies in Zagreb), and based on the EU project under HR.3.1.15-00008, project leader DRAGAN BAGIĆ, FFZG. Improving quality in higher education through the application of the Croatian Qualifications Framework (Harmonization of Study Programs in the Field of Social Sciences and Humanities with Labor Market Needs) Faculty of Humanities and Social Sciences, University of Zagreb (2016)

Table 1.

List of compulsory and elective courses and / or modules with number of active teaching hours needed for their performing and ECTS credits

LIST OF MODULES/COURSES							
Year of study: First							
Semester: I							
MODULE	COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS ⁴
	Pragmalinguistics and Sociolinguistics	Full Prof. Aneta Stojić, Ph.D.	15	0	15	3	O
	Multilingualism and Multiculturalism	Nataša Košuta, Ph.D.	0	0	30	3	O
	Language Practice I	Asst. Prof. Manuela Svoboda Ph.D.	0	0	30	3	O
	*an elective course from a list of internal courses and / or C-segment		15	0	15	3	I
	*an elective course from a list of internal courses and / or C-segment		15	0	15	3	I

* Elective courses from a list of internal courses and / or C-segment, each 3 ECTS credits.

LIST OF MODULES/COURSES							
Year of study: First							
Semester: II							
MODULE	COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS
	Intercultural Communication	Full Prof. Aneta Stojić, Ph.D.	15	0	15	3	O
	Contemporary German Literature	Asst.Prof. Petra Žagar- Šošćarić, Ph.D.	15	0	15	3	O
	Language Practice II	Asst. Prof. Manuela Svoboda Ph.D.	0	0	30	3	O
	*an elective course from a list of internal courses and / or C-segment		15	0	15	3	I
	*an elective course from a list of internal courses and / or C-segment		15	0	15	3	I

* Elective courses from a list of internal courses and / or C-segment, each 3 ECTS credits.

LIST OF MODULES/COURSES							
Year of study: second							
Semester: III							
MODULE	COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS
	Cognitive Linguistics	Assoc. Prof. Suzana Jurin, Ph.D.	15	0	15	3	O
	Literary Criticism	Assoc. Prof. Boris Dudaš, Ph.D.	0	0	30	3	O

⁴ **IMPORTANT:** "O" is entered if the course is mandatory or "I" if the course is optional.



Literature and Multimedia	Asst. Prof. Petra Žagar- Šošćarić, Ph.D.	15	0	15	3	O
*an elective course from a list of internal courses and / or C-segment		15	0	15	3	I
*an elective course from a list of internal courses and / or C-segment		15	0	15	3	I

* Elective courses from a list of internal courses and / or C-segment, each 3 ECTS credits.

LIST OF MODULES/COURSES							
Year of study: second							
Semester: IV							
MODULE	COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS
	The Final Thesis	N.G.				6	O
	*an elective course from a list of internal courses and / or C-segment		15	0	15	3	I
	*an elective course from a list of internal courses and / or C-segment		15	0	15	3	I

* Elective courses from a list of internal courses.

LIST OF (ELECTIVE/OPTIONAL) MODULES/COURSES							
Year of study: First or second							
Semester I/II/ III/IV							
MODULE	COURSE	COURSE INSTRUCTOR	L	E	S	ECTS	STATUS
	Contrastive Linguistics	Full Prof. Aneta Stojić, Ph.D.	15	0	15	3	I
	German Language Sociolects	Assoc.Prof. Suzana Jurin, Ph.D.	15	0	15	3	I
	Language Practice III	Asst. Prof. Manuela Svoboda, Ph.D.	0	0	30	3	I
	Language Practice IV	Asst. Prof. Manuela Svoboda, Ph.D.	0	0	30	3	I
	Socio-Cultural History	Assoc. Prof. Boris Dudaš, Ph.D.	0	0	30	3	I
	Phraseology	Full Prof. Aneta Stojić, Ph.D.	15	0	15	3	I

Note: The list of elective courses in the C-segment is defined at the beginning of each academic year at the level of the Faculty of Humanities and Social Sciences, University of Rijeka and the choice is possible accordingly.

Table 2.

COURSE DESCRIPTION		
COURSE INSTRUCTOR	Full Prof. Aneta Stojić, Ph.D.	
Course name	Pragmalinguistics and Sociolinguistics	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	Compulsory	
Year	First	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	15+0+15
<i>1. Course objectives</i>		
The aim of this course is to introduce the spectrum of knowledge into linguistic activity and its social deep-rootedness. Basics of analysis of action and interaction, theory and methodology of different approaches, possibilities of realization of different speech acts in German, insight into interweaving and interdependence of social structure and language.		
<i>2. Course enrollment requirements</i>		
No.		
<i>3. Expected learning outcomes for the course</i>		
Students will be able to do the following:		
<ol style="list-style-type: none"> 1. Define particular phenomena within this linguistic discipline. 2. Interpret interaction between language and society. 3. Categorize the varieties of German language and explain their characteristics. 4. Identify the differences between sociolect and deolect. 5. Demonstrate different approaches, their theory and methodology in the examples. 		
<i>4. Course content</i>		
<ul style="list-style-type: none"> • language and communication (I 1-3), • linguistic action (I 5), • speech act theory (I 5), • the maxims of conversation (I 5), • implications (I 5), • conversation analysis (I 5), • pragmatics and grammar (I 5), • pragmatics and language acquisition (I 1), • Language and society (I 2), • German language varieties (I 3), • Sociolects and idiolects (I 4), • bilingualism and diglossia (I 2-3). 		
<i>5. Type of instruction</i>	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network



	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory					
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship					
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____					
6. Comments							
7. Students obligations							
Regular attendance and active participation in class. Writing and presenting reports. Written final exam.							
8. Monitoring of student work ⁵							
Attendance	0,75	Activity in class		Seminar		Experimental work	
Written exam	1	Oral exam		Essay		Research	1
Project		Continuous knowledge assessment		Report	0,25	Practical work	
Portfolio							
9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam							
The total number of points a student can earn during the course is 70, of which 30 for presentation of the papers and 40 for research topic. A maximum of 30 points can be achieved from the written final exam. In addition, a student must earn a minimum of 50% in each element of evaluation.							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> ▪ Löffler, Heinrich (2 1994): Germanistische Soziolinguistik. Berlin: Schmidt ▪ Meibauer, Jörg (1999): Pragmatik. Tübingen: Stauffenburg <p>Selected Articles:</p> <ul style="list-style-type: none"> ▪ Dittmar, Norbert (1997): Grundlagen der Soziolinguistik. Tübingen: Niemeyer: 173 –206. ▪ Ernst, Peter (2002): Pragmalinguistik. Berlin/New York: de Gruyter: 1 –18. ▪ Ernst, Peter (2004): Germanistische Sprachwissenschaft. Wien: Facultas: 231 –282. ▪ Furchner, Ingrid (2002): Gespräche im Alltag – Alltag im Gespräch: Die Konversationsanalyse. In: Müller, H.: Arbeitsbuch Linguistik: 306 –326. ▪ Glück, Helmut/Sauer, Wolfgang Werner (1997): Gegenwartsdeutsch. Stuttgart: Metzler: 20 – 30. 							
11. Additional literature (at the time of application of the study program proposal)							
Depending on the topic of the report, and in agreement with the professor.							
12. Number of assigned reading copies in relation to the number of students currently attending the course							
	Title		Number of copies			Number of students	
	<ul style="list-style-type: none"> ▪ Löffler, Heinrich (2 1994): Germanistische Soziolinguistik. Berlin: Schmidt 		5			1 8	
	<ul style="list-style-type: none"> ▪ Meibauer, Jörg (1999): Pragmatik. Tübingen: Stauffenburg 		5			1 8	
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences							
<ul style="list-style-type: none"> ▪ Oral evaluation by students at the end of the course, ▪ Student survey via ISVU portal, 							

⁵ **IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



COURSE DESCRIPTION		
COURSE INSTRUCTOR	Nataša Košuta, Ph.D.	
Course name	Multilingualism and Multiculturalism	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	Compulsory	
Year	First	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	0+0+30
1. Course objectives		
The aim of the course is to develop awareness of the importance of multilingualism, intercultural learning and the promotion of intercultural dialogue.		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
After completing the course, students will be able to:		
<ol style="list-style-type: none"> 1. Define and explain the interdependence of multilingualism, multiculturalism, intercultural dialogue and intercultural learning. 2. Explain the context of the Council of Europe's linguistic policy goals. 3. To outline the fundamental determinants of institutionalized foreign language learning in Croatia. 4. Explain the difference between bilingualism and multilingualism. 5. Specify and describe the types of multilingualism. 6. In selected examples, connect language and culture. 7. Evaluate and argue the role of multilingualism, multiculturalism, intercultural dialogue and intercultural learning. 		
4. Course content		
<ul style="list-style-type: none"> ▪ Common European framework for languages in political and educational Context (I 1-2), ▪ Council of Europe's language policy objectives (I 1-2), ▪ Multilingualism in the context of Croatian education system (I 3), ▪ Bilingualism and Multilingualism (I 4), ▪ Multilingual research (I 5), ▪ Cognitive advantages of multilingualism (I 5, 7), ▪ The inseparability of languages and cultures (I 6), ▪ Intercultural learning (I 7), 		
5. Type of instruction	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments		

7. Students obligations							
Regular class attendance, preparation for classes (includes reading selected texts and research on the topic), essay and report on selected topic (includes independent research). The topics of essay and report will be presented in the performance syllabus and agreed on in the course.							
8. Monitoring of student work ⁶							
Attendance	0,75	Activity in class	0,25	Seminar		Experimental work	
Written exam	1	Oral exam		Essay	0,5	Research	
Project		Continuous knowledge assessment		Report	0,5	Practical work	
Portfolio							
9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam							
Students will be evaluated during the course and the final exam. The total number of points awarded to a student during the course is 70, while 30 points can be earned on the final exam. The passing threshold in both cases is 50%.							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> ▪ Europarat (2001). Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen. Berlin: Langenscheidt ▪ https://carap.ecml.at/CARAP/tabid/2332/language/de-DE/Default.aspx ▪ Müller, N., Kupisch, T., Schmitz, K. i K. Cantone (2007). Einführung in die Mehrsprachigkeitsforschung. Tübingen: Gunter Narr Verlag. (odabrana poglavlja) ▪ Roche, J. (2013). Mehrsprachigkeitsforschung. Erwerb – Kognition – Transkulturation – Ökologie. Tübingen: Narr Verlag. (odabrana poglavlja) ▪ Roche, J. i E. Terrasi-Haufe (Hg.) (2018). Mehrsprachigkeit und Spracherwerb. Tübingen: Narr Verlag. (odabrana poglavlja) 							
11. Additional literature (at the time of application of the study program proposal)							
<ul style="list-style-type: none"> ▪ Education and Training Agency (2011). The White Book on Intercultural Dialogue. "Living together equally in dignity." (Available on: https://www.azoo.hr/images/goo/Medjukulturnii_dijalog.pdf) ▪ Koll-Stobbe, A. (2009). Versteht mich noch jemand? Frankfurt am Main: Peter Lang. ▪ Müller, N. (2016). Mehrsprachigkeitsforschung. Tübingen: Narr Verlag. 							
12. Number of assigned reading copies in relation to the number of students currently attending the course							
Title		Number of copies		Number of students			
<ul style="list-style-type: none"> ▪ Europarat (2001). Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen. Berlin: Langenscheidt 		Unlimited number (e-book)		18			
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences							
Oral evaluation during the course and evaluation through the questionnaire in the ISVU system.							

⁶**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



COURSE DESCRIPTION							
COURSE INSTRUCTOR	Asst. Prof. Manuela Svoboda, Ph.D.						
Course name	Language Practice I						
Study program	Double major graduate university study of German Language and Literature - General Division						
Course status	Compulsory						
Year	First						
ECTS credits and manner of instruction	ECTS student load coefficient		3				
	Number of hours (L+E+S)		0+0+30				
1. Course objectives							
The aim of this course is to expand and deepen the language competence of students gained, in the undergraduate university study, in the area of vocabulary and presentation skills.							
2. Course enrollment requirements							
No.							
3. Expected learning outcomes for the course							
<ol style="list-style-type: none"> 1. Independently apply methods for creating and presenting the determined grammar chapters. 2. Students will be trained to act independently in certain communication situations in German language. 3. Improving verbal and non-verbal behavior in presentations as participants and as presenters will expand their language and grammatical knowledge. 4. Perfecting presentation skills. 							
4. Course content							
<ul style="list-style-type: none"> ▪ introduction to aspects, analysis and presentation of grammar (I 1-4), ▪ perfecting their own grammatical and linguistic abilities (I 2), ▪ Independent preparation of selected grammar chapters (I1-4), ▪ Students will prepare their own presentations and practice grammar rules (I 4), ▪ critical evaluation, reflection and analysis of exposures with emphasis on grammatical competence (I 4). 							
5. Type of instruction	<input type="checkbox"/> lectures		<input type="checkbox"/> independent tasks				
	<input checked="" type="checkbox"/> seminars and workshops		<input type="checkbox"/> multimedia and network				
	<input type="checkbox"/> exercises		<input type="checkbox"/> laboratory				
	<input type="checkbox"/> distance learning		<input type="checkbox"/> mentorship				
	<input type="checkbox"/> field experience		<input type="checkbox"/> other _____				
6. Comments							
7. Students obligations							
Students must attend at least 70% of the lectures. Students must, in agreement with the teacher, prepare the presentation independently, present it, prepare assignments for other participants, write a seminar and a critical reflection on their presentation.							
8. Monitoring of student work⁷							
Attendance	0,75	Activity in class	1	Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	

⁷**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



Project		Continuous knowledge assessment	0,75	Report	0,5	Practical work	
Portfolio							
<i>9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam</i>							
Students will be evaluated during the course. The total number of points awarded to a student is 100 (the activities listed in the table are evaluated). Detailed elaboration of the method of monitoring and evaluation of student work will be presented in the course syllabus!							
<i>10. Mandatory literature (at the time of submitting a study program proposal)</i>							
<ul style="list-style-type: none"> ▪ Njemački jednojezični rječnici (Wahrig ili Duden, najnovije izdanje) ▪ Njemačko-hrvatski univerzalni rječnik, Nakladni zavod Globus, Zagreb, 2005.(grupa autora) ▪ Helbig/Buscha: Deutsche Grammatik, Langenscheidt, Leipzig ▪ Dreyer/Schmitt: Lehr- und Übungsbuch der deutschen Grammatik, Verlag für Deutsch, München ▪ Petrović, V.: Syntax des zusammengesetzten Satzes im Deutschen, Školska knjiga, Zagreb ▪ Hall, K./Scheiner, B.: Übungsgrammatik für Fortgeschrittene, Verlag für Deutsch, München ▪ Svoboda, M.: Lehr- und Übungsbuch zur deutschen Syntax, Sveučilište u Rijeci, e-izdanje in agreement with the teacher, professional literature for preparing and presenting the presentation. 							
<i>11. Additional literature (at the time of application of the study program proposal)</i>							
The Additional literature suggests a teacher or students seeking by their own initiative other sources that will enable them to understand and master the lessons.							
<i>12. Number of assigned reading copies in relation to the number of students currently attending the course</i>							
Title		Number of copies		Number of students			
<ul style="list-style-type: none"> ▪ Dreyer/Schmitt: Lehr- und Übungsbuch der deutschen Grammatik, Verlag für Deutsch, München 		5		18			
<ul style="list-style-type: none"> ▪ Svoboda, M.: Lehr- und Übungsbuch zur deutschen Syntax, Sveučilište u Rijeci, e-izdanje 		Unlimited number (e-book)		18			
<ul style="list-style-type: none"> ▪ Helbig/Buscha: Deutsche Grammatik, Langenscheidt, Leipzig 		5		18			
** The University Library has enough copies of Mandatory and Additional literature.							
<i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i>							
<ul style="list-style-type: none"> ▪ Oral evaluation by students, ▪ Student Survey (Evaluation Questionnaire). 							



COURSE DESCRIPTION		
COURSE INSTRUCTOR	Full Prof. Aneta Stojić, Ph.D.	
Course name	Intercultural Communication	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	Compulsory	
Year	First	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	15+0+15
1. Course objectives		
The aim of the course is to adopt cultural-specific knowledge on which communication is based and to understand the diversity of cultural practices by comparing such knowledge.		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
Students will be able to do the following:		
<ol style="list-style-type: none"> 1. Define the fundamental concepts of communication. 2. Explain the language functions. 3. Conclude the background linkage and causes of the various communication mechanisms. 4. Interpret the principles of structuring and shaping language communication. 5. Make conclusions on the connections of cultural standards with language. 6. Demonstrate the diversity of cultural practices in Croatian and German. 		
4. Course content		
<ul style="list-style-type: none"> ▪ The basics of communication (I 1), ▪ Communication models (I 1-4), ▪ Speech and its understanding (I 4), ▪ Language functions (I 2), ▪ Language and culture connections (I 5), ▪ Models of culture (I 5), ▪ Frame (I 4), ▪ Verbal and nonverbal communication (I 3, 6), ▪ Linguistic action (I 2, 4), ▪ Cultural differences (I 6), ▪ Culture in language (I 5, 6), ▪ "Hotspots" (1-6), ▪ Cultural standards and stereotypes (I 5, 6), ▪ Relativism and language (I 5, 6), ▪ Culture and text (I 5, 6). 		
5. Type of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____

6. Comments							
7. Students obligations							
Regular attendance and active participation in lectures. Making and presenting reports. Written seminar.							
8. Monitoring of student work ⁸							
Attendance	0,75	Activity in class		Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	1
Project		Continuous knowledge assessment		Report	0,25	Practical work	
Portfolio							
9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam							
The total number of points awarded to a student during the course is 100, 30 of which is for presentation of the papers, 40 for the research topic, and 30 points are awarded for the seminar paper. Whereas a minimum of 50% should be achieved in each element of the evaluation.							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> ▪ Heringer, H.J. (2004). Interkulturelle Kommunikation. Tübingen/Basel: Francke. ▪ Maletzke, G. (1996). Interkulturelle Kommunikation. Opladen. + odabrani članci: ▪ Adamzik, Kirsten (2004): Sprache: Wege zum Verstehen. Tübingen: Francke. ▪ Erll, Astrid/ Gymnich, Marion (2007): Interkulturelle Kompetenzen. Erfolgreich kommunizieren zwischen den Kulturen. Stuttgart: Klett Verlag. ▪ Lüger, Heinz-Helmut (1993): Routinen und Rituale in der Alltagskommunikation. Berlin et al.: Langenscheidt. 							
11. Additional literature (at the time of application of the study program proposal)							
Depending on the topic of the report, and in agreement with the professor.							
12. Number of assigned reading copies in relation to the number of students currently attending the course							
Title		Number of copies			Number of students		
<ul style="list-style-type: none"> ▪ Heringer, H.J. (2004). Interkulturelle Kommunikation. Tübingen/Basel: Francke 		5			18		
<ul style="list-style-type: none"> ▪ Maletzke, G. (1996). Interkulturelle Kommunikation. Opladen 		5			18		
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences							
<ul style="list-style-type: none"> ▪ Oral evaluation by students at the end of classes, ▪ Student survey via ISVU portal. 							

⁸**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



COURSE DESCRIPTION		
COURSE INSTRUCTOR	Asst. Prof. Petra Žagar – Šoštarić, Ph.D.	
Course name	Contemporary German Literature	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	Compulsory	
Year	First	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	No. Hours (L+E+S)	15+0+15
1. Course objectives		
The aim of this course is to give an overview of the development of German literature after 1989, with an emphasis on essential phenomena and features of German and European social history and on socio-cultural circumstances in which literature and art developed as such.		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
Students will be able to do the following:		
<ol style="list-style-type: none"> 1. Define and interpret the period of modern German literature before and after 1989 (Mauerliteratur). 2. Define the term "culture." 3. Identify and define identity in the historical-social context. 4. Explain, outline, and summarize the specificity of literary texts and their historical, as well as the socio-cultural context in which they originated. 5. Define the role of language in literature after 1989. 6. Define and connect the cultural phenomena of that period. 7. Identify and explain the role of the industry culture. 		
4. Course content		
<ul style="list-style-type: none"> ▪ Introduction to contemporary German literature after the unification of Germany (I 1-3), ▪ the specificities of contemporary literature before and after the fall of the Berlin Wall (I 3-7), ▪ culture, language, and artifacts of popular culture (I 5-7), ▪ the relationship between literature and the media (I 6-7), ▪ literature performative character (I 7). 		
5. Type of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments		
7. Students obligations		
Students are required to actively attend classes. Students must be present in at least 70% of classes. In case of illness, it		

is mandatory to present a medical certificate (within two weeks after the absence). If they were absent from classes, students should get informed about the missed lectures and about the tasks they need to complete for the next class.

8. Monitoring of student work⁹

Attendance	0,75	Activity in class	0,5	Seminar		Experimental work	
Written exam		Oral exam	0,75	Essay		Research	0,5
Project		Continuous knowledge assessment		Report	0,5	Practical work	
Portfolio							

9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam

Students' work on the course will be evaluated and assessed during the course and in the exam. Detailed elaboration of the method of monitoring and evaluating students' work will be presented in the implementation syllabus!

10. Mandatory literature (at the time of submitting a study program proposal)

Primary literature (selection):

- Becker, Jürgen (1999): Aus der Geschichte der Trennungen. Suhrkamp, Frankfurt am Main.
- Delius, Friedrich Christian (1994): Der Sonntag an dem ich Weltmeister wurde. Rowohlt, Reinbek.
- Delius, Friedrich Christian (1996): Die Verlockungen der Wörter. Transit, Berlin.
- Frank, Julia (2007): Die Mittagsfrau. S. Fischer, Frankfurt am Main.
- Kehlmann, Daniel (): Vermessung der Welt
- Leupold, Dagmar (2004): Nach den Kriegen. Roman eines Lebens. C.H.Beck, München.
- Ransmayr, Christoph (): Die letzte Welt
- Süskind, Patrick (1996): Das Parfüm.
- Timm, Uwe (2003): Am Beispiel meines Bruders. KiWi, Köln.

The literature is complemented on the class.

Students are required to read 3 works, which are defined by the syllabus.

Secondary literature:

- Döring, Christian (1995): Deutschsprachige Gegenwartsliteratur gegen ihre Verächter. Suhrkamp, Frankfurt am Main.
- Kraus, Hannes (2004): Die Wiederkehr des Erzählens. Neue Beispiele der Wendeliteratur. U: Kammler, Clemens / Pflugmacher, Torsten (ur.): Deutschsprachige Gegenwartsliteratur seit 1989. Heidelberg. 97-108.
- Gansel, Carsten (ur.) (2004): Kriegsdiskurse in Literatur und Medien von 1989 bis zum Beginn des 21. Jahrhunderts. V&R, Göttingen. 9-13.

The literature is complemented in class.

11. Additional literature (at the time of application of the study program proposal)

- Nell, Werner (2004): Luftkrieg oder Windei. Zur Inszenierung einer Diskursverschiebung in der deutschen Literatur der 1990er Jahre. 31-49.
- Lützlener, Paul Michael (2004): Bürgerkriegsdarstellung im deutschsprachigen Roman seit 1989: Zum Beispiel Jeannette Landers Das Jahrhundert der Herren. 49-61.

12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
<ul style="list-style-type: none"> ▪ Döring, Christian (1995): Deutschsprachige Gegenwartsliteratur gegen ihre Verächter. Suhrkamp, Frankfurt am Main. 	5	18
<ul style="list-style-type: none"> ▪ Kraus, Hannes (2004): Die Wiederkehr des Erzählens. Neue Beispiele der Wendeliteratur. U: Kammler, Clemens / Pflugmacher, Torsten (ur.): Deutschsprachige Gegenwartsliteratur seit 	6	18



1989. Heidelberg. 97- 108.		
<ul style="list-style-type: none">Gansel, Carsten (ur.) (2004): Kriegsdiskurse in Literatur und Medien von 1989 bis zum Beginn des 21. Jahrhunderts. V&R, Göttingen. 9- 13.	4	18
** The University Library has enough copies of Mandatory and Additional literature.		
<i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i>		
<ul style="list-style-type: none">Oral evaluation by students,Interviewing students, (evaluation questionnaire).		

⁹**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



COURSE DESCRIPTION		
COURSE INSTRUCTOR	Asst. Prof. Manuela Svoboda, Ph.D.	
Course name	Language Practice II	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	Compulsory	
Year	First	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	0+0+30
1. Course objectives		
The objective of this course is to expand and deepen the language and grammatical competence of students, gained during the undergraduate study in the field of morphology and application in written and oral expression.		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
After completing the course, students will be able to:		
<ol style="list-style-type: none">1. Independently apply methods for creating and presenting specific grammatical chapters.2. Independently deal with specific communication situations in German.3. Raise awareness and improve verbal and non-verbal behavior in presentations, as participants and as presenters.4. Expand lexical and grammatical knowledge.		
4. Course content		
<ul style="list-style-type: none">▪ Aspects, elaboration and presentation of the grammar (I 1-4),▪ Adopting and practicing grammatical and linguistic abilities (I 2),▪ Preparing of selected grammar chapters (I1-4),▪ Preparing their own presentations and practicing grammatical rules (I 4),▪ Critical evaluation, reflection and analysis of exposures with emphasis on grammatical competence within their own recordings (emphasis on language and grammatical competence) (I 4).		
5. Type of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments		
7. Students obligations		
Students must be present at a minimum of 70% of the classes. In agreement with the teacher, the students must prepare the presentation independently, present it, prepare the assignments for other participants, write a seminar and a critical reflection on the presentation.		
8. Monitoring of student work¹⁰		

¹⁰**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



Attendance	0,75	Activity in class	0,75	Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	0,5	Report	1	Practical work	
Portfolio							

9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam

Students's work will be evaluated and graded during the course. The total number of graded points a student can earn is 100 (activities listed in the table are evaluated).

The detailed design of the method of monitoring and evaluating students' work will be presented in the syllabus!

10. Mandatory literature (at the time of submitting a study program proposal)

- Njemački jednojezični rječnici (Wahrig ili Duden, najnovije izdanje)
- Njemačko-hrvatski univerzalni rječnik, Nakladni zavod Globus, Zagreb, 2005.(grupa autora)
- Helbig/Buscha: Deutsche Grammatik, Langenscheidt, Leipzig
- Dreyer/Schmitt: Lehr- und Übungsbuch der deutschen Grammatik, Verlag für Deutsch, München
- Petrović, V.: Syntax des zusammengesetzten Satzes im Deutschen, Školska knjiga, Zagreb
- Hall, K./Scheiner, B.: Übungsgrammatik für Fortgeschrittene, Verlag für Deutsch, München
- Svoboda, M.: Lehr- und Übungsbuch zur deutschen Syntax, Sveučilište u Rijeci, e-izdanje in accordance with the teacher, professional literature for preparing and presenting the presentation

11. Additional literature (at the time of application of the study program proposal)

Additional literature is suggested by the teacher, or students seek other sources on their own, which will enable them to understand and master the lessons better.

12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
<ul style="list-style-type: none"> ▪ Dreyer/Schmitt: Lehr- und Übungsbuch der deutschen Grammatik, Verlag für Deutsch, München 	5	18
<ul style="list-style-type: none"> ▪ Svoboda, M.: Lehr- und Übungsbuch zur deutschen Syntax, Sveučilište u Rijeci, e-izdanje 	Unlimited number (e-book)	18
<ul style="list-style-type: none"> ▪ Helbig/Buscha: Deutsche Grammatik, Langenscheidt, Leipzig 	5	18

** The University Library has enough copies of Mandatory and Additional literature.

13. Quality assurance methods that ensure the acquired knowledge, skills, and competences

- Oral evaluation by students,
- Interviewing students (evaluation questionnaire).



COURSE DESCRIPTION		
COURSE INSTRUCTOR	Assoc. Prof. Suzana Jurin, Ph.D.	
Course name	Cognitive Linguistics	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	Compulsory	
Year	Second	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	15+0+15
1. Course objectives		
Gaining knowledge about the cognitive processes of language acquisition. The adoption of contemporary currents in cognitive-linguistic science, developing the ability of a critical approach to scientific texts. Developing ability to draw independent and argumentative conclusions based on acquired knowledge.		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
After completing this course students will be able to:		
<ol style="list-style-type: none"> 1. To interpret the instrument of cognitive linguistic analysis, 2. To demonstrate terminology competence in the field of cognitive linguistics, 3. To apply and use the appropriate literature related to cognitive linguistics 4. To present the topic of the report, 5. To write a seminar paper on a given topic (the same topic as the oral report). 		
4. Course content		
<ul style="list-style-type: none"> ▪ A historical introduction to the emergence of cognitive linguistics and its link with cognitive psychology (I 1-3), ▪ Cognitive linguistics as the theoretical branch of linguistics (at the beginning of the 1980s) (I 1-5), ▪ Divisions of cognitive linguistics, continuation of the generative tradition (I 2-5), ▪ Language formation of cognitive content (I1-3), ▪ Course of cognitive linguistics research in relation to language and opinion (I 4-5), ▪ Concepts of cognition, cognitive, cognitive science and cognitive psychology (I 1-2), ▪ Introduction to theory, methods and terminology, and the applicability of the principle of cognitive linguistics to different linguistic subdisciplines (I 1-3), ▪ Principles of cognitive linguistics in relation to the methods of adopting German as a foreign language (I 1-3), ▪ Comparative presentation of cognitive and psycholinguistics (I 3-5). 		
5. Type of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments	Students prepare themselves outside of the class for the seminar content and the content of their lectures.	
7. Students obligations		
Students are required to attend classes, to actively participate in discussions and perform the tasks entrusted them for independent research. The results of independent research on a given topic will be presented by students in the form of		



papers, they will be discussed in a group, and finally submitted in the form of a written seminar.							
8. Monitoring of student work¹¹							
Attendance	0,75	Activity in class	0,25	Seminar	0,5	Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous knowledge assessment		Report	0,5	Practical work	
Portfolio							
9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam							
Students' work during the course will be evaluated and assessed in the class. Detailed development of monitoring and evaluation of students' work will be presented in the syllabus!							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> ▪ Linke/Nussbaumer/Portmann (2012): Studienbuch Linguistik. Tübingen: Max Niermeyer Verlag. 							
11. Additional literature (at the time of application of the study program proposal)							
<ul style="list-style-type: none"> ▪ Schwarz, M. (2011): Einführung in die Kognitive Linguistik. 2. Aufl. Tübingen. Basel: UTB 1636. ▪ Langacker, R.W. (2008): Cognitive Sociolinguistics. De Gruyter, Berlin. 							
12. Number of assigned reading copies in relation to the number of students currently attending the course							
Title		Number of copies		Number of students			
<ul style="list-style-type: none"> ▪ Linke/Nussbaumer/Portmann (2012): Studienbuch Linguistik. Tübingen: Max Niermeyer Verlag 		5		18			
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences							
<ul style="list-style-type: none"> ▪ Oral evaluation by students, ▪ Interviewing students (evaluation questionnaire). 							

¹¹**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



COURSE DESCRIPTION			
COURSE INSTRUCTOR	Assoc. Prof. Boris Dudaš, Ph.D.		
Course name	Literary Criticism		
Study program	Double major graduate university study of German Language and Literature - General Division		
Course status	Compulsory		
Year	Second		
ECTS credits and manner of instruction	ECTS student load coefficient	3	
	No. Hours (L+E+S)	0+0+30	
1. Course objectives			
Introduction to the concepts and procedures of literary criticism, the history of literary criticism and literary criticism of contemporary literary works in the German speaking countries.			
2. Course enrollment requirements			
No.			
3. Expected learning outcomes for the course			
After successfully completing the course students will:			
<ol style="list-style-type: none"> 1. Explain the history (emergence and development) of literary criticism in the countries of the German speaking area. 2. Define the basic principles, meanings and goals of literary criticism. 3. Identify and define individual types of criticism in different media (journals, online editions, e-books). 4. Write short and longer literary criticisms in the context of selected contemporary literary works in German. 			
4. Course content			
<ul style="list-style-type: none"> ▪ History and development of literary criticism in German speaking countries (I 1-2), ▪ Basic principles (oral and written) of literary criticism (I 2), ▪ Models of literary criticism (I 3-4), ▪ Argumentative writing of literary criticism for the media (I 4). 			
5. Type of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks	
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network	
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory	
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship	
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____	
6. Comments	The professor will provide all seminar participants with a personal copy.		
7. Students obligations			
Attending seminar is obligatory (minimum attendance in 70% of classes). Class preparation is mandatory (at least one third of the work that will be processed). An oral report is required: presentation and criticism of the chosen work (novel). For homework assignment (at the end of the semester), writing of two short (1.800 - 2.000 characters) and one long (5.000 to 6.000 characters) review.			
8. Monitoring of student work¹²			
Attendance	0,75	Activity in class	1 Seminar
			Experimental work

¹²**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



Written exam		Oral exam		Essay	1	Research	0,25
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio							

9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam

The professor follows the activity of students in the class, which carries a maximum of 30 points. The report (oral presentation and criticism) of selected books (novel) carries a maximum of 20 points. Homework assignments carry a maximum of 50 points: short essays up to 10, and a long essay up to 30 points.

10. Mandatory literature (at the time of submitting a study program proposal)

- Albrecht, Wolfgang: Literaturkritik. Stuttgart/Weimar: Metzler 2001 (SM 338)
- Anz, Thomas / Baasner, Rainer (Hrsg.): Literaturkritik. Geschichte – Theorie – Praxis. München: Beck 2014

11. Additional literature (at the time of application of the study program proposal)

- Düffel, John von: Wassererzählungen. Dumont 2014
- Fian, Antonio: Das Polykrates-Syndrom. Droschl 2014
- Helle, Heinz: Der beruhigende Klang von explodierendem Kerosin. Suhrkamp 2014
- Hermann, Judith: Aller Liebe Anfang. Fischer 2014
- Herrndorf, Wolfgang: Tschick. Rowohlt 2010/2012 Herrndorf, Wolfgang: Bilder deiner großen Liebe. Rowohlt 2014
- Hettche, Thomas: Pfaueninsel. Kiepenheuer & Witsch 2014 Köhlmeier, Michael: Zwei Herren am Strand. Hanser 2014 (6. Aufl.)
- Lechner, Martin: Kleine Kassa. Residenz Verlag 2014
- Menasse, Eva: Quasikristalle. Kiepenheuer & Witsch 2013 / btb 2014
- Melle, Thomas: 3000 Euro. Rowohlt 2014
- Seiler, Lutz: Kruso. Suhrkamp 2014

12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
▪ Albrecht, Wolfgang: Literaturkritik. Stuttgart/Weimar: Metzler 2001 (SM 338)	10	18
▪ Anz, Thomas / Baasner, Rainer (Hrsg.): Literaturkritik. Geschichte – Theorie – Praxis. München: Beck 2014	10	18

13. Quality assurance methods that ensure the acquired knowledge, skills, and competences

- Through an evaluation questionnaire and oral feedback.



COURSE DESCRIPTION		
COURSE INSTRUCTOR	Asst. Prof. Petra Žagar – Šoštarić, Ph.D.	
Course name	Literature and Multimedia	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	Compulsory	
Year	Second	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	15+0+15
1. Course objectives		
The aim of this course is to show the role of new media (mass media) on literature and writers, with particular emphasis on the literature of the German speaking area from the 1960s to the present.		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
After completing the course students will be able to:		
<ol style="list-style-type: none">1. Identify and define the term media (multimedia / mass media).2. Define the terms of interdependence / intertextuality / metatextuality / hypertextuality (according to G. Genette).3. Identify how literary texts interact with other arts through the media.4. Comment on the role of mass media for literary production, reception, criticism and translation.5. Analyze and interpret the so-called internal and external elements of literary text (with emphasis on media).6. Recognize the role and significance of mass media on literature and writers today (refocus the reflection on the media literacy).		
4. Course content		
<ul style="list-style-type: none">▪ Defining mass media (I 1),▪ Codes of multimedia in culture and literature (I 2-6),▪ Interaction between mass media and literary text (intra and extratextual level) (I 3-6),▪ The role of mass media for artists / authors (I 4 and 6),▪ Active navigation and/or manipulation of literary text through the media (I 3-6),▪ Performative character of literature and role of the media (I 6).		
5. Type of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent tasks
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input checked="" type="checkbox"/> other _____ consultations
6. Comments		
7. Students obligations		
Students are required to actively attend classes. Students must attend at least 70% of classes. In case of illness, they are required to show a medical certificate (within two weeks after the absence). If they did not attend class, students should get information about what they missed, and about tasks they need to complete for the next class.		

8. Monitoring of student work¹³							
Attendance	0,75	Activity in class	0,5	Seminar		Experimental work	
Written exam		Experimental work	0,75	Essay		Research	0,5
Project		Continuous knowledge assessment		Report	0,5	Practical work	
Portfolio							
9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam							
Students' work during the course will be evaluated and assessed in the class. Detailed development of monitoring and evaluation of students' work will be presented in the syllabus!							
10. Mandatory literature (at the time of submitting a study program proposal)							
<p>Primary literature:</p> <ul style="list-style-type: none"> ▪ Brinkmann, Rolf Dieter (1979): Rom, Blicke, Reinbeck bei Hamburg. ▪ Goetz, Rainald (2010): Loslabern, Frankfurt am Main. ▪ Gstrein, Norbert (2008): Der Winter im Süden, München. ▪ Handke, Peter (1994): Mein Jahr in der Niemandsbucht, Frankfurt am Main. ▪ Kracht, Christian (2012): Imperium, Köln. ▪ Stuckrad-Barre, Benjamin (2010): Auch Deutsche unter den Opfern, Köln. <p>Literature is complemented by the syllabus.</p> <p>Secondary literature:</p> <ul style="list-style-type: none"> ▪ Baron, Ulrich (1995): Abgehalftert oder Die Zeiten ändern sich mal wieder. U: Christian Döring. (ur.), Deutschsprachige Gegenwartsliteratur. Wider ihre Verächter. Frankfurt am Main. (120 - 127) ▪ Braun, Michael (1995): In aufgerissenen Sprachräumen. Eine Begegnung mit Gedichten der neunziger Jahre. U: Christian Döring. (ur.), Deutschsprachige Gegenwartsliteratur. Wider ihre Verächter. Frankfurt am Main. (271 – 287) ▪ Hagedstedt, Lutz (2012): Hochkulturarroganz und Seriositätsidee. Rainald Goetz als Beobachter des FAZ – Herausgebers Frank Schirrmacher. U: Sprache und Kultur im Spiegel der Rezension. Marian Skog-Södersved (ur.), Sprache und Kultur im Spiegel der Rezension. Frankfurt am Main. (151 -169) ▪ Schaub, Mirjam (1995): Phantombilder der Kritik. Ein Blick in die Kartei für junge deutschsprachige Literatur. U: Christian Döring. (ur.), Deutschsprachige Gegenwartsliteratur. Wider ihre Verächter. Frankfurt am Main. (170 – 215) ▪ Solar, Milivoj: Laka i teška književnost U: Laka i teška književnost. Predavanja o postmodernizmu i trivijalnoj književnosti, Zagreb, 2005, S. 7-23. ▪ Sprang, Stefan (1995): Textviren zwischen elektornischen Realitätsprogrammen. Wie Literatur am Thema «Medien» ihre Gegenwärtigkeit beweisen kann. U: Christian Döring. (ur.), Deutschsprachige Gegenwartsliteratur. Wider ihre Verächter. Frankfurt am Main. (49- 82) ▪ Steiner, C.Uwe (1995): Literatur als Kritik der Kritik. Die Debatte um Peter Handkes <i>Mein Jahr in der Niemandsbucht</i> und die <i>Langsame Heimkehr</i>. U: Christian Döring. (ur.), Deutschsprachige Gegenwartsliteratur. Wider ihre Verächter. Frankfurt am Main. (127 – 170) ▪ Winkels, Hubert (1995): Vom Buch zum Hypertext und zurück. Thomas Hettches testende Texte. U: Christian Döring. (ur.), Deutschsprachige Gegenwartsliteratur. Wider ihre Verächter. Frankfurt am Main. (215 -234) 							
11. Additional literature (at the time of application of the study program proposal)							
<ul style="list-style-type: none"> ▪ Genette, Gerard (1993): Die Literatur auf zweiter Stufe. Suhrkamp, Frankfurt am Main. ▪ Žmegač, Viktor (ur.)(1988): Intertekstualnost i intermedijalnost. Division of the Science and Literature of the Faculty of Humanities and Social Sciences, University Zagreb. <p>The literature is provided in the syllabus.</p>							
12. Number of assigned reading copies in relation to the number of students currently attending the course							
<ul style="list-style-type: none"> ▪ Baron, Ulrich (1995): Abgehalftert oder Die Zeiten ändern sich mal wieder. U: Christian Döring. (ur.), Deutschsprachige Gegenwartsliteratur. Wider ihre Verächter. Frankfurt am Main. (120 - 127) Naslov 		5		18			
<ul style="list-style-type: none"> ▪ Hagedstedt, Lutz (2012): Hochkulturarroganz und Seriositätsidee. Rainald Goetz als Beobachter des FAZ – Herausgebers Frank Schirrmacher. U: Sprache und Kultur im Spiegel der Rezension. 		5		18			

¹³**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



Marian Skog-Södersved (ur.), Sprache und Kultur im Spiegel der Rezension. Frankfurt am Main. (151 -169)		
<ul style="list-style-type: none">Solar, Milivoj: Laka i teška književnost U: Laka i teška književnost. Predavanja o postmodernizmu i trivijalnoj književnosti, Zagreb, 2005, S. 7-23.	5	18
<i>** The University Library has enough copies of Mandatory and Additional literature.</i>		
<i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i>		
<ul style="list-style-type: none">Oral evaluation by students.Interviewing students (evaluation questionnaire).		



LIST OF ELECTIVE COURSES WHICH STUDENTS CHOOSE REGARDLESS OF THE YEAR OF STUDY

COURSE DESCRIPTION		
COURSE INSTRUCTOR	Full Prof. Aneta Stojić, Ph.D.	
Course name	Contrastive Linguistics	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	elective	
Year	First or Second (According to individual selection of students)	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	15+0+15
1. Course objectives		
The acquiring of theoretical basis of Contrastive Linguistics and its application in adopting a foreign language by identifying the similarities and differences between two or more languages, especially contrasting language systems of a native tongue and a foreign language. The results obtained by confronting the language systems of the native and foreign language should contribute to deepening the knowledge of a foreign language, and developing competence in translating.		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
Students will be able to do the following:		
<ol style="list-style-type: none"> 1. Define the fundamental concepts of Contrastive Linguistics. 2. Explain the genetic and typological similarities of languages. 3. Explain the similarities and differences between the native and foreign (German) language. 4. Apply the theoretical basis of Contrastive Linguistics. 5. Enumerate contrastive grammar and explain their structure. 		
4. Course content		
<ul style="list-style-type: none"> ▪ genetic and typological similarity of languages (I 2), ▪ classification of languages (I 1), ▪ language universals (I 1), ▪ contrastive grammar (I 5), ▪ levels of contrastive analysis (I 4), ▪ language contacts (I 3), 		
5. Type of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments		
7. Students obligations		

Students are required to attend classes, to actively participate in discussions, prepare and present reports, write a seminar.

8. Monitoring of student work¹⁴

Attendance	0,75	Activity in class		Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	1
Project		Continuous knowledge assessment		Report	0,25	Practical work	
Portfolio							

9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam

The total number of points awarded to a student during the course is 100, 30 of which is for presentation of the report, 40 for the research topic, and 30 points for the seminar paper. Whereas, a minimum of 50% should be achieved in each element of the evaluation.

10. Mandatory literature (at the time of submitting a study program proposal)

- Rein, K. (1983): Einführung in die kontrastive Linguistik. Darmstadt. + odabrani članci:
- Adamzik, Kirsten (2001): Kontrastive Textologie. Tübingen: Stauffenburg.
- Althaus, A. P. et al. (1980): Lexikon der germanistischen Linguistik. Tübingen: Niemeyer.
- Burger, H. et al. (2007): Phraseologie. Ein internationales Handbuch zeitgenössischer Forschung. Berlin: de Gruyter (Artikel zur Kontrastivität).
- Đorđević, R. (1982): Uvod u kontrastiranje jezika. Beograd.
- Engel, U./ Mrazović, P. et al. (1986): Kontrastive Grammatik Deutsch-Serbokroatisch, München/ Novi Sad.
- Gnutzmann, C. (1990): Kontrastive Linguistik. Frankfurt/M.: Lang.
- Helbig, G. et al. (2001): Deutsch als Fremdsprache. Ein internationales Handbuch zeitgenössischer Forschung. Berlin: de Gruyter (Artikel zur Kontrastivität).
- Hufeisen, B./Neuner, G. (1995): Angewandte Linguistik für den fremdsprachlichen Unterricht. Langenscheidt.
- Nickel, G. (1972): Reader zur kontrastiven Linguistik. Frankfurt/M.: Athenäum FischerVerlag.
- Stickel, G. (2003): Deutsch von außen. Berlin/New York: de Gruyter.
- Wegener, H. (1998): Deutsch kontrastiv. Tübingen.

11. Additional literature (at the time of application of the study program proposal)

- Depending on the topic of the report and in agreement with the professor.

12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
<ul style="list-style-type: none"> ▪ Rein, K. (1983): Einführung in die kontrastive Linguistik. Darmstadt. 	5	18

13. Quality assurance methods that ensure the acquired knowledge, skills, and competences

- Oral evaluation by students at the end of classes.
- Student survey via ISVU portal.

¹⁴**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



COURSE DESCRIPTION		
COURSE INSTRUCTOR	Assoc. Prof. Suzana Jurin, Ph.D.	
Course name	Sociolects of German Language	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	elective	
Year	First or Second (According to individual selection of students)	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	15+0+15
1. Course objectives		
<p>The acquisition of knowledge on different languages of social groups in the German cultural sphere. Insight into an elaborate and restricted(i.e. limited) language code. Developing the ability to determine the language of profession as a special sociolect. Developing skills to observe sociolect* in the framework of general theoretical linguistics and sociolinguistics, and independent and well-argued reasoning on the basis of acquired knowledge (in a form of presentation and seminar).</p> <p>* social dialect</p>		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
<p>After completing the course students will be able to:</p> <ol style="list-style-type: none"> 1. Interpret the instruments of sociolectic analysis. 2. Demonstrate terminological competence in the field of sociolinguistics and German language sociolect. 3. Apply literature related to the sociolect of German language. 4. Use the appropriate literature. 5. Orally presentation the report. 6. Prepare a written seminar on a given topic (the same theme as the oral presentation). 		
4. Course content		
<ul style="list-style-type: none"> ▪ problems of sociolect in German speaking areas from the aspect of analysis and cross-section of social levels and events (I 1-3), ▪ general theoretical overview of basic knowledge in sociolectology (not just German) (I 1-2), ▪ analysis of appearance and language codes within the known communication models (I 1-6), ▪ sociolects as a consequence of communication within different social and linguistic groups as an advantage and disadvantage (elaborated and restricted language code) (I 4-6), ▪ language of the profession as a specific sociolect (I 1-6), ▪ Professional Language Models (Internal, External and Intermediate Communication) (I 3-6). 		
5. Type of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent tasks
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments	The students prepare independent assignments outside of classes for their seminar and report content.	

7. Students obligations							
Students are required to attend classes, take an active part in discussions and complete tasks that are assigned to them for independent research. Students will independently present the results of independent research on a given topic in the form of reports (referrals), group discussions, and ultimately deliver them in the form of a seminar.							
8. Monitoring of student work¹⁵							
Attendance	0,75	Activity in class	0,5	Seminar	0,75	Experimental work	
Written exam		Oral exam		Essay		Research	1
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio							
9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam							
Students' work during the course will be evaluated and assessed in the class. Detailed development of monitoring and evaluation of students' work will be presented in the syllabus!							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> ▪ Löffler,H./Schmidt, E. (2010): Germanistische Soziolinguistik. Berlin, Broschiert. 							
11. Additional literature (at the time of application of the study program proposal)							
<ul style="list-style-type: none"> ▪ Dittmar,N./Liedtke,B.(1996): Soziolinguistik. Heidelberg, Groos Verlag. 							
12. Number of assigned reading copies in relation to the number of students currently attending the course							
Title		Number of copies			Number of students		
<ul style="list-style-type: none"> ▪ Löffler,H./Schmidt, E. (2010): Germanistische Soziolinguistik. Berlin, Broschiert. 		5			18		
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences							
<ul style="list-style-type: none"> ▪ Oral evaluation by students. ▪ Interviewing students (evaluation questionnaire). 							

¹⁵**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



COURSE DESCRIPTION		
COURSE INSTRUCTOR	Asst. Prof. Manuela Svoboda, Ph.D.	
Course name	Language Practice III	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	elective	
Year	First or Second (According to individual selection of students)	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	0+0+30
1. Course objectives		
The purpose of this course is to expand and deepen the language competence of students from Language Practice I and II courses, in the field of vocabulary of specific professions and adequate communication in demanding situations.		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
After completing the course, students will be able to:		
<ol style="list-style-type: none"> 1. Critically read and analyze a given authentic text on a particular topic. 2. Independently prepare and present vocabulary and retell and/or translate complex text in German/Croatian. 3. Acquire additional competence for critical reflection and presentation skills. 		
4. Course content		
<ul style="list-style-type: none"> ▪ Specific expressions and phrases to particular areas/provinces of the German language (I 1), ▪ aspects and processing models of authentic texts (I 1-3), ▪ processing lexicon and translation of authentic texts (I 2-3), ▪ critical evaluation, reflection and analysis of student presentations with emphasis on language and presentation skills (I 3), ▪ practicing of a new vocabulary (I 1-3). 		
5. Type of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments		
7. Students obligations		
Students must attend a minimum of 70% of classes. Students, in agreement with the teacher, should independently prepare the presentation, present it, prepare assignments for other participants, write a seminar and a critical reflection on the presentation.		
8. Monitoring of student work¹⁶		



Attendance	0,75	Activity in class	0,75	Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report	0,5	Practical work	
Portfolio							

9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam

Students' work during the course will be evaluated and assessed in the class. The total number of graded points a student can earn is 100 (activities listed in the table are evaluated). Detailed development of monitoring and evaluation of students' work will be presented in the syllabus!

10. Mandatory literature (at the time of submitting a study program proposal)

- German monolingual dictionaries (Wahrig ili Duden, latest release)
- Njemačko-hrvatski univerzalni rječnik, Nakladni zavod Globus, Zagreb, 2005. (group of authors)
- Additional dictionaries depending on the area of presentation preparation
- Authentic texts in German / Croatian
in consultation with the teacher, professional literature for preparing and presenting the presentation

11. Additional literature (at the time of submitting a study program proposal)

Additional literature is suggested by the teacher, or students who seek other sources on their own initiative, that would allow them easier understanding and mastering the material.

12. Number of assigned reading copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
▪ Dreyer/Schmitt: Lehr- und Übungsbuch der deutschen Grammatik, Verlag für Deutsch, München	5	18
▪ Svoboda, M.: Lehr- und Übungsbuch zur deutschen Syntax, Sveučilište u Rijeci, e-izdanje	Unlimited number (e-edition)	18
▪ Helbig/Buscha: Deutsche Grammatik, Langenscheidt, Leipzig	5	18

**** The University Library has enough copies of Mandatory and Additional literature.**

13. Quality assurance methods that ensure the acquired knowledge, skills, and competences

- Oral evaluation by students.
- Interviewing students (evaluation questionnaire).

¹⁶**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



COURSE DESCRIPTION							
COURSE INSTRUCTOR	Asst. Prof. Manuela Svoboda, Ph.D.						
Course name	Language Practice IV						
Study program	Double major graduate university study of German Language and Literature - General Division						
Course status	elective						
Year	First or Second (According to individual selection of students)						
ECTS credits and manner of instruction	ECTS student load coefficient	3					
	Number of hours (L+E+S)	0+0+30					
1. Course objectives							
The aim of this course is to expand and deepen the language and grammatical competence of the students, acquired in the Language Practice I and II courses in the field of syntax and application in the written and oral expression.							
2. Course enrollment requirements							
No.							
3. Expected learning outcomes for the course							
<ol style="list-style-type: none"> Critically read and analyze the given authentic text on a particular topic. Independently prepare and present vocabulary, and retell and / or translate a complex text into German/Croatian language. Acquire additional competence for critical reflection and presentation skills. 							
4. Course content							
<ul style="list-style-type: none"> Terms and phrases used in specific areas of German language (I 1), aspects of authentic texts processing (I 2-3), student presentations with independently processed lexic on authentic texts (I 1-3), contents, translation, summaries of authentic texts in German/Croatian language (I-2-3), critical evaluation, reflection and analysis of language and presentation skills (I 1-3). <p>Students will prepare and practice a new vocabulary on a given authentic text.</p>							
5. Type of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks					
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network					
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory					
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship					
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____					
6. Comments							
7. Students obligations							
Students must attend at least 70% of classes. In agreement with the teacher, students should independently prepare the presentation, present it, prepare assignments for other participants, write seminar and a critical reflection on the presentation.							
8. Monitoring of student work¹⁷							
Attendance	0,75	Activity in class	0,75	Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	

¹⁷**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



Projekt		Continuous knowledge assessment		Report	1	Practical work													
Portfolio																			
<p><i>9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam</i></p> <p>Students' work during the course will be evaluated and assessed in the class. The total number of graded points a student can earn is 100 (activities listed in the table are evaluated). Detailed development of monitoring and evaluation of students' work will be presented in the syllabus!</p>																			
<p><i>10. Mandatory literature (at the time of submitting a study program proposal)</i></p> <ul style="list-style-type: none"> ▪ German monolingual dictionaries (Wahrig or Duden, latest edition) ▪ German-Croatian Universal Dictionary, Publishing House Globus, Zagreb, 2005 (group of authors) ▪ Additional dictionaries depending on the area of preparation for the presentation ▪ Authentic texts in German / Croatian <p>In consultation with the teacher, a professional literature will be provided for preparation and the presentation.</p>																			
<p><i>11. Additional literature (at the time of application of the study program proposal)</i></p> <p>The additional literature is suggested by a teacher, or students who seek other sources on their own initiative, that would allow them easier understanding and mastering of the material.</p>																			
<p><i>12. Number of assigned reading copies in relation to the number of students currently attending the course</i></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ▪ Dreyer/Schmitt: Lehr- und Übungsbuch der deutschen Grammatik, Verlag für Deutsch, München </td> <td>5</td> <td>18</td> </tr> <tr> <td> <ul style="list-style-type: none"> ▪ Svoboda, M.: Lehr- und Übungsbuch zur deutschen Syntax, Sveučilište u Rijeci, e-izdanje </td> <td>Unlimited number (e-edition)</td> <td>18</td> </tr> <tr> <td> <ul style="list-style-type: none"> ▪ Helbig/Buscha: Deutsche Grammatik, Langenscheidt, Leipzig </td> <td>5</td> <td>18</td> </tr> </tbody> </table>								Title	Number of copies	Number of students	<ul style="list-style-type: none"> ▪ Dreyer/Schmitt: Lehr- und Übungsbuch der deutschen Grammatik, Verlag für Deutsch, München 	5	18	<ul style="list-style-type: none"> ▪ Svoboda, M.: Lehr- und Übungsbuch zur deutschen Syntax, Sveučilište u Rijeci, e-izdanje 	Unlimited number (e-edition)	18	<ul style="list-style-type: none"> ▪ Helbig/Buscha: Deutsche Grammatik, Langenscheidt, Leipzig 	5	18
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<p>** The University Library has enough copies of Mandatory and Additional literature.</p>																			
<p><i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i></p> <ul style="list-style-type: none"> ▪ Oral evaluation by students. ▪ Interviewing students (evaluation questionnaire). 																			



COURSE DESCRIPTION							
COURSE INSTRUCTOR	Assoc. Prof. Boris Dudaš, Ph.D.						
Course name	Sociocultural History of the German Speaking Area						
Study program	Double major graduate university study of German Language and Literature - General Division						
Course status	elective						
Year	First or Second (According to individual selection of students)						
ECTS credits and manner of instruction	ECTS student load coefficient	3					
	Number of Hours (L+E+S)	0+0+30					
1. Course objectives							
Familiarizing the students with the social and cultural history of the German speaking areas - creating a global image of this 1500-year-old history.							
2. Course enrollment requirements							
No.							
3. Expected learning outcomes for the course							
After attending the course students will:							
1. Explain and interpret the history of German-speaking countries.							
2. Define the aspects of socio-cultural history.							
3. Analyze the elements and aspects of socio-cultural history through oral presentation and written works.							
4. Course content							
<ul style="list-style-type: none"> ▪ History of German speaking countries (I 1-2), ▪ Socio-political and cultural historical aspects: early, high and late Middle Age; early Modern Period (Humanism, Renaissance and Protestantism), the 17th century (30 - year war), the 18th century (absolutism and enlightenment), the development of citizenship and proletariat (the 19th century and World War I), the Weimar Republic, the Third Reich, Germany, Austria and Switzerland after the World War II (I 1-3). 							
5. Type of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks					
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network					
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory					
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship					
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____					
6. Comments							
7. Students obligations							
Attendance is required for successful completion of the course. Requirement is the presence on at least 70% of the classes. A presentation must be given within agreed period. Late submissions will not be tolerated, and the sanction will be graded with an F. The seminar must be submitted within the deadline, which is the last day of the class in the semester. In case of proven plagiarism (copy-paste), the teacher will report the student to the Ethical Committee of the FFRI*. * Faculty of Humanities and Social Sciences University Rijeka							
8. Monitoring of student work¹⁸							
Attendance	0,75	Activity in class	1	Seminar	1	Exspermental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report	0,25	Practical work	

¹⁸**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.



Portfolio															
<p>9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam</p> <p>In the anticipated exam time, students will get a grade with the explanation of the results obtained and the manner of evaluation. Evaluation: ACTIVITY (40% of the final grade = maximum of 40 points): The teacher will regularly monitor and keep records of students' participation in the discussions (to participate in the discussion, it is necessary to read the assigned work).</p> <ul style="list-style-type: none"> ▪ Report- aprox. 20 minutes - (10% final grade = maximum 10 points) - it is evaluated in the following way: originality of the report (up to 6 points) and fluidity of exposure and relation to the public (max. 4 points), ▪ Seminar- minimum 18,000 characters = approx. 10 pages of text - (50% of the final grades = maximum of 50 points) - it is evaluated in the following way: <ul style="list-style-type: none"> -theme processing and its originality (50% rating = maximum 25 points) -grammatical and linguistic correctness (40% rating = maximum 20 points) -form of the seminar and the use of scientific apparatus (10% rating = maximum 5 points). 															
<p>10. Mandatory literature (at the time of submitting a study program proposal)</p> <ul style="list-style-type: none"> ▪ Gössmann, Wilhelm: Deutsche Kulturgeschichte im Grundriß. unter Mitarbeit von Monika Salmen und Melanie Florin: Grupello; http://www.grupello.de/dateien/C045.pdf (str. 1-56) ▪ Schildt, Axel/Detlef Siegfried (2009): Deutsche Kulturgeschichte: Die Bundesrepublik-1945 bis zur Gegenwart; Bonn: bpb ▪ Tennstedt, Florian: Sozialgeschichte der Sozialpolitik in Deutschland. Vom 18. Jahrhundert bis zum Ersten Weltkrieg; Göttingen: Vandenhoeck & Ruprecht http://kobra.bibliothek.uni-kassel.de/bitstream/urn:nbn:de:hebis:34-2010061633209/1/TennstedtSozialpolitikDeutschland.pdf 															
<p>11. Additional literature (at the time of submitting a study program proposal)</p> <ul style="list-style-type: none"> ▪ Glaser, Hermann: Kleine Kulturgeschichte Deutschlands im 20. Jahrhundert, Beck ▪ Grabner-Haider, Anton/ Maier, Johann/ Prenner, Karl: Kulturgeschichte des frühen Mittelalters: Von 500 bis 1200 n.Chr; Vandenhoeck & Ruprecht 2010 ▪ Hardtwig, Wolfgang (Hrsg.): Politische Kulturgeschichte der Zwischenkriegszeit 1918-1939; Göttingen: Vandenhoeck & Ruprecht 															
<p>12. Number of assigned reading copies in relation to the number of students currently attending the course</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ▪ Schildt, Axel/Detlef Siegfried (2009): Deutsche Kulturgeschichte: Die Bundesrepublik-1945 bis zur Gegenwart; Bonn: bpb </td> <td>5</td> <td>18</td> </tr> <tr> <td> <ul style="list-style-type: none"> ▪ Gössmann, Wilhelm: Deutsche Kulturgeschichte im Grundriß. unter Mitarbeit von Monika Salmen und Melanie Florin: Grupello; http://www.grupello.de/dateien/C045.pdf (str. 1-56) </td> <td>5</td> <td>18</td> </tr> </tbody> </table>							Title	Number of copies	Number of students	<ul style="list-style-type: none"> ▪ Schildt, Axel/Detlef Siegfried (2009): Deutsche Kulturgeschichte: Die Bundesrepublik-1945 bis zur Gegenwart; Bonn: bpb 	5	18	<ul style="list-style-type: none"> ▪ Gössmann, Wilhelm: Deutsche Kulturgeschichte im Grundriß. unter Mitarbeit von Monika Salmen und Melanie Florin: Grupello; http://www.grupello.de/dateien/C045.pdf (str. 1-56) 	5	18
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<p>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</p> <ul style="list-style-type: none"> ▪ Oral evaluation by students. 															



COURSE DESCRIPTION		
COURSE INSTRUCTOR	Full Prof. Aneta Stojić, Ph.D.	
Course name	Phraseology	
Study program	Double major graduate university study of German Language and Literature - General Division	
Course status	elective	
Year	First or Second (According to individual selection of students)	
ECTS credits and manner of instruction	ECTS student load coefficient	3
	Number of hours (L+E+S)	15+0+15
1. Course objectives		
Understanding the role of phraseology in the language system and understanding of phraseology as a linguistic discipline.		
2. Course enrollment requirements		
No.		
3. Expected learning outcomes for the course		
Students will be able to do the following:		
<ol style="list-style-type: none"> 1. Explain the role of phraseology in linguistics and other linguistic disciplines. 2. Define basic concepts of phraseology. 3. Categorize phraseology in the narrower and wider sense. 4. Explain the phraseological structure of the phraseme. 5. Explain the semantic structure of the phraseme. 6. Apply theoretical knowledge to selected examples of different phraseological types (independent, adjective, verbal, pragmatic). 7. Identify and apply phraseological structures. 8. Compare the phraseological structure of Croatian and German. 		
4. Course content		
<ul style="list-style-type: none"> ▪ phraseology matter (I 1, 2), ▪ concepts of phraseology (I 2, 3), ▪ phraseological structure (I 4), ▪ characteristics of the phraseme (I 5), ▪ syntactic description: stability (I 5), ▪ semantic description: idiomatic (I 5), ▪ cognitive description: adoption (I 8), ▪ phraseology from a stylistic, pragmatic, semiotic, sociolinguistic, areal and intercultural aspect (I 6, 8), ▪ fraodeidactics (I 7, 8). 		
5. Type of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments		

7. Students obligations							
Regular attendance and active participation. Prepare and present a report, write a seminar.							
8. Monitoring of student work¹⁹							
Attendance	0,75	Activity in class		Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	1
Project		Continuous knowledge assessment		Report	0,25	Practical work	
Portfolio							
9. Methods and examples of evaluating individual learning outcomes during the course and at the final exam							
The total number of points awarded by the student during the course is 100, of which 30 are for the presentation of the report and 40 points for the research topic and 30 points awarded for the seminar paper. In doing so, from each element of evaluation minimum 50% should be achieved.							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> ▪ Burger, H. (2003): Phraseologie. Eine Einführung am Beispiel des Deutschen. Berlin: Schmidt. 							
11. Additional literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> ▪ Burger, H. et al. (2007): Phraseologie. Ein internationales Handbuch zeitgenössischer Forschung. Berlin: de Gruyter. ▪ Donalies, E. (2009): Basiswissen Deutsche Phraseologie. Stuttgart:UTB. ▪ Fleischer, W. (2 1997): Phraseologie der deutschen Gegenwartssprache. Tübingen: Niemeyer. ▪ Palm, Christine (1997): Phraseologie. Eine Einführung. Tübingen: Gunter Narr. 							
12. Number of assigned reading copies in relation to the number of students currently attending the course							
Title		Number of copies			Number of students		
<ul style="list-style-type: none"> ▪ Burger, H. (2003): Phraseologie. Eine Einführung am Beispiel des Deutschen. Berlin: Schmidt. 		5			18		
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences							
<ul style="list-style-type: none"> ▪ Oral evaluation by students at the end of classes. ▪ Student survey via ISVU portal. 							

¹⁹**IMPORTANT:** With each of the ways of monitoring the students' work, enter the corresponding percentage in the ECTS points of each activity so that the total number of ECTS points corresponds to the credit value of the course. Use blank fields for additional activities.

FORM II. - DESCRIPTION OF SPATIAL AND STAFF CONDITIONS FOR THE UNIVERSITY STUDY PROGRAM

1. SPACE AND EQUIPMENT					
1.1. Higher Education Buildings					
<i>(specify existing buildings, buildings under construction and planned construction)</i>					
<i>Building identification</i>	<i>Buliding location</i>	<i>The year of construction</i>	<i>The year of extension or reconstruction</i>	<i>Total area in m²</i>	
FHSS* & FTE**	Sveučilišna avenija 4	2010	-	21020 m ²	
<i>* Faculty of Humanities and Social Sciences; ** Faculty of Teachers Education</i>					
1.2. Lecture halls					
<i>Building identification</i>	<i>Sequence number or denomination of lecture hall</i>	<i>Surface in m²</i>	<i>Number of seats for students</i>	<i>Hours of use per week</i>	<i>Rating of equipment * (1-5)</i>
Building of FHSS & FTE	F-006	218,80 m ²	198	20	5
Building of FHSS & FTE	F-104, F-105, F-140, F-141, F-204, F-205, U-231, F-232, U-238, U-239	40,30 m ²	28	40	5
Building of FHSS & FTE	F-106, F-107, F-138, F-139, F-206, F-207, U-240, U-241	71,50 m ²	68	40	5
Building of FHSS & FTE	F-230	152,00 m ²	145	30	5
Building of FHSS & FTE	F-301, F-401, F-501, F-601, F-801/802	70,30 m ²	35	40	5
Building of FHSS & FTE	F-302, F-303, U-307, U-308, F-402, F-403, F-405, F-406, F-407, F-408, F-409, F-410	67,00 m ²	30	40	5
Building of FHSS & FTE	F-348, F-450	67,50 m ²	25	35	5
Building of FHSS & FTE	F-325, F-412, F-470, F-504,	30,70 m ²	15	15	5
Building of FHSS & FTE	F-701, F-702, F-901, F-902	44,40 m ²	20	15	5
<i>* Equipment of the lecture halls contains the quality furniture, technical and other equipment.</i>					
1.3. Laboratories / practicums used in teaching					
<i>Building identification</i>	<i>Internal Label of Laboratory / Practicum</i>	<i>Surface in m²</i>	<i>Number of working places for students</i>	<i>Hours of use per week</i>	<i>Rating of equipment (1-5)</i>
Building of FHSS & FTE	F-102 (inf. classrom)	40,60 m ²	15	20	5



Building of FHSS & FTE	F-201/202	81,90 m ²	30	40	5
Building of FHSS & FTE	U-222, U-233	47,00 m ²	20	20	5

1.4. Teaching bases (workshops) for practical teaching

Building identification	Name of the Teaching base	Number of students attending a particular teaching base	The number of class hours (weekly) held in a particular teaching base

1.5. Computer classroom equipment

(provide information on computers in computer labs / practicums used in teaching)

Number of new computers (up to 3 years)	Number of computers older than 3 years	Functionality Rating (1-5)	Maintenance Rating (1-5)	Estimate of the possibility of using outside school
45	15	4	4	3

1.6. Teacher offices

Building identification	Number of teacher offices	Average surface in m ²	Rating of equipment (1-5)	Average surface area per m ² by a permanently employed teacher / associate *
Building of FHSS & FTE	150	15,00 m ²	5	1 to a maximum of 2 employees

* or the number of teachers / associates who share the teaching cabinet

1.7. A space used only for scientific and research work

Building identification	Internal label of premises or laboratory labels	Surface (m ²)	Hours of use per week	Rating of equipment (1-5)

1.8. Capital equipment

(provide information on the available capital equipment of this higher education institution, that has a purchase value higher HRK 200,000)

The instrument name (equipment)	Purchase value	Years of age

1.9. Library space and its equipment

a) provide information about the library space

Total surface (m ²)	Number of employees	Number of seats	Number of students using the library	Is there a computer database of your books and journals
Building of FHSS & FTE	5	12	1442	YED

b) provide information about the equipment of library space

Number of Titles	Number of textbooks *	Rating of books and textbooks (1-5)	Number of foreign journals	Broj naslova domaćih časopisa	Rating functionality catalog of books and magazines (1-5)	Rating of equipment (1-5)**	Rating the quality and availability of electronic content ***
76391	76391	4			5	4	3

* Number of textbooks, consider all titles regardless of the number of copies.

** Options of photocopying for teachers and students, purchasing copies from other libraries, teacher catalogs, ...

*** Electronic content implies electronic editions of books, magazines, databases, as well as catalogs of own and external libraries.

1.10. Student office

Total Surface (m ²)	Number of employees	Working hours
80,00 m ²	5	Undergraduate and Graduate Study Monday-Friday 10 ⁰⁰ - 12 ⁰⁰ Wednesday 12 ⁰⁰ - 14 ⁰⁰ Other University studies Monday & Friday 12 ⁰⁰ - 14 ⁰⁰ Wednesday 10 ⁰⁰ - 12 ⁰⁰ Tuesday and Thursday 12 ⁰⁰ - 17 ⁰⁰

2. DESCRIPTION OF THE STAFF CONDITIONS

2.1. List and load of employed teachers participating in the study program performance	Table 2.1
2.2. List and load of external collaborators participating in the study program performance	Table 2.2
2.3. Analysis of coverage of the study program by the teaching staff in the higher education institution, compared to the total number of teachers needed for the study program (in%)	100 %
2.4. Curriculum Vitae of employed teachers and associates participating in the Study Program Performance ²⁰	Attached 1
2.5. The optimal number of students who can enroll in the study program in terms of spatial and human resources	18

²⁰ **IMPORTANT:** If a teacher is not employed in a higher education institution proposes a study program, the following written statements are attached:



<i>The list and staff qualifications from institutions under item 1.4. who will participate in the activities (teaching, research and professional) of the study program</i>	Table 2.6
2.7. <i>Student and teacher ratio</i>	Table 2.7



Table 2.1

List and load of employed teachers participating in the study program performance

TEACHERS EMPLOYED IN HIGHER EDUCATION												
Scientific-teaching profession	Name and Surname	Course	Semester	Plan			Performance			Average Hours	Total load on the study program	Total load at a higher education institution
				L	E	S	L	E	S			
FULL TIME PROFESSOR	Aneta Stojić	Pragmalinguistics and Sociolinguistics	1.	15	0	15	15	0	15	52,5	210	375
		Intercultural Communication	2.	15	0	15	15	0	15	52,5		
		Contrastive Linguistics		15	0	15	15	0	15	52,5		
		Phraseology		15	0	15	15	0	15	52,5		
ASSOCIATE PROFESSOR	Suzana Jurin	Cognitive Linguistics	3.	15	0	15	15	0	15	52,5	105	322,5
		German Language Sociolects		15	0	15	15	0	15	52,5		
	Boris Dudaš	Literary Criticism	3.	0	0	30	0	0	30	45	90	442,5
		Socio-Cultural History. G.S.A.		15	0	15	15	0	15	52,5		



ASSISTENT PROFESSOR	Petra Žagar-Šošarić	Contemporary German Literature	1.	15	0	15	15	0	15	52,5	105	322,5
		Literature and Multimedia	3.	15	0	15	15	0	15	52,5		
	Manuela Svoboda	Language Practice I	1.	0	0	30	0	0	30	45	180	390
		Language Practice II		0	0	30	0	0	30	45		
Language Practice III			15	0	15	15	0	15	52,5			
Language Practice IV			15	0	15	15	0	15	45			
Sr. Asst.	Nataša Košuta	Multilingualism and Multiculturalism	1.	0	0	30	0	0	30	45	45	315



Table 2.7

Teachers-students ratios

<i>Total number of teachers and students Table</i>						
		<i>Year od University study program</i>				
		<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>	<i>5.</i>
1.	Total number of teachers	6	6	6	6	6
1.1.	Full time employed teachers	6	6	6	6	6
1.2.	30% contractual relationship	0	0	0	0	0
1.3.	50% contractual relationship	0	0	0	0	0
2.	Total number of regular students	18	18	18	18	18
2.1.	With the support of the MSE	18	18	18	18	18
2.2.	Self-financing of students					
3.	Total number of part-time students	0	0	0	0	0
4.	Total number of students (2 + 3)	18	18	18	18	18

Note: The enrollment quota on the existing undergraduate and graduate German language and literature study program - the teaching division holds 63 spots and with the purpose of justification and adequacy of this program part of the quota is reassigned.



FORM III. - FINANCIAL ANALYSIS OF THE HIGHER EDUCATION INSTITUTION

1. TABLE OF INCOME AND EXPENDITURES OF THE HIGHER EDUCATION INSTITUTION						
		Year od university study program				
		1.	2.	3.	4.	5.
1.	Operating income (total)	45.886.154	46.935.745	46.935.745	46.935.745	46.935.745
1.1.	Donations of legal and natural persons within the state					
1.2.	Donations of legal and natural persons outside the state	1.030.000	1.140.000	1.140.000	1.140.000	1.140.000
1.3.	Property income	40.000	39.652	39.652	39.652	39.652
1.4.	Revenues from administrative fees and by special regulations	4.073.048	4.200.000	4.200.000	4.200.000	4.200.000
1.5.	Own revenues (revenues realized by doing business on the market)	187.000	204.000	204.000	204.000	204.000
1.6.	Revenues from the budget for financing the regular activities of budget users	40.556.106	41.352.093	41.352.093	41.352.093	41.352.093
2	Business expenses	45.886.154	46.935.745	46.935.745	46.935.745	46.935.745
2.1.	Expenditures for employees (personal income, contributions and other expenses)	35.912.010	36.602.298	36.602.298	36.602.298	36.602.298
2.2.	Material expenditures (employee fees, material, energy, servise expenses and other expenses)	9.089.036	9.432.325	9.432.325	9.432.325	9.432.325
2.3.	Financial expenses (interest and other financial expense)	40.638	40.942	40.942	40.942	40.942
2.4.	Subsidies					
2.5.	Compensation to citizens and households on basis of insurance and other fees	20.000	20.000	20.000	20.000	20.000
2.6.	Other expenses	15.000	15.000	15.000	15.000	15.000
3.	Surplus / deficit of business income (1-2)					
3.1.	Income from sale of financial assets and credits					
3.2.	Expenditures for the acquisition of nonfinancial assets (construction objects, installation, equipment, transport equipment, books, etc.)	809.470	825.180	825.180	825.180	825.180
4.	Surplus / deficit of non-financial assets (3.1.-3.2.)					
4.1.	Receipts from financial assets and credits					
4.2.	Expenditure on financial assets and loan repayments					
5.	Surplus / deficit of a receipt from financial assets and liabilities (4.1.-4.2.)					
6.	Total revenues and receipts	45.886.154	46.935.745	46.935.745	46.935.745	46.935.745
7.	Total expenditures and expenditures	45.886.154	46.935.745	46.935.745	46.935.745	46.935.745
8.	Excess / loss of revenue and receipts					



2. TABLE OF FINANCIAL SOURCE FOR THE STUDY PROGRAM						
		Year od University study program				
		1.	2.	3.	4.	5.
1.	State				5.500,00	5.500,00
1.1.	Budget of the MSES					
1.2.	Other competent ministries and state institutions					
1.3.	Local and Regional Self-Government Units					
2.	Own revenue					
2.1.	Tuition fees					
2.2.	Research projects					
2.3.	Publishing activity					
2.4.	Other business activities					
3.	Donations					
4.	Other					
5.	Total (1+2+3+4)				99.000,00	99.000,00

Note: The enrollment quota on the existing undergraduate and graduate German language and literature study program - the teaching division holds 63 spots, and with the purpose of justification and adequacy of this program, part of the quota is reassigned. The amount budgeted to HRK 99,000.00, is reassigned from the funds allocated for the existing undergraduate and graduate university study programs of the German language and literature/Teaching division.



FORM IV. - QUALITY ASSURANCE AND MONITORING OF THE SUCCESSFUL PERFORMANCE OF THE STUDY PROGRAM

1. Description of the evaluation procedures to evaluate / monitor the quality of the performance of the study program (for each procedure it is necessary to detail the method, specify the instructors, the manner of results and information analysis, and the implementation schedule)
<i>1.1. Procedures for evaluating the work of teachers and associates</i>
The procedure of evaluation of teaching quality is analog to the one used in the evaluation of teaching in all regular university studies at the Faculty of Humanities and Social Sciences, University of Rijeka. Evaluation process is conducted by the Committee for improvement of the Quality of the Faculty of Humanities and Social Sciences, University of Rijeka in the last week of teaching a particular course, but before carrying out the final exam. (See: Rulebook on the Quality Assurance System at the Faculty of Humanities and Social Sciences, University of Rijeka).
<i>1.2. Methods for monitoring the evaluation procedures of studying outcomes and compliance with the outcome of</i>
Course teachers are familiar with the assessment procedures according to the Regulations on the Undergraduate and Graduate studies, Faculty of Humanities and Social Sciences, University of Rijeka (2009). They participated in a workshop on 24.01.2019 regarding evening out of the outcomes with the course contents. They participated in educational programs, and future employees will be educated on the evaluating process. The Learning Outcomes Manual is available to the teachers. Accordingly, assessment procedures have to be listed and described in the syllabus for each course. Head of Department will periodically analyse the syllabus (before the start of the academic year) and inform teachers, if there is a need, on necessary procedures of audit.
<i>1.3. Procedures for adjustments of assigned ECTS credits with realistic estimation of student load</i>
The teachers are familiar with the methods of assigning ECTS credits in accordance with the permitted workload of students. Accordingly, the methods of assigning ECTS credits within each individual course must be referred to and described in the syllabus for each course. Head of Department will periodically analyse the syllabus (before the start of the academic year) and inform teachers, where there is a need for revision, on necessary procedures in the audit. These teachers are required to submit their observation within one week of the received notification.
<i>1.4. Procedures for evaluating the availability of appropriate resources (physical, human, information) to the learning and teaching process</i>
Before the start of the academic year, a feasibility analysis for the launching of graduate studies programs, will be performed. The provisions of legal documents that direct and regulate the start of graduate studies in the RC (MEP, ASHE), will apply. The library fund will be regularly monitored and improved for graduate studies and students research necessities. The Committee of the Council for the German Languages and Literature will make an analysis, in collaboration with a Vice-Dean for General Affairs / Vice-Dean for Science.
<i>1.5. The procedures for evaluation of student support (mentoring, tutoring, counseling) and student-centered learning and teaching</i>
/
<i>1.6. Procedures for monitoring student success / failure</i>



In addition to the application of all standard and the above-mentioned methods of monitoring the success of students, a survey will be conducted for each course upon its completion, on the quality of the course performance and its relevance for the entire study program, or for the acquisition of professional competencies.

1.7. Procedures for receiving (feedback) information from external participants (alumni, employers, the labor market and other relevant organizations)

The cooperation with employers (tour operators, companies, tourist boards, cultural and artistic institutions, museums) will be intensified in order to monitor the current problems in the economic and tourism sectors, which requires new professional approaches and solutions (harmonization of university graduate study programs in German Language and Literature -General Division, with market needs as well as improving and intensifying the practice already during the study).

Information on the progress of students in the professional career will be monitored by alumni.

1.8. Other important evaluation procedures - in the opinion of the proposer

The quality and usefulness of acquired competences for the execution of regular activities in the classroom will be evaluated periodically. The program will continuously improve in light of new scientific knowledge in relevant scientific disciplines and based on the research results of the labor market needs (a periodical surveying of students' opinions on acquired competences and demands of jobs is planned).

2. Description of procedures for the quality improvement monitoring of the study program

2.1. The plan of action in accordance with the results of the evaluation procedures

The results of the evaluation of teaching quality will be analyzed each year. Teachers whose evaluation results do not meet quality standards will be sent for a conversation with the Head of Department.

After a periodic analysis of the syllabus, those teachers who are deemed in need of revising the same, will be required to revise the documents in accordance with the received recommendation within a month.



2.2. Procedures for monitoring the effectiveness of action in accordance with the results of the evaluation procedures

The efficacy of acting according to results of evaluation procedures will be monitored using the following methods: the efficacy of action recommendations made upon evaluation procedures will be conducted by the Head of Department. In accordance with the results of the evaluation by participants, the Head of Department will, together with the Council departments, improve, amend and modify the program in accordance with the needs, which resulted from the students evaluations.

3. Analysis of the successful cooperation with the external partners

3.1. Description of procedures for monitoring participation and cooperation on international projects

It will be possible for students to apply and receive credit for participating in prominent scientific or professional international projects and other extracurricular activities, with the aim of recognizing ECTS credits in the part of the program that can be linked to acquired competences on these projects.

3.2. Description of procedures for monitoring the success of participation in students' mobility programs

Monitoring of the successful participation in students' mobility programs will be conducted through the procedures of recognition of ECTS credits acquired at other related institutions.

3.3. Description of the monitoring process and evaluation of the students' participation at scientific, professional conferences, and other extracurricular activities

It will be possible for students to apply and receive credit for participating in prominent scientific or professional conferences, professional, domestic and international projects and other extracurricular activities, for the purpose of ECTS credits recognition in the part of the programs related to elective courses, i.e. the part of the program that can be linked to the acquired competences on the mentioned activities.

4. Description of the method for quality improvement monitoring of the study program

Users will be informed in the following ways:

For the program of the Double major graduate university study in German language and literature - General Division, there is a great interest, therefore the potential candidates can receive information about the possibilities of the study using the following link <http://germanistika.uniri.hr> within the web pages of the Faculty of Humanities and Social Sciences, <http://www.ffri.hr>, and the internet portal "Postani student" <http://www.postanistudent.hr>.

All relevant information about the program can also be found on the advertising boards of the Faculty of Humanities and Social Sciences of the University of Rijeka and of the Department of German Language and Literature, as well as at the Secretary's Office.