




Graduate university study

PLAN AND PROGRAM
PROPOSAL
FOR DOUBLE MAJOR
GRADUATE UNIVERSITY TRANSLATION STUDY



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



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FORM I - STUDY PROGRAM DESCRIPTION

General information	
1. Name of the study program	Double major graduate university translation study
2. Study program holder	Faculty of Humanities and Social Sciences in Rijeka
3. Study program performer	Faculty of Humanities and Social Sciences in Rijeka Department of English Language and Literature Department of German Language and Literature Department of Croatian Language and Literature Department of Italian Language and Literature
4. Study program area	Humanities, field of philology
5. Program study type	University
6. Study program level	Graduate study
7. Study program duration (mention if there is a possibility of attending classes during working hours – part-time study, distance learning)	Graduate study, in duration of 4 semesters (2 years)
8. ECTS-credits – the least amount of credits necessary for a student to complete a study program	120
9. Academic /professional title obtained with a completed study	Master of translatology: translator
10. Name and qualification code in the HKO (Croatian Qualifications Framework) Register for which a program meets the requirement of minimal mandatory learning outcomes (if applicable) ¹	<p>The learning outcomes of the proposed study program are developed according to the outcomes listed in the Request for Enrollment of Qualifications and Occupation Standards (A proposal of title of occupation standards: translator) proposed to the XXV Philology Sectoral Council.</p> <p>The proponent of the request for entry of standards of a translator occupation is the Faculty of Humanities and Social Sciences in Zagreb (Ivana Lučića 3, Zagreb, MB: 3254852, OIB (ID): 90633715804).</p> <p>The proposal of the title qualification standards corresponds to the qualification of this program: Master of translatology: translator. The title and code of occupation or related profession from the National Classification of Occupations is "2643 Translators " (2016).</p> <p>The proposal of the occupation and qualifications standards as a part of the report on the implementation of the above project has been submitted to the Organizational Unit for Management of Structural Instruments (DEFECO) of the Agency for Vocational</p>

¹ An entry according to Request for program compliance verification - Ar. 34 [Rulebook on HKO Register](#) (NG, 62/2014)

	Education and Training and Adult Education (ASOO) which is evident from the following link: http://www.kvalifikacije.hr/sites/default/files/documents-publications/2018-06/1%20%20IPA%20i%20ESF%20Projecti VO razvijeni%20SZ%20i%20SK s%20poveznicama DEFKO 28.6 0.pdf
11. Reasons for the study conduction:²	
11.1. Labor market needs YES(yes/no)	
11.1.1. Name and code of occupation standard in HKO (Croatian Qualifications Framework) for which the program educates (if applicable) /	
11.1.2 An estimation of purposefulness with regard to the needs of the labor market in the public and private sector (strategic foundation, foundation based on selected labor market indicators and compliance with the requirements of professional associations).³	
<p>The purpose of the double major graduate university translation study stems from the need for staff of this profile in almost all activities, both in the public and private sector (mediation in the international context, economy, culture, politics, tourism, media, research ...). Due to the great interest of economic partners from the European Union, it is thought that this study could become a source for staff that would respond to the more complex demands of a European-oriented social reality, as well as the specific needs of particular market segments.</p> <p><i>Competences in the field of translation activity have their purposefulness and foundations in the business world, economy, art, communication, contemporary technologies, legal profession, institutional context, international relations.</i></p> <p><i>The proposed study ensures the acquisition of competences required for work in all workplaces that imply written translation - from companies operating internationally to international institutions, such as the European Union institutions.</i></p>	
11.2. Continuance of education (yes/no)YES	
11.2.1.Names of higher qualifications level where education continuance is possible (name and codes of qualification standards in the HKO Register if applicable)	
<p>This qualification provides the opportunity for further education in specialized translation studies, as well as in postgraduate doctoral studies in linguistics, and related postgraduate and specialized studies. Such a study is, for example, Postgraduate Specialized Translation Study (University of Rijeka, Faculty of Humanities and Social Sciences in Rijeka, academic title University specialist translator.</p>	
11.3. Other needs of individuals and society yes(yes/no)	
11.3.1. Explain how the program contributes to meeting other social needs and needs of the individual, or serves to the well being and benefits that are not only interest-oriented and profit-driven, and contribute to the personal development, freedom, independence, and creativity of an individual	

² The foundation of the study program is proven in relation to the qualification role that is achieved by completing the study, it is possible to select one or more reasons (necessities of labor market, continuance of education, other needs of an individual)

³The strategic foundation is proven by inviting to relevant sectoral strategies and other strategical relevant documents. Foundation based on the chosen labour market indicators it is shown in analysis of current and former supply and demand, that is projecting the supply and demand for a particular qualification in the future (professional base is possible totake from the [HKO portal](#))

Knowledge of foreign languages and interlingual mediation of competences brings a number of advantages, from acquiring new knowledge, meeting of new cultures, learning about diversity, to competitiveness in the labor market. The double major graduate university translation study enables students to acquire knowledge and develop skills in a stimulating environment. From personal development skills, focus is on time and priority management, personal goals management, mental mapping, creative and analytical thinking, and self-presentation skills. The effective communication and work performance management skills are developed, and generally a need for education as one of the basic social needs.

11.3.2. Connection with a local community (economy, entrepreneurship, civil society,...)

The linguistic and cultural profiling is in line with the growing need for a highly educated professional staff.

The study corresponds to the needs of the local community, primarily in the field of economics and social development. This means staff training for work in international companies where there is a need for knowledge of foreign languages and culture and mediating among them as one of the key factors.

The Faculty of Humanities and Social Studies in Rijeka, which aims to achieve a high level of study quality and internationalization as one of the fundamental strategic goals of the University of Rijeka, tries with its program to adopt and strengthen European standards and needs arising from a dynamized international labor market. The market has its base and logistics in the entire area of the Primorsko-Goranska County, to which, due to its exceptional geopolitical position, a large economic and labor force gravitates, which has a great potential especially in tertiary and other economic activities.

This is also a part of the Alps-Adriatic area, where knowledge of German, Italian, and Croatian languages is one of the basic competences in mediation in general, and knowing English as a global language gives it an additional quality.

The double major graduate university translation study also excels using specific methodological perspectives, critical knowledge, education in sectoral languages and languages of the profession, and interculturality and development of intercultural sensitivity in the context of today's globalization processes. It provides an opportunity to acquire an individualized educational profile with a polyvalent vertical that will be tailored to the new needs of a dynamized international labor market. In addition to higher education institutions and scientific institutes, there are great demands for such educational profiles in all institutions that are involved in the overall life of the community. The study enables the adoption and development of a wide range of professional skills needed to carry out diverse activities in different social areas, especially in economy, where knowledge of foreign languages is necessary. These skills can be achieved in public and private, but also in civil sector, civil society institutions as one of the important forms of social activity. In this way, the academic community turns to the local, which recognizes the local, regional, and social importance of the University.

11.4. List potential partners outside of the higher education system who expressed interest in the study program

Preliminary conversations showed the interest of the subjects from the business segment (various companies where there is a need for our students' services through internship or they are offered the possibility of scholarships for future employment). It is primarily from translation agencies, but also from touristic communities and agencies, cultural institutions, economic and legal entities, and from the academic community (University of Trieste, Graz, Klagenfurt, Ljubljana, Maribor, Krakow, Skopje ...).

12. Comparability of a study program with similar programs of accredited higher education institutions

in the Republic of Croatia and the EU (state and explain the comparability of two programs, out of which at least one from the EU, with the program being proposed, and specify the web pages of the program)

A program of Double major graduate university translation study at the Faculty of Humanities and Social Studies in Rijeka it is comparable with the following study programs:

- English language and literature graduate study , translating division, Faculty of Humanities and Social Sciences in Zagreb
(<https://theta.ffzg.hr/ECTS/Studij/Index/1146>),
- German language and literature graduate study – translating division, Faculty of Humanities and Social Sciences in Zagreb
(http://www.ffzg.unizg.hr/german/cms/index.php?option=com_content&task=view&id=1523&Itemid=222),
- Italian language and literature translating study, University of Zadar
(<http://www.unizd.hr/Portals/14/PREVODITELJSKI%20-%20202.pdf>),
- MA Uebersetzen, Institut fuer theoretische und angewandte Translationswissenschaft, Karl-Franzens Universitaet Graz (<https://translationswissenschaft.uni-graz.at/de/studieren/studienangebot-am-itat/ma-uebersetzen/>),
- Masterstudium Translation, Universitaet Wien
(<https://transvienna.univie.ac.at/studium/masterstudium-translation/>),
- Translating (MA), Faculty of Humanities and Social Sciences in Ljubljana
(<https://prevajalstvo.ff.uni-lj.si/studij/prevajanje-ma>)
- Prevodoslovne študije – angleščina i Prevodoslovne študije – nemščina, Univerza v Mariboru, Oddelek za prevodoslovje (<http://www.ff.um.si/oddelki/prevodoslovje/studijski-programi.dot>),
- Corso di Laurea Magistrale in traduzione specialistica e interpretazione di conferenza
(<https://iuslit.units.it/it/node/9850>)

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

The suggested program of the Double major graduate university translation study is in line with all 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, which enables students to be educated according to their or market needs),
2. Efficient connecting with prominent centers of excellence from the academic and wider community both in research and in professional terms,
3. Stimulating and expressing of entrepreneurial energy of the University, students and the local community,
4. The propulsive inclusion of the proposed program into the social, economic, and inward development of the wider community, especially from the perspective of its inclusion in all segments of international cooperation and international development,
5. Active inclusion through mobility programs, mobility of students and professors in the European higher education area.

The proposal of the Double major graduate university translation study is in line with the the University of Rijeka's Strategy as the originator for economic development and a relevant partner and subject that provides a two-way transfer of technology and knowledge, a key factor in the transition of the region into a knowledge-based society and the originator of cultural development of the region and the University of Rijeka, as a functionally integrated university and a flexible and dynamic university that

meets market and public needs.

(The Development Strategy of the University of Rijeka 2014 - 2020 (2014), University of Rijeka, pp. 20-27).

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

The study is fully adapted to the standards and spirit of mobility found in the foundations of the Bologna process. The structure of the study and the ratios of ECTS credits allow for increased mobility at the Faculty and University level for which the standards for allocation of ECTS credits are agreed upon, as well as the ratios of compulsory and elective contents, on the level of interinstitutional and international mobility. The Bologna process provides for the possibility of longer and shorter periods of study at other institutions whose organization complies with the standards related to the process of harmonization of higher education within the European University Area (EUA). Therefore, after the two-year Graduate Translation Study, the possibility of continuing education opens within the country and abroad.

15. Conditions of the study enrollment and the selection process

Conditions of enrollment to the Double major graduate university translation study are completed :

- undergraduate double major study of English language and literature, German language and literature, Croatian language and literature or Italian language and the literature in the country or abroad (in a combination of two of the above mentioned study divisions); obtained 180 ECTS credits,
- Undergraduate single major study of English language and literature, German language and literature, Croatian language and literature or Italian language and literature in the country or abroad (in a combination with some other study division); obtained 180 ECTS credits,
- undergraduate single major study of English language and literature, German language and literature, Croatian language and literature or Italian language and literature in the country or abroad; obtained 180 ECTS credits,
- related (undergraduate) study; obtained 180 ECTS credits,
- basic general philological knowledge,
- basic IT skills at user level.

All applicants have an entry exam. A special committee will discuss the conditions for enrollment and entry exams.

A basic requirement for enrolling in the Double major graduate university translation study is active knowledge of English, German, Croatian and(or) Italian languages according to the Common European Framework of Reference for Languages at B2 level.

Since the study is double major, there are following limitations in choice:

- It is possible to enroll in the study only in combination with other neophilology translation division offered or with a general module. For foreign languages offered within the general module, it is not necessary to know them first.

16. The study program learning outcomes

The learning outcomes on the proposed study program are made according to the outcomes listed in the Request for the Enrollment of Qualification and Occupation Standards (A Proposal title of the occupation standard: translator) proposed to the XXV Philology Sectoral Council. The proponent of the

request for entry of standards of a translator occupation is the Faculty of Humanities and Social Sciences in Zagreb (Ivana Lučića 3, Zagreb, MB: 3254852, OIB (ID): 90633715804).

The proposal of the title qualification standards corresponds to the qualification of this program: Master of translatology: translator. The title and code of occupation or related profession from the National Classification of Occupations is "2643 Translators " (2016).

The proposal of the occupation and qualifications standards as a part of the report on the implementation of the above project has been submitted to the Organizational Unit for Management of Structural Instruments (DEFECO) of the Agency for Vocational Education and Training and Adult Education (ASOO) which is evident in the following link:

<http://www.kvalifikacije.hr/sites/default/files/documents-publications/2018-06/1%20%20IPA%20i%20ESF%20Projecti%20VO%20razvijeni%20SZ%20i%20SK%20s%20poveznicama%20DEFECO%208.6%200.pdf>

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

List of compulsory learning outcomes:

1. describe the main translatory theories,
2. identify and describe basic lexicology theories,
3. list basic terminological principles (in lexicographic terms),
4. use analytical instruments for the description of bilingual lexicography,
5. distinguish types and techniques of written translation,
6. apply translation knowledge and skills,
7. use the acquired thematic knowledge,
8. apply source searching skills (info-mining),
9. translate the text from the initial to the target language in accordance with the requests and needs of the target user,
10. apply appropriate translation strategies and procedures,
11. explain the translation choices procedures and strategies applied,
12. evaluate translated texts from a linguistic and cultural point of view,
13. distinguish, follow, and respect the differences in the field of mediation between languages and cultures,
14. accept and respect multilingual and multicultural relations in the European and wider context and adapt to them,
15. check again the translated text with a critical review of it,
16. specify, describe, explain and apply the rules of ethical code of professional translation.

List of elective learning outcomes:

1. encourage, evaluate, and create a relationship between personal and team responsibilities for strategic decision making and successful implementation and execution of tasks in unforeseen conditions,
2. draw attention to social and ethical responsibility during the performance of tasks and their evaluation and analysis, encourage and follow it,
3. apply and follow ethical principles of the translation profession,
4. identify and effectively address problem solving during translation work,
5. adapt to and act in new situations,
6. apply acquired knowledge and skills in independent and team work,

7. develop the aspiration for lifelong learning and further education in the field of own activity,
8. apply the principles of rational decision-making,
9. develop and apply principles of ethics of criticism and self-critical approach to own work,
10. formulate, develop, and use criteria for assessing and retaining the appropriate quality level of the working process and its results,
11. develop the ability to permanently motivate own work environment as a stimulating environment,
12. analyze and synthesize the found information, appropriately processed and obtained from different sources,
13. generate and support decision-making, persistence, and accountability towards business tasks,
14. link the translation activity with acting in accordance with social responsibility and civic awareness,
15. demonstrate the ability to use information and communication technologies,
16. develop creativity when working on translation tasks,
17. plan and manage projects,
18. plan and manage time.

A list of key competences after the completed study program is in line with the outcomes listed in the Request for Enrollment of Qualification and Occupation Standards (A Proposal title of the occupation standard: translator) proposed to the XXV Philology Sectoral Council. The proponent of the request for entry of standards of a translator occupation is the Faculty of Humanities and Social Sciences in Zagreb (Ivana Lučića 3, Zagreb, MB: 3254852, OIB (ID): 90633715804), 2016 which are specified in the following areas: written translation, terminology management, translation editing, pre-and post-editing of computer translated texts, translation for audio-visual media, concise translation, translation of fictional and publicistic texts, localization of software and web sites, court interpreter jobs - certified translations, preparation of texts for translation, text formatting, translation project management, self-organization, planning and decision making, business management, communication with contracting parties and colleagues, administrative business communication, promotion of services.

16.2. Multidisciplinarity / Interdisciplinarity of the Study Program

The multidisciplinarity and interdisciplinarity of the Double major graduate university translation study is already visible from its very structure as interdepartmental study at the higher education institution in the Republic of Croatia, which is one of its specialties, as well as the contents of the Program of the courses represented. In some parts of the Program, emphasis is placed on content that can be studied through multiple aspects. As part of the teaching of translation exercises for each of the program's covered foreign neophilologies, the possibility of multidisciplinary and interdisciplinarity approaches are opened from the selection of texts for mediation between languages and cultures. Multidisciplinary and interdisciplinarity approach within the Program is reflected in the offer and content of the elective courses.

17. When applying for a degree program, indicate the undergraduate study programs of the proposer or other institutions in the Republic of Croatia from which the enrollment of the proposed graduate study program is allowed

The enrollment to the proposed graduate university program is possible after completed :

- undergraduate single or double major study of English language and literature, German

language and literature, Croatian language and literature or Italian language and literature in the country or abroad,

- foreign undergraduate translation study with a combination of offered languages,
- undergraduate study of other divisions within the country or abroad with a condition of passing an entry exam which proves possession of knowledge and competencies for the selected languages at B2 level according to CEFR standards.

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

Table 1 (attached)

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

Table 1 (attached)

20. *Description of each course* (Appendix: Table 2)

Table 2 (attached)

21. *Structure and rhythm of the study and students' obligations*

Descriptions of all compulsory and elective courses of the double major graduate university translation study are provided. The university's double major graduate translation study consists of a combination of two out of four modules (English language and literature, German language and literature, general module, and Italian language and literature). The study can be enrolled as double major, as a choice between two study combinations - two foreign philologies or one foreign philology and the general module. Therefore, there are two versions of the Double major graduate university translation study. The general module is based on Croatian studies content, and within this option, knowledge of Polish or Macedonian languages and culture is acquired. Learning of these two languages begins with the initial level of knowledge of a foreign language according to the Common European Framework of Reference for Languages. With a completion of the study, the competences in translation for these two languages will be met, which will equal to the C level of the European Union institutions.

This study program offers a choice of graduate studies according to the interests and competences of the participants, and it opens up the possibility for their profiling within a role that is distinguished by features that are important for the competitiveness of the labor market. The compulsory courses include contents that make up the basic structure of the translation theory and enable the development and acquisition of interlingual mediation skills in written form within the teaching of translation exercises, and courses with a goal to acquire new knowledge and standardize the existing knowledge about the norms of Croatian standard language (the importance of these knowledges and their active application in practice of written translation is big and indisputable). The position of the compulsory courses is fixed in the study program due to their mutual conditionality, as well as the accepted principles of curriculum development of translation studies (diachronicity, synchrony, graduation, sequence functionality) and distribution of the compulsory contents according to semesters of study. The compulsory courses program is divided into first and second year of the study program. The list of compulsory courses differs depending on whether the study combines two foreign-language neophilological modules, or whether one of them is combined with the general module. In a double major study with a combination of two foreign-language neophilologies in the first three semesters, one of the compulsory courses is *Norm and the Croatian Language Use* (numbered 1, 2, 3, respectively, to the corresponding semester). In a double major study a course of this type is in

combination of a one foreign neophilology with the general module in the first semester of the study year called *Croatian Language in Translation*.

The principle of choice is achieved by choosing elective courses. In each of the modules, several elective courses are offered, in the second, third, and fourth semester of the study. In this way, the possibility of choice is further improved with the aim of achieving a personalized study, with a secured stable professional foundation on the compulsory courses level. The activation of a particular elective course for each academic year is agreed upon with its holder and in accordance with its current work load, and along with that the choice principle of the proposed study program is constantly being followed.

Literature lists on compulsory and elective courses will be updated on a regular basis and the current list of literature for each course within the framework of the Double major graduate university translation study is presented in the syllabus for each academic year.

During the selection of courses, students are provided with advisory support (ECTS coordinator and supporting infrastructure at the level of all four departments involved in study and faculty). The pace of the study is determined by the years of the study program and the semesters. The academic year consists of two semesters. The Double major graduate university translation study lasts 2 years or 4 semesters, and it carries a total of 120 ECTS credits. In each semester a student must acquire at least 30 ECTS credits.

The Double major graduate university translation study finishes with passing of all the exams and writing of the final thesis. In this function, the Program offers *Final Thesis* course in which a student chooses the topic of his/her final thesis in co-operation with a mentor. The final thesis topic is selected based on student's own interests during the fourth semester. It is anticipated that the topic of the final thesis is a concrete task related to translation, while conducting research and reflection on the same.

In the education of students, the 3 + 2 model unit is primarily applied, enabling students to apply scientific and professional achievements in different segments of the public sector and acquire the ability and competencies of further scientific development and work in scientific-research and higher education institutions. Qualifications at the end of this study offer the possibility of continuing education in postgraduate doctoral studies with emphasis on translation and related specialist studies.

21.1. Enrollment requirements for the next semester or trimester with a reference to the subject matter to which the terms apply

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

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

Teaching of foreign language neophilology modules (English language and literature, German language and literature, Italian language and literature) is performed in a foreign language according to its native name, except for the course *Norm and the Croatian Language Use 1, 2 and 3*, which are with its content and goals related to Croatian language. Teaching of the General Module is held in Croatian language, which is kept in equal proportion with the foreign language (it is assumed to be targeted) in use and in the teaching of translation exercises.

21.3. Conditions for recognition of courses passed on another study program

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

21.4. Number of ECTS credits that can be achieved within national and international mobility

The transfer of ECTS credits can be done between different translation studies. The criteria and conditions for the transfer of ECTS credits are laid down in the Statute of the Faculty of Humanities and Social Studies in Rijeka, by the Rulebook on Studying of the University of Rijeka, and by special agreements between higher education institutions.

22. Completing the study

The Double major graduate university translation study finishes with passing of all the exams and writing of the final thesis. *Final thesis writing* course is in function of the final thesis writing, in which a student chooses the topic of his/her final thesis in co-operation with a mentor. This ensures quality, continuity of study, and efficiency of studying is increased.

By completing the given obligations and completing of the Double major graduate university translation study, the participants will acquire the academic title master of translatology: translator.

The obtained title after the completed study program is in line with a proposal title of the qualification standards according to the Request proposed to to the XXV Philology Sectoral Council, and elaborated within the HKO project of the Croatian Qualifications Framework for university programs. The proposal title of the qualification standards corresponds to the qualification of this program: Master of translatology: translator. The name and code of occupation or related profession from the National Classification of Occupations is "2643 Translators " (2016).

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

A student can apply for a final thesis after completing all the obligations provided by the study program and after passing all the exams.

22.2. Writing and preparing of a final/graduate thesis

A final thesis is prepared in accordance with the recommendations set out in the Rulebook of Studying at Undergraduate and Graduate Studies of the University of Rijeka, Faculty of Humanities and Social Sciences in Rijeka, Rulebook on Final Thesis, and Graduate Exam on University Graduate Studies at the Faculty of Humanities and Social Sciences in Rijeka.

22.3. Procedure for validation of final / graduate examination and evaluation and final / graduate thesis oral presentation

A final thesis mentor approves the topic selection, the design, and final procedures to evaluate the final thesis. The Committee for Thesis Evaluation (consisting of a Chairperson of the Committee, and two members, one of which is also a mentor) receives a written form of the final thesis. The oral examination of the final thesis includes a student activity in the form of oral elaboration of the topic before the committee, and answering their questions. Based on the written version of the final thesis and the oral examination, the committee determines the final grade of the final thesis.

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

24. Other important data – per the proposer's opinion

The purpose of starting this program came from students expressing the need (through individual conversations with teachers, and within the Students Council at the Faculty of Humanities and Social Sciences in Rijeka) to get properly trained for work in the private or public sectors, in international institutions, business and tourism, and to prevent student outflows due to the lack of such a study program at the Faculty of Humanities and Social Sciences of the University of Rijeka, to other



institutions and universities in the country and abroad. Students will be able to acquire the necessary competences and qualifications at the University of Rijeka with this study program. The program is designed in such a way that certain parts of the course (as well as the internship that is expressed and defined for each course through the syllabus) are connected to the competences or learning outcomes. The program components can thus be appropriately recognized and acknowledged within the framework of international mobility. The program with its structure (and not just content) also represents an innovation at the Faculty of Humanities and Social Sciences, University of Rijeka, it is based on interdepartmental co-operation and therefore on the distinct interdisciplinarity and intradisciplinarity. One of the peculiarities of this program is a Professional internship course that will enable students to gain translation experience in practice. The theoretical knowledge gained within this study is applied in different aspects of practical translation activity in an authentic business environment. Potential partners in this part of the program (e.g. Association of Court Interpreters and Translators in Rijeka, the City of Rijeka Tourist Board) have agreed and expressed support for this type of cooperation.

Also, students are offered to participate in the international translation network and summer school TRANS (Transkulturelle Kommunikation und Translation) <http://www.ff.uni-mb.si/oddelki/prevodoslovje/Projecti/trans-network/> whose coordinator is Assist. prof. Petra Žagar-Šoštarić, Ph.D. at the Department of German language and literature of the Faculty of Humanities and Social Sciences in Rijeka. Within the TRANS network there are numerous possibilities for cooperation and exchange of students and teachers at partner institutions involved in the TRANS network: Leopold-Franzens Universität in Innsbruck, Univerzita Konštantína Filozofa in Nitra, New Bulgarian University, University of Belgrade, Ss. Cyril and Methodius University of Skopje, University South Czech in Czech Budejovica, Adam Mickiewicz University of Poznan and Pázmány Péter Catholic University of Piliscsabi.

The learning outcomes on the proposed study program are made according to the outcomes listed in the Request for the Enrollment of Qualification and Occupation Standards (A Proposal title of the occupation standard: translator) proposed to the XXV Philology Sectoral Council. The proponent of the request for entry of standards of a translator occupation is the Faculty of Humanities and Social Sciences in Zagreb (Ivana Lučića 3, Zagreb, MB: 3254852, OIB (ID): 90633715804).

The proposal of the title qualification standards corresponds to the qualification of this program: Master of translatology: translator. The title and code of occupation or related profession from the National Classification of Occupations is "2643 Translators " (2016).

The proposal of the occupation and qualifications standards as a part of the report on the implementation of the above project has been submitted to the Organizational Unit for Management of Structural Instruments (DEFECO) of the Agency for Vocational Education and Training and Adult Education (ASOO) which is clear from the link:

[http://www.kvalifikacije.hr/sites/default/files/documents-publications/2018-06/1%20%20IPA%20i%20ESF%20Projecti VO razvijeni%20SZ%20i%20SK s%20poveznicama DEFECO 2018 06 08.pdf](http://www.kvalifikacije.hr/sites/default/files/documents-publications/2018-06/1%20%20IPA%20i%20ESF%20Projecti%20VO%20razvijeni%20SZ%20i%20SK%20s%20poveznicama%20DEFECO%202018%2006%2008.pdf)

Table 1

List of compulsory and elective courses and / or modules with the number of credit hours of active teaching required for their performance and the number of ECTS credits

LIST OF MODULES/COURSES							
Year of study: first							
Semester: I							
	COURSE	INSTRUCTOR	L*1	E*2	S*3	ECTS	STATUS ⁴
COMPULSORY COURSES	Theory of Translating	Asst. prof. Manuela Svoboda Ph.D.	30	0	15	5	O
	Norm and the Croatian Language Use 1 / Croatian Language in Translation *	Asoc. prof. Mihaela Matešić Ph.D. / Asst. prof. Anastazija Vlastelić Ph.D.	30	0	30	5	O
TWO MODULES OF CHOICE						10+10	O
MODULES							
English language and literature	Translation Exercises I (English)	Senior Assistant Nikola Tutek, Ph.D.	0	60	0	5	O
	Languages for the Professions (English)	Asst. prof. Anita Memišević Ph.D.	30	0	30	5	O
German language and literature	Translation Exercises I (German)	Asst. prof. Nikolina Palašić Ph.D.	0	60	0	5	O
	Languages for the Professions (German)	Asst. prof. Petra Žagar-Šošćarić Ph.D.	30	0	30	5	O
Italian language and literature	Translation Exercises I (Italian)	Assoc. prof. Dolores Miškulin Ph.D.	0	60	0	5	O
	Languages for the Professions (Italian)	Asst. prof. Anna Rinaldin Ph.D.	30	0	30	5	O
General	Semantics	Asst. prof. Cecilija	30	0	30	5	O

¹Lecture

²Exercises

³Seminars

⁴IMPORTANT: O is written if a course is compulsory, or I if a course is elective.



module		Jurčić Katunar Ph.D.					
	Polish Language for Translators I / Macedonian Language for Translators I	Agnieszka Rudkowska, lector for Polish language / Biljana Stojanovska, lector for Macedonian language	0	30	30	5	0

***Remark:** Students enroll in the course *Norm and the Croatian Language Use 1* who attend two foreign languages neophilological modules in combination (English language and literature and German language and literature, English language and literature and Italian, or German language and literature and Italian language and literature).

Students enroll in the course *Croatian Language in Translation* who attend one neophilological module and general modul.

LIST OF MODULES/COURSES							
Year of study: first							
Semester: II							
	COURSE	INSTRUCTOR	L	E	S	ECTS	STATUS
COMPULSORY COURSE	Norm and the Croatian Language Use 2 / Text and Translation*	Asst. prof. Borana Morić-Mohorovičić Ph.D./ Asst. prof. Nikolina Palašić Ph.D.; Full prof. Lada Badurina Ph.D.	30	0	30	5	0
TWO MODULES OF CHOICE						10+10	0
ELECTIVE COURSE**						5	I
MODULES							
English language and literature	Language and Culture (English)	Asst. prof. Antonija Primorac Ph.D.	30	0	30	5	0
	Translation Exercises II (English)	Senior lecturer Tatjana Vukelić, Ph.D.	0	60	0	5	0
German language and	Language and Culture (German)	Assoc. prof. Suzana Jurin Ph.D.	30	0	30	5	0

literature	Translation Exercises II (German)	Asst. prof. Nikolina Palašić Ph.D.	0	60	0	5	0
Italian language and literature	Language and Culture(Italian)	Asst. prof. Stefano Ondelli Ph.D.	30	0	30	5	0
	Translation Exercises II (Italian)	Assoc. prof. Dolores Miškulin Ph.D.	0	60	0	5	0
General module	Idiomatic Expressions and Stylistics of the Croatian Language	Asst. prof. Cecilija Jurčić Katunar Ph.D.	30	0	30	5	0
	Polish Language for Translators II / Macedonian Language for Translators II	Agnieszka Rudkowska, lector for Polish language / Biljana Stojanovska, lector for Macedonian language	0	30	30	5	0
ELECTIVE COURSES							
	Bilingualism (English)	Assoc. prof. Tihana Kraš Ph.D.	30	0	15	5	I
	The Translation of Multimodal Literary Texts (English)	Senior Assistant Nikola Tutek Ph.D.	0	0	60	5	I
	Literary Translation (German)	Asst. prof. Petra Žagar-Šošćarić Ph.D.	0	0	30	5	I
	Translation of Complex Texts Types (German)	Asst. prof. Manuela Svoboda Ph.D.	0	0	30	5	I
	General Linguistics (Italian)	Asst. prof. Anna Rinaldin Ph.D.	30	30	0	5	I
	Terminology and Terminography (Italian)	Asst. prof. Anna Rinaldin Ph.D.	30	0	30	5	I
	Language of Electronic Media	Asst. prof. Anastazija Vlastelić Ph.D.	30	0	15	5	I
	Phraseology and Translation	Asst. prof. Željka Macan Ph.D.	30	0	15	5	I

***Remark:** Students enroll in the course *Norm and the Croatian Language Use 2* who attend two foreign languages neophilological modules in combination (English language and literature and German language and literature, English language and literature and Italian, or German language and literature and Italian language and literature).



Students enroll in the course *Text and Translation* who attend one neophilological module and general modul.

**** Remark:** A student chooses an elective course with respect to the language (s) he / she is studying within the mandatory modules framework. Courses that do not have the language of performance are taught in Croatian.

LIST OF MODULES/COURSES							
Year of study: second							
Semester: III							
	COURSE	INSTRUCTOR	L	E	S	ECTS	STATUS ⁵
COMPLUSORY COURSES	Norm and the Croatian Language Use 3 / Pragmatic Aspects of Translating*	Asst. prof. Željka Macan Ph.D. /Asst. prof. Nikolina Palašić Ph.D.	30	0	30	5	O
	Translation Practice	Asst. prof. Anita Memišević Ph.D.	0	30 0	0	10	O
TWO MODULES OF CHOICE						5+5	O
ELECTIVE COURSES**						5	I
MODULES							
English language and literature	Translation Exercises III (English)	Senior lecturer Tatjana Vukelić, Ph.D.	0	60	0	5	O
German language and literature	Translation Exercises III (German)	Asst. prof. Manuela Svoboda Ph.D.	0	60	0	5	O
Italian language and literature	Translation Exercises III (Italian)	Assoc. prof. Dolores Miškulin Ph.D.	0	60	0	5	O
General module	Polish Language for Translators III / Macedonian Language for Translators III	Agnieszka Rudkowska, lector for Polish language / Biljana Stojanovska,	0	30	30	5	O

⁵**IMPORTANT:** O is written if a course is compulsory, or I if a course is elective.



		lector for Macedonian language					
ELECTIVE COURSES							
	International Communication in Practice (English)	Full prof. Marija Brala Vukanović Ph.D.	15	0	30	5	I
	Cultural Translation Theories (English)	Asst. prof. Aidan O' Malley Ph.D.	30	0	0	5	I
	Research Seminar – Translation of Text Samples in Agglutinative Languages (English language)	Senior Assistant Nikola Tutek, Ph.D.	0	0	60	5	I
	Intercultural Communication (German)	Full prof. Aneta Stojić Ph.D.	15	0	15	5	I
	Italian Lexicography (Italian)	Asst. prof. Anna Rinaldin Ph.D.	30	30	0	5	I
	Italian Linguistics (Italian)	Asst. prof. Anna Rinaldin Ph.D.	30	30	0	5	I
	Oral and Written Competence of the Translator (Italian)	Asst. prof. Anna Rinaldin Ph.D.	15	30	15	5	I
	Croatian Dialects in Translating	Full prof. Silvana Vranić Ph.D.	30	0	30	5	I
	Language of Advertisements	Full prof. Diana Stolac Ph.D.	30	0	15	5	I
	Metatextuality in the Croatian Novel	Asst. prof. Sanja Tadić-Šokac Ph.D.	30	0	15	5	I

***Remark:** Students enroll in the course *Norm and the Croatian language Use 3* who attend two foreign languages neophilological modules in combination (English language and literature and German language and literature, English language and literature and Italian, or German language and literature and Italian language and literature).

Students enroll in the course *Pragmatic Aspects of Translating* who attend one neophilological module and general modul.

**** Remark:** A student chooses an elective course with respect to the language (s) he / she is studying within the mandatory modules framework. Courses that do not have the language of performance are taught in Croatian.

LIST OF MODULES/COURSES							
Year of study: second							
Semester: IV							
	COURSE	INSTRUCTOR	L	E	S	ECTS	STATUS ₆
COMPULSATORY COURSES	Computer-Assisted Translation	Asst. prof. Marija Brkić Bakarić Ph.D.	30	0	30	5	O
	Final Thesis		0	22 5	22 5	10	O
TWO MODULES OF CHOICE						5+5	
ELECTIVE COURSE**						5	
MODULES							
English language and literature	Translation Exercises IV (English)	Jadranka Kim Musa, lector	0	60	0	5	O
German language and literature	Translation Exercises IV (German)	Asst. prof. Manuela Svoboda Ph.D.	0	60	0	5	O
Italian language and literature	Translation Exercises IV (Italian)	Assoc. prof. Dolores Miškulin Ph.D.	0	60	0	5	O
General module	Polish Language for Translators IV / Macedonian Language for Translators IV	Agnieszka Rudkowska, lector for Polish language / Biljana Stojanovska, lector for Macedonian language	0	30	30	5	O
ELECTIVE COURSES							
	Literature Translation– Prose (English)	Asst. prof. Antonija Primorac Ph.D.	15	0	15	5	I
	Poetry Translation	Asst. prof. Sintija Čuljat	30	0	30	5	I

IMPORTANT: O is written if a course is compulsory, or I if a course is elective.

	(English)	Ph.D.					
	Cognitive Processes of Text Understanding in Translation (German)	Assoc. prof. Suzana Jurin Ph.D.	0	0	30	5	I
	Critical Approach to Italian Literature Works (Italian)	Asst. prof. Corinna Gerbaz Giuliano Ph.D.	15	15	30	5	I
	Corpus Linguistics (Italian language)	Asst. prof. Anna Rinaldin Ph.D.	30	30	0	5	I
	Audiovisual Translating	Asst. prof. Željka Macan Ph.D.	30	0	30	5	I
	Syntactostylistics	Full prof. Diana Stolac Ph.D.	30	0	15	5	I
	English as a Global Language	Asst. prof. Borana Morić-Mohorovičić Ph.D.	30	0	30	5	I

**** Remark:** A student chooses an elective course with respect to the language (s) he / she is studying within the mandatory modules framework. Courses that do not have the language of performance are taught in Croatian.

Table 2
COURSES DESCRIPTIONS

COURSE DESCRIPTION		
Course instructor	Asst. prof. Manuela Svoboda Ph.D.	
Course name	<i>Theory of Translating</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30+0+15
1. Course objectives		
The aim of this course is to introduce students to basic translation theories, as well as to develop a critical view of the translation theories. The focus is on contemporary settings of the translation theory.		
2. Course enrollment requirements		
Enrollment in the 1st year of study.		
3. Expected learning outcomes for the course		

- After the lectures, students are expected to be able to:
1. Understand and get exposed to different translation theories.
 2. Critically reflect the applicability of particular translation theories.
 3. Critically analyze the translation processes and the theoretical starting points of the same.
 4. Apply and verify the knowledge of translation theory in the translation process.
 5. Recognize the importance of cultural specificity for translation.
 6. Develop the criteria for the quality evaluation of a translator's work.

4. Course content

- The history of translation theory (I 1, 2);
- The theory of translation as a scientific discipline of the 20th century (1-6);
- Definitions of basic concepts of the translation theory (I 1-4);
- The process of translating: textual, reference, cohesive level (I 1-6);
- Linguistic functions, categories, and types of texts (I 1, 4, 5);
- Methods and processes in translation (I 3, 4);
- The hermeneutic translation theory (Stolze) (1-4);
- The Functionalism - Skopos theory (Vermeer) (I 1-4);
- Translation and culture (Lefevere, Bassnett) (1-6);
- Criticism of the translation theory (Snell-Hornby) (I 2, 3, 6).

5. Manner 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

7. Students obligations

Students are required to attend classes and to participate in continuous and practical work. In order to acquire an anticipated number of ECTS credits, students are ultimately required to pass the final exam.

8. Monitoring of student work⁷

Attendance	1,5	In-class activity		Seminar		Experimental work	
Written exam	1,5	Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1	Report	1	Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final

⁷ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

<i>exam</i>		
<p>A report is evaluated during the course which consists of presentation on a certain translation theory and of the critical discussion of the same which is based on the theory application on the shorter translated text.</p> <p>In addition, students are required to pass a mid-term exam as part of the continuous assessment of knowledge. The final exam is written and covers all the content provided for this program.</p>		
<i>10. Mandatory literature (at the time of submitting a study program proposal)</i>		
<ol style="list-style-type: none"> 1. Pym, A. (2009): Exploring Translation Theories. London i New York: Routledge 2. Snell-Hornby, M. (2006): The Turn of Translation Studies, Amsterdam/Philadelphia: Benjamin's 3. Munday, J. (2001): Introducing Translation Studies. Theories and Applications, London i New York: Routledge 4. Venuti, Lawrence (ur.) (2000): The Translation Studies Reader. London i New York: Routledge 5. Ivir, V. (1978): Teorija i tehnika prevođenja, Centar "Karlovačka gimnazija", Sremski Karlovci 		
<i>11. Additional literature (at the time of submitting a study program proposal)</i>		
<ol style="list-style-type: none"> 1. Đurović, Annette (2018): Translation, Wege, Theorien, Perspektiven, Beograd 2. Kučiš, Vlasta/Petra Žagar-Šoštarić (ur.) (2017): Translation von gestern, heute und morgen, Rijeka 3. Kučiš, Vlasta (2016): Translatologija u teoriji i praksi, Zagreb 4. Albrecht, J. (2005): Grundlagen der Übersetzungsforschung. Übersetzung und Linguistik. Tübingen: Narr. 5. Stolze, R. (2001): Übersetzungstheorien. Narr, Tübingen. 6. Baker, M. (ur.) (2000): Critical readings in translation studies. London et al.: Routledge. 7. Wilss, W. (1999): Translation and Interpreting in the 20th Century: Focus on German. Amsterdam et al.: Benjamins 8. Vermeer, H. J. (1996): A Skopos Theory of Translation. Heidelberg: TEXTconTEXT 9. Wissenschaft. 10. Snell-Hornby, M. (1995): Translation Studies. An Integrated Approach. Amsterdam: Benjamins. 11. Bassnett, S. (1991): Translation Studies. London: Methuen. 12. Reiß, K., Vermeer, H. (1984): Grundlegung einer allgemeinen Translationstheorie. Tübingen: Niemeyer 13. Koller, W. (1983): Einführung in die Übersetzungswissenschaft. Heidelberg: Quelle/Meyer. 		
<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
Exploring the Translation Theories	unlimited (e-book)	45
The Turn of Translation Studies	unlimited (e-book)	45
Introducing Translation Studies. Theories and Applications	unlimited (e-book)	45
The Translation Studies Reader	unlimited (e-book)	45



Theory and Translation Technique	unlimited (e-book)	45
<i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i>		
<p>The quality program assurance method is regulated by the mechanisms that are developed and apply at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.</p>		

COURSE DESCRIPTION		
Course instructor	Assoc. prof. Mihaela Matešić Ph.D.	
Course name	<i>Norm and the Croatian language Use 1</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
Credit value and the mode of full time study condation	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30+0+30
<i>1. Course objectives</i>		
<p>Introducing students to the basics of phonological, morphonological, orthographic, and standard pr-n norm of the contemporary Croatian standard language and enabling students for the independent and competent application of the normative rules on the phonological and morphonological language level, as well as on the standard pr-n and orthographic language plan.</p>		
<i>2. Course enrollment requirements</i>		
N/A.		
<i>3. Expected learning outcomes for the course</i>		
<p>After the lectures, students are expected to be able to:</p> <ol style="list-style-type: none">1. Describe the Croatian standard pr-n (orthoepic) norm.2. Describe the contemporary Croatian standard pr-n (orthoepic) use.3. Decide on the application of normative and customary standard pr-n (orthoepic) solutions in respect to the varieties of the Croatian standard language.4. Describe the phonological system of the contemporary Croatian standard language.5. Describe phonologically and morphonologically conditioned alterations of phonemes in the contemporary Croatian standard language.6. Apply with competence phonological and morphonological distribution rules to new examples that are not described in manuals.7. Describe the contemporary Croatian orthographic norm (principles and rules).8. Apply with competence the rules of Croatian orthographic norms.9. Decide with competence on the application of particular orthographic principles to new language		

and communication situations that are not described in manuals.

10. Perform analogic solutions on the orthographic plan and describe the communication status of such solutions.

4. Course content

The phonological system of the contemporary Croatian standard language (I4).

Phonologically and morphologically conditioned alterations of phonemes in the contemporary Croatian standard language (I5, I6).

The Croatian standard pr-n (orthoepic) norm (I1, I3). The contemporary Croatian standard pr-n (orthoepic) usage from the standpoint of the standard language varieties (I2, I3).

The contemporary Croatian orthographic norm: concept of level and plan, concept of orthographic principle and orthographic rule (I7). An overview of orthographic principles and rules in current normative manuals (I8).

Communication aspects of the linguistic record (I9, I10).

5. Manner 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 checked="" type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments		

7. Students obligations

Student obligations include regular attendance, completion of assigned tasks within the given deadlines and a positive result within each continuous knowledge assessment.

8. Monitoring of student work⁸

Attendance	2	In-class activity	1	Seminar	Experimental work
Written exam		Oral exam		Essay	Research
Project		Continuous knowledge assessment	2	Report	Practical work
Portfolio					

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Learning outcome assessment 1. Describe the Croatian standard pr-n (orthoepic) norm: essay type assignments as part of the written exam within the continuous knowledge assessment framework (the achievement of at least 50% of the points is awarded positively).

Learning outcome assessment 2. Describe the contemporary Croatian standard pr-n (orthoepic) use: essay type assignments as part of the written exam within the continuous knowledge assessment framework (the achievement of at least 50% of the points is awarded positively).

⁸IMPORTANT: Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities

Learning outcome assessment 3. Decide on application of the normative and customary standard pr-n (orthopic) solutions in respect to varieties of the Croatian standard language : verbal comments of one's own and other spoken/pronounced choices (competent and reasoned decision-making is scored with a positive grade).

Learning outcome assessment 4. Describe the phonological system of the contemporary Croatian standard language: essay type tasks, multiple choice and fill-in the blank tasks as part of the written exam within the continuous knowledge assessment framework (the achievement of at least 50% of the points is awarded positively).

Learning outcome assessment 5. Describe phonologically and morphologically conditioned alterations of phonemes in the modern Croatian standard language: the multiple choice tasks in online verification via the Merlin system (<http://merlin.srce.hr>) as part of the continuous knowledge assessment framework (the achievement of at least 40% of the points is awarded positively).

Learning outcome assessment 6. Apply with competence the phonological and morphological distribution rules to new examples that are not described in manuals: multiple choice and fill-in the blank tasks are as part of the written exam within the continuous knowledge assessment framework (the achievement of at least 50% of the points is awarded positively).

Learning outcome assessment 7. Describe the contemporary Croatian orthographic norm (principles and rules): essay type tasks as part of the written exam within the continuous knowledge assessment framework (the achievement of at least 50% of the points is awarded positively).

Learning outcome assessment 8. Apply with competence the rules of the Croatian orthographic norms: multiple choice and true or false tasks as part of the written exam within the continuous knowledge assessment framework (the achievement of at least 50% of the points is awarded positively).

Learning outcome assessment 9. Decide with competence on application of particular orthographic principles to new language and communication situations that are not described in manuals: the fill-in the blank tasks are as part of the written exam within the continuous knowledge assessment framework and the essay type tasks in which the decision reasonings are checked (the achievement of at least 50% of the points is awarded positively).

Learning outcome assessment 10. Perform analogic solutions on the orthographic plan and describe the communication status of such solutions: fill-in the blank tasks are as part of the written exam within the continuous knowledge assessment framework and the essay type tasks in which the decision reasonings are checked (the achievement of at least 50% of the points is awarded positively).

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

Anić, V., Veliki rječnik hrvatskoga jezika, Zagreb 42008. (or later editions)

Badurina, L., Marković, I., Mićanović, K., Hrvatski pravopis, MH, 12007. ili 22008.

Barić, E. i dr., Hrvatska gramatika, Zagreb 1995. (ili koje kasnije izdanje)

Pravopis Instituta za hrvatski jezik i jezikoslovlje: <http://pravopis.hr/>

Silić, J. i Pranjković, I., Gramatika hrvatskoga jezika, Zagreb 2005. (or later editions)

Veliki rječnik hrvatskoga standardnog jezika, Školska knjiga, 2015.

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

Anić, V. i Silić, J., Pravopis hrvatskoga jezika, Zagreb 2001.

Badurina, L., Pravopisne studije, Zagreb, Matica hrvatska 2018.



Kovačević, M. i Badurina, L., Raslojavanje jezične stvarnosti, Rijeka 2001.
Norme i normiranje hrvatskoga standardnoga jezika, priredio M. Samardžija, Zagreb 1999.
Silić, J., Funkcionalni stilovi hrvatskoga jezika, Disput, Zagreb 2006.
Pranjkić, I., Ogleđi o jezičnoj pravilnosti, Disput, Zagreb 2010.
Rječnik hrvatskoga jezika, ur. J. Šonje, Zagreb 2000.
Težak, S. i Babić, S., Gramatika hrvatskoga jezika, Zagreb 1992. (or later editions)

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

Title	Number of copies	Number of students
Anić, V., Veliki rječnik hrvatskoga jezika, Zagreb 2008. (ili koje ranije izdanje)	5	45
Badurina, L., Marković, I., Mićanović, K., Hrvatski pravopis, MH, 12007. ili 22008.	5	45
Barić, E. i dr., Hrvatska gramatika, Zagreb 1995. (ili koje kasnije izdanje)	8	45
Pravopis Instituta za hrvatski jezik i jezikoslovlje: http://pravopis.hr/	online-edition, available for free	45
Silić, J. i Pranjkić, I., Gramatika hrvatskoga jezika, Zagreb 2005. (ili koje kasnije izdanje)	5	45
Veliki rječnik hrvatskoga standardnog jezika, Školska knjiga, 2015.	1, an edition available as a smartphone application	45

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

A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of the acquired knowledge, skills, and competences is collected and reviewed within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on the content that showed as more demanding, more complex, and hence more difficult for students to master).

COURSE DESCRIPTION	
Course instructor	Asst. prof. Anastazija Vlastelić Ph.D.
Course name	<i>Croatian Language in Translation</i>
Study program	Double major graduate university translation study
Course status	Compulsory



Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30+0+30
1. Course objectives		
The core aim of the course is to expand the adopted basic knowledge regarding the contemporary Croatian language norms, both in written and in oral expression. By analyzing different kinds and types of contemporary written and oral communication in Croatian (standard) language, students will be able to notice contemporary normative challenges and find (possible) solutions for them.		
2. Course enrollment requirements		
/		
3. Expected learning outcomes for the course		
After the completed requirements for the course, students will be able to:		
<ol style="list-style-type: none"> 1. Independently interpret the basic features of the Croatian standard language. 2. Read the basic features of functional styles of the Croatian standard language and marginal styles in written and oral communication and apply them. 3. Indicate standard deviations at all language levels in contemporary public language use. 4. Analyze and state (possible) solutions of standard deviations at all language levels in contemporary public language use. 5. Apply the norms of the Croatian standard language in written and oral communication. 6. Correct your own and other texts with respect to the language and style norms of the Croatian standard language 7. Decide with competence on the ability to apply the standard-language rules and to examples not elaborated in normative manuals. 8. Define the basic linguistic terms related to the theoretical and practical approach of the standard-language norms observing. 9. Search the linguistic manuals and web pages individually and interpret the collected data. 		
4. Course content		
The standard language and its norms (I1, I8). Realization of the standard language and functional styles (I2; I8). Selected topics from orthographic norms and orthographic manuals (I3, I4). Selected topics from grammatical (phonological, morphological, syntactic) and lexical norms, and normative manuals (grammar, dictionaries) and their use (I3, I4, I5). Oral expression and the orthoepic norm (I3, I4, I5).		
The seminar part of the course will offer the practical application of knowledge from Croatian orthography and grammar on various types of texts with saturated errors at all language levels (I3, I4, I5, I6, I7, I9).		
5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> Independent work
	<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 checked="" type="checkbox"/> other: consultations
6. Comments		
7. Student obligations		
Student obligations include regular attendance, completion of assigned assignments within the given deadlines and a positive result within each continuous knowledge assessment.		
8. Monitoring of student work ⁹		
Attendance	2	Seminar 1
Written exam		Essay
Project	Continuous knowledge assessment 2	Report
Portfolio		
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam		
<ul style="list-style-type: none"> • Seminar development (I1, I2, I8, I9). • Written exercises composed of different types of assignments (I3, I4, I5). • Proofreading of various types of texts written in Croatian language or translation into Croatian (I3, I4, I5, I6). 		
10. Mandatory literature (at the time of submitting a study program proposal)		
Badurina, L., Marković, I., Mićanović, K., <i>Hrvatski pravopis</i> , MH, 2007. ili 2008. Barić, E. i dr., <i>Hrvatska gramatika</i> , Zagreb 1995. (or later addition) <i>Pravopis</i> Instituta za hrvatski jezik i jezikoslovlje: http://pravopis.hr/ Silić, J. i Pranjković, I., <i>Gramatika hrvatskoga jezika</i> , Zagreb, 2005. <i>Veliki rječnik hrvatskoga standardnog jezika</i> , Školska knjiga, 2015.		
11. Additional literature (at the time of submitting a study program proposal)		
Anić, V. i Goldstein, I., <i>Rječnik stranih riječi</i> , Zagreb, 1999. Babić, S., Finka, B. i Muguš, M., <i>Hrvatski pravopis</i> , Zagreb, ⁴ 1996. Barić, E. i dr., <i>Hrvatski jezični savjetnik</i> , Zagreb, 1999. Frančić, A. – Hudeček, L. – Mihaljević, M., <i>Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku</i> , Hrvatska sveučilišna naklada, Zagreb, 2005. Frančić, A. – Petrović, B., <i>Hrvatski jezik i jezična kultura</i> , Visoka škola za poslovanje i upravljanje „Baltazar Adam Krčelić“, Zaprešić, 2013. Jezične tehnologije za hrvatski jezik (jezičnotehnološki alati), http://www.hnk.ffzg.hr/jthj/alati.htm . <i>Govorimo hrvatski</i> (jezični savjeti), www.hrt.hr . Hrvatski jezični portal, Novi Liber, http://hjp.novi-liber.hr/index.php?show=baza .		

⁹**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Hrvatski na maturi, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 2014.; <http://matura.ihjj.hr/>.
 Hudeček, L. –Mihaljević, M., *Jezik medija: publicistički funkcionalni stil*, HSN, Zagreb, 2009.
 Kovačević, M. – Badurina, L., *Raslojavanje jezične stvarnosti*, Rijeka, 2001.
 Matijaš, M., *Mali jezični savjetnik za bolju poslovnu komunikaciju*, Kreacija, Banjole, 2017.
 Opačić, N., *Reci mi to kratko i jasno: Hrvatski za normalne ljude*, Novi Liber, Zagreb, 2009.,
Norme i normiranje hrvatskoga standardnoga jezika, priredio M. Samardžija, Zagreb, 1999.
 Pranjković, I., *Hrvatski jezik 3*, Zagreb, 1998.
 Pranjković, I., *Ogledi o jezičnoj pravilnosti*, Disput, Zagreb, 2010.
 Samardžija, M., *Hrvatski jezik 4*, Zagreb, 1998.
 Silić, J., *Hrvatski jezik 1*, Zagreb, 1998.
 Silić, J., *Hrvatski jezik 2*, Zagreb, 1999.

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

Title	Number of copies	Numer of students
Badurina, L., Marković, I., Mićanović, K., <i>Hrvatski pravopis</i> , MH, 12007. ili 22008.	5	30
Barić, E. i dr., <i>Hrvatska gramatika</i> , Zagreb 1995. (ili koje kasnije izdanje)	8	30
Pravopis Instituta za hrvatski jezik i jezikoslovlje: http://pravopis.hr/	online-edition, available for free	30
Silić, J. i Pranjković, I., <i>Gramatika hrvatskoga jezika</i> , Zagreb 2005. (ili koje kasnije izdanje)	5	30
Veliki rječnik hrvatskoga standardnog jezika, Školska knjiga, 2015.	1, an edition available as a smartphone application	30

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

A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of acquired knowledge, skills, and competences is collected and considered within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on the content that showed as more demanding, more complex, and hence more difficult for students to master).

COURSE DESCRIPTION	
Course instructor	Nikola Tutek Ph.D.
Course name	<i>Translation Exercises 1</i> (English language)
Study program	Double major graduate university translation study



Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+60+0
1. Course objectives		
The goal is to introduce students to the methods and the techniques of translation and to develop the criteria and skills of meaningful written translations using different types of texts.		
2. Course enrollment requirements		
N/A		
3. Expected learning outcomes for the course		
After all the requirements are fulfilled for the course students will be able to:		
<ol style="list-style-type: none"> 1. Identify different language registers related to the text type. 2. Create glossaries for specific areas. 3. Translate different syntactic structures within the language. 4. Understand cultural connotations and differences at semantics level. 5. Find the right translators for professional terms within two languages. 6. Know the techniques of editing for personal and other texts. 		
4. Course content		
The course consists of translation exercises of the selected academic and specialized texts from English to Croatian language and from Croatian to English language. The selected texts are from the fields of humanities and social sciences:		
<ul style="list-style-type: none"> • General and basic texts related to media and journalism (1-6); • Specialized Internet contents (1-6); • Academic texts in the fields of culturology, art, and other social sciences (reviews, essays, articles, etc.) (1-6). 		
5. Manner of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments		
7. Student obligations		
Students are required to attend classes and to participate in continuous practical work. In order to acquire an anticipated number of ECTS credits, students are required to pass the final exam.		
8. Monitoring of student work¹⁰		

¹⁰**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



Attendance	2	In-class activity	Seminar	Experimental work	
Written exam		Oral exam	Essay	Research	
Project		Continuous knowledge assessment	Report	Practical work	2
Portfolio	1				

9. . Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Students are required, along with the continuous attendance of classes, to do three written translations that will be enclosed in their portfolio. In this way, they will accomplish one part of the total number of points. The final practical work will be evaluated electronically. The total number of points a student can earn is 100 (activities listed in the table above are evaluated).

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

- different texts types depending on their participation in translation practice and the needs and interests of the participants
- English-Croatian and Croatian-English dictionaries
- monolingual English and Croatian dictionaries
- monolingual and bilingual dictionaries of a particular profession depending on the topics covered
- other electronic sources

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

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

Title	Number of copies	Number of students
The necessary number of Mandatory literature copies will be provided by the course instructor for the participants.		

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

The quality program assurance method is regulated by the mechanisms that are developed and apply at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.



Course instructor	Asst. prof. Anita Memišević Ph.D.	
Course name	<i>Languages of the Professions</i> (English)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30+0+30
1. Course objectives		
The aim of this course is to get acquainted with the languages of the professions and their specificities. A special emphasis is placed on the recognition of terms and specific syntactic structures characteristic for particular languages of the professions.		
2. Course enrollment requirements		
Enrollment in the 1st year of study.		
3. Expected learning outcomes for the course		
After the lectures, students are expected to be able to:		
<ol style="list-style-type: none"> 1. Distinguish a language of the profession from the general language. 2. Identify terms from particular professions and be able to find their equivalents in the target language. 3. Identify specific syntactic structures specific for particular languages of the professions and transfer them appropriately to the target language. 4. Apply appropriate translation models and procedures with respect to particular languages of the professions. 		
4. Course content		
<ul style="list-style-type: none"> • general language and languages of the profession (1-4); • characteristics of a language of the profession (1-4); • characteristics of the legal language (2-4); • characteristics of the language of medicine (2-4); • characteristics of the language of economics (2-4); • characteristics of the maritime language (2-4). 		
5. Manner 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		
7. Students obligations		
Students are required to attend classes and participate in continuous and practical work. In order to acquire an anticipated number of ECTS credits, students are ultimately required to pass the final exam.		

8. Students work monitoring ¹¹						
<u>Attendance</u>	2	<u>In-class activity</u>	0.5	Seminar		Experimental work
<u>Written exam</u>	0.5	Oral exam		Essay		Research
Project		<u>Continuous knowledge assessment</u>	1.5	Report		<u>Practical work</u> 0.5
Portfolio						
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam						
<p>Over the duration of the course, practical work is evaluated which consists of the text template analysis and the recognition of terminology and syntactic structures specific to particular languages of the professions and finding of the corresponding translation equivalents.</p> <p>In addition, students are required to pass a midterm exam as part of the continuous knowledge assessment, which consists partly of the theoretical and partly of the problematic practical tasks.</p> <p>The final exam is in a written format and covers all of the contents planned for this program.</p>						
10. Mandatory literature (at the time of submitting a study program proposal)						
<ol style="list-style-type: none"> Ivir, Vladimir (2007). Hrvatsko-engleski rječnik poslovno-administrativnog nazivlja. Zagreb: Školska knjiga. Jernej, Branimir (2006). Englesko-hrvatski medicinski rječnik. Zagreb: Školska knjiga. Novak, J. (ur.) (2002) Priručnik za prevođenje pravnih akata Europske unije. Zagreb: Ministarstvo za europske integracije. Novak, J. (ur.). (2006) Priručnik za prevođenje pravnih propisa Republike Hrvatske na engleski jezik. Zagreb: Ministarstvo vanjskih poslova i europskih integracija. Pritchard Boris (2014). "O jeziku struke i stručnome prevođenju". U: <i>Priručnik za prevoditelje: Prilog teoriji i praksi</i>. Rijeka: Filozofski fakultet u Rijeci, str. 203-255. Pritchard, Boris (1991). Hrvatsko-engleski rječnik pomorskog nazivlja. Zagreb: Školska knjiga. Wright, Sue Ellen i Wright, Leland, D. Jr. (1993). <i>Scientific and Technical Translation. American Translators Association Scholarly Monograph</i>. Volume VI. Amsterdam/Philadelphia: John Benjamins. 						
11. Additional literature (at the time of submitting a study program proposal)						
<ol style="list-style-type: none"> Babić, A., Cvijanović Vuković, G., Lučić, S. i Papac, S.(2005), Englesko-hrvatski glosar bankarstva, osiguranja i ostalih usluga, Zagreb, Ministarstvo vanjskih poslova i europskih integracija. Bratanić, M. (ur) (2000) Pojmovnik EUROVOC. Zagreb. Hrvatska informacijsko-dokumentacijska agencija (HIDRA). Bratanić, M., i Tafra, B. (2002) Englesko-hrvatski i hrvatsko-engleski glosar Sporazuma o stabilizaciji i pridruživanju RH I Europskih zajednica i njihovih država članica. Zagreb: Vlada RH i Ministarstvo za europske integracije. Gačić, M. (2004) Englesko–hrvatski rječnik prava, međunarodnih odnosa, kriminalistike i 						

¹¹ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

forenzičnih znanosti, kriminologije i sigurnosti. Zagreb: Naklada Ljevak.

5. Kocbek, Alenka (2008). „The cultural embedidness of legal texts“. *Journal of Language and Translation*. 9 (2). 49-70.
6. Stolze, Radegundis (2013). „The Legal Translator's Approach to Text“. *Humanities*. 2 (1). 56-71.

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

Title	Number of copies	Number of students
Croatian-English dictionary of business-administration terminology	1	15
English-Croatian medicine dictionary	1	15
Manual for translation of legal acts of the European Union	Unlimited (e-book)	15
Manual for translation of legal regulations of the Republic of Croatia in English language	Unlimited (e-book)	15
Scientific and Technical Translation	Unlimited (e-book)	15
Croatian-English dictionary of maritime terminology	1	15
Translators manual	10	15

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

The quality program assurance method is regulated by the mechanisms that are developed and apply at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Nikolina Palašić Ph.D.	
Course name	<i>Translation Exercises I</i> (German)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+60+0

1. Course objectives

The aim of this course is to familiarize students while using the acquired theoretical knowledge with



the procedures and processes of translation in practice. Students will learn to use printed and online dictionaries, reference sources and literature for the purpose of producing and revising their own translations from particular areas of expertise.

2. Course enrollment requirements

Enrollment in the 1st year of study.

3. Expected learning outcomes for the course

After the lectures, students are expected to be able to:

1. Identify and use the professional vocabulary of a particular profession in the given context.
2. Identify and analyze the complex grammatical structures in a German / Croatian text.
3. Create and use a glossary in the covered professional field in German and Croatian languages.
4. Identify and use reliable sources in electronic and printed form.
5. Independently investigate and find relevant professional terms.
6. Interpret and translate a professional text from Croatian into German and from German to Croatian language.

4. Course content

- Analysis of the professional texts, i.e. the documentation required in the migration process (diploma, birth certificate, etc.) and from the field of law (1-6);
- practical work (translation) which adds to the theoretical courses (I 1-6);
- use of monolingual and bilingual printed and online dictionaries and other available translation tools (I 1-6);
- an analysis and interpretation of translations (I 1-6);
- revision of translation (I-6);
- creating and applying of the criteria for evaluation of translation (I 1-6).

5. Manner of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" 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. Student obligations

Students are required to attend classes and participate in continuous and practical work in class and do homework assignments in the form of glossaries and professional translations and translation that is to be evaluated.

8. Monitoring of student work¹²

Attendance	2	In-class activity	1	Seminar	Experimental
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¹²**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

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

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Over the duration of the course, students are required to submit translations and glossaries which are graded.

Considering that this course makes a whole with the course *Translation Exercises II*, the final exam is taken after attending and passing *Translation Exercises I* course, and after attended *Translation Exercises II* course (I-1 to I-6).

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

1. Actualistic texts from translation practice
2. German-Croatian and Croatian-German dictionaries (printed and online)
3. Monolingual German and Croatian dictionaries (printed and online)
4. Monolingual and bilingual professional dictionaries (printed and online)
5. Njemačko-hrvatski univerzalni rječnik, Nakladni zavod Globus, Zagreb, 2005. (group of authors)

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

1. Roelcke, Thorsten (1999). *Fachsprachen*. Erich Schmidt Verlag GmbH, Berlin.
2. Hoffmann, Lothar (1985). *Kommunikationsmittel Fachsprache. Eine Einführung*. Bd. 2, Tübingen
3. Svoboda, M., Žagar-Šošćarić, P. (2013): *Abweichungen von der Normsprache und mögliche Anpassungen an kulturspezifische Ausdrucksweisen im Bereich des Tourismus u: Sammelband des Internationalen Symposiums: Neue Methoden beim Fremdsprachenerwerb, dargestellt am Blended Learning*, Süleyman Demirel University, Faculty of Sciences and Arts, German Language and Literature Department, str. 119-137
4. Svoboda, M., Žagar-Šošćarić, P. (2014): *Leicht gedacht und schwer gemacht - Zur Problematik des literarischen Übersetzens (zajedno s doc. dr. sc. Petra Žagar-Šošćarić)*, *Translation und Transkulturelle Kommunikation*, Univerzitet u Beogradu, str. 217-237

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

Title	Number of copies	Number of students
German-Croatian and Croatian-German dictionaries	unlimited (e-book)	15
Monolingual German and Croatian dictionaries	unlimited (e-book)	15
Monolingual and bilingual professional dictionaries	unlimited (e-book)	15
German-Croatian universal dictionary	5	15

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



The quality program assurance method is regulated by the mechanisms that are developed and apply at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Asst. prof. Petra Žagar-Šoštarić Ph.D.	
Course name	Languages of professions (German)	
Study program	Double major graduate university translation study	
Course status	compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30+0+30
1. Course objectives		
The aim of this course is to determine types of applicable texts (that are used in economy, tourism, law, etc.) and to adopt the specific key terminology to certain texts depending on their purpose/application (in economy, tourism, judiciary, etc.).		
2. Course enrollment requirements		
Enrollment in the 1st year of study.		
3. Expected learning outcomes for the course		
After the lectures, students will be able to:		
<ol style="list-style-type: none"> 1. Identify text types and the key professional and specific text terms. 2. Summarize, interpret the given professional text, and create a glossary independently. 3. Paraphrase and explain the meaning of certain professional terms of a particular profession (for example politics, economy, history, economics, law, tourism, etc.). 4. Use the terminology of already covered thematic areas and apply the specificities in translation of the nomenclature. 		
4. Course content		
<ul style="list-style-type: none"> • analysis of professional texts and the key-concepts extraction (I 1 -3); • analysis and translation of the authentic texts from the areas of politics, economy, history, economics, law, tourism, medicine, etc. of the German speaking area and Croatia (I 3-4); • translation of Croatian and German texts from the in-class covered professional fields (I-4); • production and analysis of professional texts translation (I 2-4). 		
5. Manner 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

7. Student obligations

Students are required to attend classes and participate in continuous and practical work. In order to acquire an anticipated number of ECTS credits, students are ultimately required to pass the final exam.

8. Monitoring of student work¹³

Attendance	2	In-class activity	0,5	Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	0,5
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Students are required to independently prepare texts and make glossaries and translations from which they are required to submit one from a particular area. The correction of turned-in translation will serve, besides as adopted knowledge, as a form of preparation for the exam which will be in a written format at the end of the summer semester. Students also need to create glossaries related to certain areas of the profession, hence at the end of the month, or after a particular topic has been covered.

Students are expected to be actively involved in class discussion, for which the basic prerequisite is good preparation at home. (I1 to I4)

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

1. Monolingual and bilingual printed and online dictionaries
2. Actual and authentic professional texts
3. Ivir, V. (1978): Teorija i tehnika prevođenja, Centar "Karlovačka gimnazija", Sremski Karlovci

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

1. Njemačke gramatike (npr. Helbig-Buscha: Deutsche Grammatik, Langenscheidt, Leipzig; Dreyer-Schmitt: Lehr- und Übungsbuch der deutschen Grammatik, Verlag für Deutsch, München)
2. Hönig, H.G.; Kußmaul, P. (2000): Strategie der Übersetzung, Gunter Narr Verlag, Tübingen, 1996
3. Paul Kußmaul (2000): Kreatives Übersetzen, Stauffenburg, Tübingen
4. Reiss, K. (1995): Grundfragen der Übersetzungswissenschaft, WUV/Universitätsverlag, Wien, 1995
5. Snell-Hornby, M. (1994): Übersetzungswissenschaft- eine Neuorientierung. Zur Integrierung

¹³ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



von Theorie und Praxis, Francke, Tübingen/Basel

12. A number required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
Monolingual and bilingual printed and online dictionaries	unlimited (e-book)	15
Actual and authentic professional texts	unlimited (e-book)	15
Theory and technique of translation	unlimited (e-book)	15

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

The quality program assurance method is regulated by the mechanisms that are developed and apply at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Assoc. prof. Dolores Miškulin Ph.D.	
Course name	<i>Translation Exercises I</i> (Italian language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+60+0

1. Course objectives

The aim of this course is for the students to acquire basic translation skills through independent and group practical work and gradually develop their translation competence. Special attention will be placed on the most important tools and resources necessary for translation and development of the research competence.

2. Course enrollment requirements

No special requirements.

3. Expected learning outcomes for the course

General learning outcomes:

- Apply basic theoretical knowledge of translation on the concrete examples of translations.
- Integrate basic translation skills into already acquired skills.
- Apply critical and analytical approach to concrete text.
- Develop language competence.

- Build a relationship of the successful co-operation with other students.
- Plan timely execution of one own's obligations.
- Understand the importance of a responsible approach to the given tasks.
- Develop a sense of author's responsibility for your own work.

Specific learning outcomes:

11. Analyze the textual and out-of-textual facts necessary for a quality translation of texts.
12. Identify the language registers and text style.
13. Use available aids, tools, dictionaries, databases, and other resources for text translation.
14. Make a simpler glossary of terminology.
15. Apply basic translation knowledge and strategies in concrete texts.
16. Apply creative thinking in the translation process.
17. Develop the ability to constructively exchange opinions and collaborate with other students when translating and analyzing a text.

4. Course content

- getting to know the translation tools (I3);
- getting acquainted with the basic terminology (I4);
- analysis and comparative/contrastive text analysis (I2, I7);
- translating texts from Italian to Croatian and from Croatian to Italian language. The emphasis will be placed on general texts, such as tourist and online texts (but specific content may change according to the market needs, student affinities, their language competence, etc.). (I1-I3, I5-I7).

5. Manner of instruction	<input type="checkbox"/> lectures	X independent tasks
	<input type="checkbox"/> seminars and workshops	X multimedia and network
	X exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	X other: consultations

6. Comments

7. Student obligations

Students are required to attend and actively participate in lectures and regularly perform their assigned tasks. They are required to translate a certain, previously defined, number of text cards, make a glossary of terminology on the given topic, and get a passing grade of one written assessment (text translation / texts from the areas covered in class).

There is no final exam.

8. Monitoring of student work¹⁴

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge	0,5	Report		Practical work	2,5

¹⁴**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

		assessment				
Portfolio						
<p>9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam</p>						
<p>Translations from Italian to Croatian language (I1-I3, I5-I7); Text translations from Croatian to Italian language (I1-I3, I5-I7); Creating a glossary of terminology (I4); Written assessment: translation of the text from Italian to Croatian and from Croatian to Italian language (I1-I3, I5, I6).</p>						
<p>10. Mandatory literature (at the time of submitting a study program proposal)*</p>						
<p>Bilingual (Croatian-Italian, Italian-Croatian) and monolingual (Croatian, Italian) dictionaries. Italian language grammar and Croatian language grammar and orthography(ies).</p> <ul style="list-style-type: none"> • Baker M., <i>In other words. A coursebook on translation</i>, Routledge, Abingdon, 2011. • Scarpa F., <i>La traduzione specializzata. Un approccio didattico professionale</i>, Hoepli, Milano, 2008. • Sočanac L., <i>Hrvatsko-talijanski jezični dodiri</i>, Nakladni zavod Globus, Zagreb, 2004. • Stojić A., Brala-Vukanović M., Matešić M. (ur.), <i>Priručnik za prevoditelje: prilog teoriji i praksi</i>, Filozofski fakultet – Sveučilište u Rijeci, Rijeka, 2014. <p>* The current list of literature is given for each academic year in the syllabus.</p>						
<p>11. Additional literature (at the time of submitting a study program proposal)</p>						
<ul style="list-style-type: none"> • Bassnett S., <i>Translation studies</i>, Rutledge, London-New York, 2008. • Eco U., <i>Dire quasi la stessa cosa. Esperienze di traduzione</i>, Bompiani, Milano, 2010. • Fruttero C., Lucentini F., <i>I ferri del mestiere. Manuale involontario di scrittura con esercizi svolti</i>, ur. Scarpa D., Einaudi, Torino, 2003. • Venuti, L., <i>The translation studies reader</i>, Rutledge, London-New York, 2000. 						
<p>12. Number of assigned reading copies in relation to the number of students currently attending the course</p>						
	Title	Number of copies	Number of students			
	<i>In other words. A coursebook on translation</i>	1	15			
	<i>La traduzione specializzata. Un approccio didattico professionale</i>	1	15			
	<i>Hrvatsko-talijanski jezični dodiri</i>	4	15			
	<i>Priručnik za prevoditelje: prilog teoriji i praksi</i>	10	15			
<p>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</p>						

The quality program assurance method is regulated by the mechanisms that are developed and apply at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Asst. prof. Anna Rinaldin Ph.D.	
Course name	<i>Languages for the Professions</i> (Italian)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours (L+E+S)	30+0+30
1. Course objectives		
<p>The aim of this course is acquiring the language competence of reading, comprehension, and ability to analyze professional texts in Italian language, adopting techniques of writing abstracts and professional papers, developing speaking skills on professional topics, introducing the basic vocabulary of the covered professions, and the special language structures and professional terminology.</p>		
2. Course enrollment requirements		
There are no special requirements.		
3. Expected learning outcomes for the course		
<p>General learning outcomes:</p> <ul style="list-style-type: none"> ● Apply basic theoretical knowledge about the language on specific texts; ● critical and analytical approach to specific texts; ● develop language competence; ● perform tasks independently; ● take responsibility over tasks. <p>Specific learning outcomes:</p> <ol style="list-style-type: none"> 11. Identify the basic features of Italian professional language at different levels of expertise, in accordance with changes that the language experiences. 12. Differentiate between language registers and styles. 13. Recognize and analyze from the linguistic and content standpoint the actual professional texts of 		

various kinds.

14. Write professional texts of different levels of complexity.

15. Summarize a professional text (in writing and orally).

16. Participate in conversation and discussion on the given professional topic, express your opinion.

17. Discuss and constructively collaborate with other students when analyzing a text.

4. Course content

- Typologies and linguistic features of certain types of the professional texts (I1-I3);
- Reading of the professional texts (I3, I6)
- Exercises for professional texts analysis (I3, I6, I7);
- Exercises for summarizing and/or reformulating of the professional texts (I4, I5).

5. Manner 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 checked="" type="checkbox"/> other: consultations
6. Comments	A course is taught in Italian language.	

7. Students obligations

Students are required to attend and actively participate in class and regularly perform their assigned tasks. There are two written midterm exams and one final exam.

8. Monitoring of student work¹⁵

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam	1	Essay		Reserch	
Project		Continuous knowledge assessment	2	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

2 written midterm exams (I1-I5)

Final oral exam (I1-I7)

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

- Cortelazzo M.A., *Lingue speciali. La dimensione verticale*, Padova, Unipress, 1990.

¹⁵ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

- Serianni L., *Italiani scritti*, Bologna, il Mulino, 2007.
- Sobrero A. (ur.), *Introduzione all'italiano contemporaneo: la variazione e gli usi*, Roma-Bari, Laterza, 2011.
- Viale M., *Studi e ricerche sul linguaggio amministrativo*, Padova, Cleup, 2008.

* The current list of literature is given for each academic year in the syllabus.

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

- Berruto G., *Fondamenti di sociolinguistica*, Roma-Bari, Laterza, 2010.
- Bruni F. i dr., *Manuale di scrittura e comunicazione. Per l'università. Per l'azienda*, Bologna, Zanichelli, 2013.
- D'Achille P., *L'italiano contemporaneo*, Bologna, il Mulino, 2010.
- Fornasiero S., Tamiozzo Goldmann S., *Scrivere l'italiano. Galateo della comunicazione scritta*, Bologna, il Mulino, 2013.
- Gualdo R. i dr., *Scrivere all'università. Pianificare e realizzare testi efficaci*, Roma, Carocci, 2014.
- Lombardi Vallauri E., *Parlare l'italiano. Come usare meglio la nostra lingua*, Bologna, il Mulino, 2012.

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
<i>Lingue speciali. La dimensione verticale</i>	unlimited (e-book)	15
<i>Italiani scritti</i>	7	15
<i>Introduzione all'italiano contemporaneo: la variazione e gli usi</i>	1	15
<i>Studi e ricerche sul linguaggio amministrativo</i>	1	15

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

The quality program assurance method is regulated by the mechanisms that are developed and apply at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Cecilija Jurčić Katunar Ph.D.
Course name	<i>Semantics</i>

Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5 ECTS credits
	Number of credit hours(L+E+S)	30+0+30
1. Course objectives		
<p>The aim of the course is to introduce students to the complexity of meanings of the terminology by presenting theoretical and methodological frameworks for which linguistics has interpreted the meaning throughout history. The issue of language and thought (and culture) will be particularly problematized, and semantic appearances will be richly exemplified in order to indicate to students the problematics and the challenge of translation, especially in those segments of meaning, which are more directly conditioned by the cultural and social specificities of particular languages.</p>		
2. Course enrollment requirements		
No requirements.		
3. Expected learning outcomes for the course		
<p>After attended lectures and completed assignments from the course, students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Understand and be able to present the specifics of post-structuralist paradigm meanings (primarily cognitive-linguistic) in relation to traditional, formalistic, semantic theories. 2. Define and correctly interpret semantic terms. 3. Explain and appropriately use the terminology of structuralist and post-structuralist semantic theories and approaches. 4. Based on the theoretical insights from the course, critically approach the independent internet browsing of recent semantic researches and present the results in the form of seminar presentation. 5. Apply the acquired theoretical knowledge in independent research (analytical) tasks. 6. Apply the acquired knowledge and understandings in the concrete translation practice tasks. 		
4. Course content		
<p>The basics of semantics as a contemporary linguistic discipline (I1, I3, I4). Semantics and other basic linguistic disciplines (morphology, syntax, lexicology, lexicography, stylistics). Semantics and pragmatics. Semantics and sociolinguistics (I1, I2, I4). The history of semantics (I1, I3). Lexical semantics. Meaning - possible definitions and interpretations (I2, I3). Language relativism - the Sapir-Whorf's hypotheses echo in contemporary linguistics. Types of meaning (conceptual, connotative, stylistic, affective, reflective, colloquial, thematic) (I2, I3, I4). The lexical meaning breakdown in structuralist semantics (componential analysis, semic analysis). Field models in structuralist semantics (I2, I3, I4). Metaphor and metonymy. Polysemy (synchronous reflection of diachronic changes). Synonymy. Relations of opposites in the lexis (I3, I5, I6). The context question</p>		



in description of meaning (application of corpus analysis in syntactic-semantic description, construction grammar, cognitive grammar). Semantics and morphology. Semantics and syntax (I3, I5, I6).

5. Manner 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

7. Student obligations

Student obligations include regular attendance, completion of the given assignments within agreed deadlines, and a positive result within each continuous knowledge assessment. There is no final exam - all outcomes are checked and evaluated during the course. The further elaboration of the method of monitoring and evaluating students' work will be presented in the syllabus.

8. Student work monitoring¹⁶

Attendance	2	In-class activity		Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	1
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

No final exam. Over the duration of the semester, students are required to prepare a seminar of a monographic type, a research work (an analysis of a polysemic lexeme) and pass a written midterm exam. Students must get a passing grade (minimum 50% points) from each of the evaluated activities in order to obtain the right for the grade entry.

Within the continuous knowledge assessment framework, a written midterm in the form of an essay, multiple choice and fill-in the blank tasks will be evaluated based on the following outcomes that are anticipated in the course program - I 1, 2 and 3.

Students are required to make one seminar of a monographic type and present it orally - **I4 (but 1-3 as well)**.

Students are required to make one independent research work (polysemic lexeme analysis) - **I5**.

¹⁶**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

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

Berruto, G., *Semantika*, Zagreb, 1994.

Brala, Marija, „Novi pogled na odnos jezika i misli: Od Sapira i Whorfa do psiholingvistike“, *Zbornik RFD 7*, Rijeka, 2008, str. 669–681.

Cruse, D. A., *Lexical Semantics*, Cambridge 1986. (odabrana poglavlja)

Lyons, J., *Linguistic semantics : an introduction*, Cambridge [etc.] : Cambridge University Press, 1996.

Petrović, B., *Sinonimija i sinonimičnost u hrvatskome jeziku*, Zagreb, 2005. (odabrana poglavlja)

Šarić, Lj., *Antonimija u hrvatskome jeziku*, Zagreb, 2007. (odabrana poglavlja)

Raffaelli, Ida (2009) *Značenje kroz vrijeme: Poglavlja iz dijakronijske semantike*. Zagreb: Disput.

Raffaelli, I., *O značenju – uvod u semantiku*, Matica hrvatska, Zagreb, 2015.

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

Belaj, B. – Tanacković Faletar, G. (2014) *Kognitivna gramatika hrvatskoga jezika*, Disput, Zagreb. (odabrani dijelovi)

Croft, William, Alan D. Cruse (2004). *Cognitive Linguistics*. Cambridge: Cambridge University Press.

Hudeček, L. i Mihaljević, M., *Polisemija u nazivlju*, RFD, 2, 1998, str. 149-154.

Lakoff, G. – Johnson, M. (2015) *Metafore koje život znače*, Disput, Zagreb.

Lakoff, George (1987) *Women, Fire, and Dangerous Things (What Categories Reveal about the Mind)*, The University of Chicago Press, Chicago and London.

Mihaljević, M. i Šarić, Lj., *Terminološka antonimija*, *Rasprave Zavoda za hrvatski jezik*, 20, 1994, str. 213-241. Petrović, B., *Nadređenice i podređenice u leksiku i rječniku*, *Suvremena lingvistika*, 43-44, 1997, str. 241-250.

Samardžija, M., *Homonimi u hrvatskom književnom jeziku*, *Radovi zavoda za slavensku filologiju*, 24, 1989, str. 1-70.

Stanojević, Mateusz-Milan, *Konceptualna metafora: Temeljni pojmovi, teorijski pristupi i metode*, Zagreb 2013.

Šarić, Lj., *Antonimija u strukturi jednojezičnih rječnika*, *Filologija*, 22-23, 1994, str. 269-274.

Štambuk, A., *Metafora kao sredstvo znanstvene komunikacije*, *Jezik i komunikacija*, *Zbornik radova*, Zagreb 1996, str. 308-314.

Tabakowska, Elżbieta, *Gramatika i predočavanje: Uvod u kognitivnu lingvistiku*, Zagreb, 2005.

Tafra, B., *Jezikoslovna razdvojba*, Zagreb 1995.

Turk, M. *Semantičke posuđenice u hrvatskome jeziku*, *Croatica*, 45-46, 1997, 203–213.

Tuđman Vuković, N. (2010) *Glagoli govorenja: kognitivni modeli i jezična uporaba*. Zagreb: Hrvatska

sveučilišna naklada. (odabrana poglavlja)

Žic-Fuchs, M., Konvencionalne i pjesničke metafore, *Filologija*, 20-21, 1992/93, str. 585–593.

Žic Fuchs, M. (2009) *Kognitivna lingvistika i jezične strukture: engleski present perfect*. Zagreb: Nakladni zavod Globus. (odabrana poglavlja)

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

Title	Number of copies	Number of students
Berruto, G., Semantika	4	30
Brala, Marija, „Novi pogled na odnos jezika i misli: Od Sapira i Whorfa do psiholingvistike“, <i>Zbornik RFD 7</i>	Available to students in pdf as a teaching material	30
Cruse, D. A., Lexical Semantics	2 Selected parts available to students in pdf as a teaching material	30
Lyons, J., Linguistic semantics : an introduction	2 Selected parts available to students in pdf as a teaching material	30
Petrović, B., Sinonimija i sinonimičnost u hrvatskome jeziku	1 Selected parts available to students in pdf as a teaching material	30
Šarić, Lj., Antonimija u hrvatskome jeziku: semantički, tvorbeni i sintaktički opis	3	30
Raffaelli, Ida (2009) <i>Značenje kroz vrijeme: Poglavlja iz dijakronijske semantike</i>	3	30
Raffaelli, I., O značenju – uvod u semantiku	1 (in the process of obtaining a greater number of copies)	30

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

A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of the acquired knowledge, skills, and competences is collected and reviewed within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on the content that showed as more demanding, more complex, and hence

more difficult for students to master).

COURSE DESCRIPTION		
Course instructor	Agnieszka Rudkowska / Polish language lector	
Course name	<i>Polish Language for Translators I</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+30+30
1. Course objectives		
The basic goal of the course is to introduce students with the basics of Polish language and to adopt the Polish language standard according to the preparatory level of language knowledge according to the CEFR.		
2. Course enrollment requirements		
N/A		
3. Expected learning outcomes for the course		
After attended lectures and completed assignments from the course, students are expected to be able to:		
<ul style="list-style-type: none"> - understand and use familiar, everyday simple phrases and simple statements that relate to meeting the specific needs (I-1), - emphasize words correctly (I-2), - successfully apply the spelling rules (I-3), - develop the ability to represent self and others (I-4), - answer simple questions about yourself and others (I-5), - have a simple conversation provided that the interlocutor speaks slowly and clearly, and that he/she is ready to help (I-6), - write simple phrases and sentences about themselves and others, about where they live and what they do (I-7), - understand short, simple texts related to the topics covered in class (I-8), - know how to translate into the Croatian language certain sentences and very short texts from the Polish language (I-9). 		
4. Course content		
The Polish language learning within the graduate translation level includes 4 semesters during which students gradually adopt Polish language from preparatory to independent level according to the		



CEFR. (I-1 to I-9);

Within each semester, students receive translation assignments in accordance with the level of mastering of Polish language. (I-9);

Polish Language for Translators 1 includes an introduction to the study of the modern standard Polish language. Topics covered (e.g. presentation, everyday life, hobbies) are related to vocabulary, grammar, syntax, morphology, phonology, and communication skills and roles that correspond to the preparatory level of language knowledge in accordance with the CEFR standards and the document "Programy uczenia języka polskiego jako obcego . Poziomy A1-C2 "A. Rabiej, A. Seretny, E. Lipińskie, E. Janowske. (I-1 to I-9);

A detailed course content will be shown in the syllabus.

5. Manner of instruction	<input type="checkbox"/> lectures	X independent tasks
	X seminars and workshops	X multimedia and network
	X 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. Student obligations

- continuous attendance
- active in-class participation
- independent preparation for class

8. Students work monitoring¹⁷

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam	2	Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Learning outcomes assessment 1,2, 4, 5, 8: Exercises during the classes that involve certain communication situations.

Learning outcomes assessment 1, 2, 4, 5, 6, 8: Exercises during the class that require communication when applying the acquired knowledge.

Learning outcomes assessment 3, 7, 9: Continuous written assessment.

Learning outcomes assessment 3, 7, 9: Tasks and exercises that include written translation with the

¹⁷ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

use of language aids.

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

1. M. Małolepsza, A.Szymkiewicz, *Hurra!!! Po polsku 1. Podręcznik studenta*, Kraków 2010.
2. M. Małolepsza, A.Szymkiewicz, *Hurra! Po polsku 1. Zeszyt ćwiczeń*, Kraków 2010.
3. J. Machowska, *Gramatyka? Dlaczego nie!?*, Kraków 2010.
4. Dembińska K., Fastyn-Pleger K., Małycka, A., Ułańska, M., *Gramatyka dla praktyka. Fleksja i słowotwórstwo. Funkcjonalne ćwiczenia gramatyczne z języka polskiego dla obcokrajowców na poziomie A1, A2, B1*, Potsdam 2017.
5. A. Seretny, *A co to takiego? Obrazkowy słownik języka polskiego*. Kraków 2013.
6. Moguš, M., Pintarić, N., *Poljsko – hrvatski rječnik*, Zagreb 2000.

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

1. J. Lechowicz, J. Podsiadły, Ten, ta, to. Ćwiczenia nie tylko gramatyczne dla cudzoziemców. Łódź 2001.
2. A. Kiermut, M. Majewska-Meyers, M. Gołkowski, M. Kuc, *Gdybym znał dobrze język polski... Wybór tekstów z ćwiczeniami do nauki gramatyki polskiej dla cudzoziemców. B1*. Warszawa 2018.
3. J. Krztoń, *Testuj swój polski. Słownictwo 1*. Kraków 2011.
4. E. Rybicka, M. Szalc-Mays, *Słowa i słówka. Podręcznik do nauczania słownictwa i gramatyki dla początkujących*. Kraków 2014.

<http://www.popolskupopolsce.edu.pl/>

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

Title	Number of copies	Number of students
Participants will be provided the necessary number of Mandatory literature copies for the course by the course instructor.		

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

Student evaluation, continuous feedback collection (teacher - student, student - teacher), success on the exam.

COURSE DESCRIPTION

Course instructor	Biljana Stojanovska Mr.Sc. / lector for Macedonian language	
Course name	<i>Macedonian Language for Translators I</i>	
Study program	Double major graduate university translation study	
Course status	Complusory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+30+30



1. Course objectives		
The main goal of the course is to introduce students to the basics of the contemporary Macedonian standard language and to adopt the Macedonian language norms in accordance with the preparatory level of language knowledge according to the CEFR.		
2. Course enrollment requirements		
No requirements.		
3. Expected learning outcomes for the course		
After attended lectures and completed assignments from the course, students are expected to be able to:		
<ol style="list-style-type: none"> 1. Read and write Cyrillic; 2. emphasize the words correctly; 3. successfully apply the orthographic rules; 4. present themselves and others; 5. ask and answer simple questions; 6. dominate a limited number of simple grammatical and syntax structures; 7. write simple phrases and sentences about themselves and others, about where they live and what they do; 8. understand short, simple texts related to the topics covered; 9. translate simple sentences from Macedonian into Croatian. 		
4. Course content		
The Macedonian language learning within the graduate translation level includes 4 semesters during which students gradually adopt Macedonian language from preparatory to independent level according to the CEFR. Within each semester, students receive translation assignments in accordance with the level of mastery and Macedonian language use.		
<u>Macedonian language for translators 1</u> contains an introduction to the study of the contemporary Macedonian standard language. The topics covered are related to grammar and vocabulary and communication skills and roles that correspond to the preparatory level of language knowledge in accordance with the CEFR standards (I-1 to I-9).		
5. Manner of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network
	<input checked="" 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. Student obligations		

- *continuous attendance*
- *active in-class participation*
- *independent preparation for class*

8. Monitoring of student work¹⁸

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam	2	Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Learning outcome assessment 1: Spelling and reading exercise.

Learning outcome assessment 2: Phonetic exercises during class.

Learning outcome assessment 3: Tasks within the class and independent assignments that require the use of normative manuals.

Learning outcomes assessments 4 and 5: Tasks within the course which successful implementation requires the use of acquired grammatical and lexical units.

Learning outcomes 6 - 9: Continuous written assessment.

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

- Gočkova-Stojanovska, Tatjana i Panovska-Dimkova, Iskra. 2012: Božilak, početno ramnište. Skopje: Univerzitet „Sv. Kiril i Metodij“.

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

- grupa autora. 2015: Pravopis na makedonskiot jazik. Skopje: Institut za makedonski jazik „Krstе Misirkov“.
(<https://kultura.com.mk/prodavnica/pravopis-na-makedonskiot-jazik-vtoro-izdanie/>)
- Pavlovski, Borislav i Stefanija, Dragi. 2006: Mali makedonsko-hrvatski i hrvatsko-makedonski rječnik. Pula: Zavičajna naklada „Žakan Juri“.
- Vlatković, Dijana i Prošev-Oliver, Borjana. 2015: Hrvatsko-makedonski rječnik. Zagreb: Matica Makedonaca u Hrvatskoj.

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

Title	Number of copies	Number of students
Students' literature will be provided by the course instructor.		

¹⁸**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



<i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i>		
Student evaluation, continuous feedback collection (teacher - student, student - teacher), success on the exam.		

COURSE DESCRIPTION		
Course instructor	Asst. prof. Borana Morić-Mohorovičić Ph.D.	
Course name	<i>Norm and the Croatian Language Use 2</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours (L+E+S)	30+0+30
<i>1. Course objectives</i>		
The aim of the course is to familiarize students with the language norms, in particular with the formative, syntactic, and different approaches to using connectors.		
<i>2. Course enrollment requirements</i>		
No requirements.		
<i>3. Expected learning outcomes for the course</i>		
After all the obligations are met for the course, students will be able to:		
<ol style="list-style-type: none">1. Appropriately apply normative manuals.2. Observe and correct the deviations from syntactic and word formation norms in one's own and other texts.3. Examine the influence of foreign languages on the syntactic and word formation rules of the Croatian standard language.4. Apply the syntactic and word formation rules in the Croatian standard language.5. Understand and apply the rules of using connectors in the Croatian standard language.6. Critically evaluate the relevant literature.		
<i>4. Course content</i>		
Word formation and language borrowing. Relationship of the formation manners in the Croatian standard language and foreign words, and loan words. Examining the possibilities of substituting a foreign word with the native one. Language purism. Technological development and neologistics. (I-2, I-3, I-4);		
The syntactic norm of the Croatian standard language. (I-1);		
Problematization of the syntactic/morphosyntactic linguistic features of the Croatian language. The syntactic constructions and functional styles of the Croatian standard language. Examining "syntactic borrowing." (I-2, I-3, I-4);		

Connectors and their use. (I-5); Attention to certain language questions is brought through problematic tasks (I-1, I-4, I-6).							
5. Manner 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 checked="" type="checkbox"/> distance learning			<input type="checkbox"/> mentorship			
	<input type="checkbox"/> field work			<input type="checkbox"/> other _____			
6. Comments							
7. Student obligations							
Students are required to attend classes regularly, to participate actively in the discussions, to do a research task, and to achieve positive results during the semester within each continuous knowledge assessment .							
8. Monitoring of student work ¹⁹							
Attendance	2	In-class activity	1	Seminar		Exsperimental work	
Written exam		Oral exam		Essay		Research	
Projct		Coontinuous knowledge assessment	2	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
<ul style="list-style-type: none"> • A research task development (I1, I6). • Written exercises composed of different types of tasks (I3, I4, I5). • Proofreading of different types of texts written in Croatian language or translations to Croatian languages (I2, I3, I4, I5, I6). 							
10. Mandatory literature (at the time of submitting a study program proposal)							
Badurina, L., Marković, I., Mićanović, K., Hrvatski pravopis, MH, 2007. ili 2008.							
Barić, E. i dr., Hrvatska gramatika, Zagreb 1995. (ili koje kasnije izdanje)							
Pravopis Instituta za hrvatski jezik i jezikoslovlje: http://pravopis.hr/							
Silić, J. i Pranjković, I., Gramatika hrvatskoga jezika, Zagreb 2005. (or the later edition)							
11. Additional literature (at the time of submitting a study program proposal)							
Anić, V., Veliki rječnik hrvatskoga jezika, Zagreb 42008. (or an earlier edition)							
Anić, V. i Goldstein, I., Rječnik stranih riječi, Zagreb, 1999.							
Belaj, B. Prototipno-kontekstualna analiza povratnih glagola u hrvatskom jeziku, Suvremena lingvistika, 51-52, 1-2, Zagreb 2001, 1-11.							

¹⁹ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Babić, S., Finka, B. i Moguš, M., Hrvatski pravopis, Zagreb, 41996.

Babić, S., Hrvanja hrvatskoga: hrvatski u koštacu sa srpskim i u klinču s engleskim, Školska knjiga, Zagreb 2004.

Barić, E. i dr., Hrvatski jezični savjetnik, Zagreb, 1999.

Filipović, R., Teorija jezika u kontaktu, Zagreb 1986.

Frančić, A. – Hudeček, L. – Mihaljević, M., Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku, Hrvatska sveučilišna naklada, Zagreb, 2005.

Govorimo hrvatski (jezični savjeti), www.hrt.hr.

Hrvatski jezični portal, Novi Liber, <http://hjp.novi-liber.hr/index.php?show=baza>.

Hrvatski na maturi, Institut za hrvatski jezik i jezikoslovlje, Zagreb, 2014.; <http://matura.ihjj.hr/>.

Hudeček, L. – Mihaljević, M., Jezik medija: publicistički funkcionalni stil, HSN, Zagreb, 2009.

Hudeček, L. i dr., *Jezični savjeti*, Institut za hrvatski jezik i jezikoslovlje, Zagreb 2010.

Kovačević, M. – Badurina, L., Raslojavanje jezične stvarnosti, Rijeka, 2001.

Marković, I., Hrvatski posvojni pridjev kao antecedent relativnoj zamjenici”, Rasprave Instituta za hrvatski jezik i jezikoslovlje, 34, 1, Zagreb 2009., 239-253.

Matijaš, M., Mali jezični savjetnik za bolju poslovnu komunikaciju, Kreacija, Banjole, 2017.

Milković, A., Razmatranje glagolske prijelaznosti i povratnosti u hrvatskome jeziku, Rasprave Instituta za hrvatski jezik i jezikoslovlje, 35, 1, Zagreb 2010., 243-256.

Morić-Mohorovičić, B. – Vlastelić, A., O pojavama u hrvatskoj sintaksi na prijelomu tisućljeća, Zbornik radova Petoga hrvatskog slavističkog kongresa, Rijeka 2012., 473-484.

Norme i normiranje hrvatskoga standardnoga jezika, priredio M. Samardžija, Zagreb 1999.

Opačić, N., (Hrvatski) u zagradama : globalizacijske jezične stranputice, Zagreb, 2006.

Opačić, N., Reci mi to kratko i jasno: hrvatski za normalne ljude, Novi Liber, Zagreb, 2009.

Opačić, N., Riječi s nahtkasna i kantunala (preko noćnog ormarića), Zagreb, 2009.

Pranjeković, I., Funkcionalni stilovi i sintaksa, Suvremena lingvistika, 41-42/1-2, Zagreb 1996, 519-527.

Pranjeković, I., Hrvatska skladnja: rasprave iz sintakse hrvatskoga standardnog jezika, Hrvatskasveučilišna naklada, Zagreb 2002.

Pranjeković, I., Ogleđi o jezičnoj pravilnosti, Disput, Zagreb 2010.

Silić, J., Funkcionalni stilovi hrvatskoga jezika, Disput, Zagreb 2006.

Veliki rječnik hrvatskoga standardnog jezika, Školska knjiga, 2015.

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

Title	Number of copies	Number of students
Badurina, L., Marković, I., Mićanović, K., Hrvatski pravopis, MH, 12007. ili 22008.	5	45
Barić, E. i dr., Hrvatska gramatika, Zagreb	8	45



1995. (ili koje kasnije izdanje)		
Pravopis Instituta za hrvatski jezik i jezikoslovlje: http://pravopis.hr/	online-edition available for free	45
Silić, J. i Pranjković, I., Gramatika hrvatskoga jezika, Zagreb 2005. (ili koje kasnije izdanje)	5	45

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

A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of the acquired knowledge, skills, and competences is collected and reviewed within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on the content that showed as more demanding, more complex, and hence more difficult for students to master).

COURSE DESCRIPTION		
Course instructor	Asst. prof. Nikolina Palašić Ph.D. and Full prof. Lada Badurina Ph.D.	
Course name	<i>Text and Translation</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30 + 0 + 30
1. Course objectives		
The aim of this course is to get acquainted with the basic text-linguistic concepts and concepts of translation theory and mastery of different translation models and their application to different types of text.		
2. Course enrollment requirements		
Enrollment in the 1st year of study.		
3. Expected learning outcomes for the course		
After the lectures, students are expected to be able to:		
<ol style="list-style-type: none">1. Compare the level of syntax and text level (their mutual relationship, connections, competencies, and boundaries).2. Name and explain the basic features of the text structure.3. Conclude on how the text works in a concrete communication situations.		



4. Realize the principles of textuality in their own texts and in their translations.
5. Apply certain translation models with respect to the text.
6. Adequately translate different types of texts with respect to their communication purpose.

4. Course content

1. Text concept and its definitions (1, 2);
2. Text as a communication event (3);
3. Text in context; text and context (3, 4);
4. Textuality; criteria of textuality. Cohesion and coherence. Cohesion means. Basic text structure features (2);
6. Analysis of selected texts: Identifying how they function in concrete communication situations (2, 3);
7. Text types; possible classifications; descriptions and analyses (2, 3);
8. The concept of translation, translation goals (5);
9. Models of translation (5, 6);
10. Specificities of translations of the certain types of texts (5, 6).

5. Manner of instruction	<input checked="" type="checkbox"/> lecture	<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. Student obligations

Students are required to attend classes and participate in continuous and practical work. In order to acquire an anticipated number of ECTS credits, students are ultimately required to pass the final exam.

8. Monitoring of student work²⁰

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam	1	Oral exam		Essay		Reserch	
Project		Continuous knowledge assessment	1	Report		Practical work	1
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the

²⁰ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

final exam

Over the duration of the course, practical work is evaluated, which consists of the text template analysis and presentation of potential solutions regarding the model and mode of its translation. (I-4, I-5, I-6)

In addition, students are required to pass a midterm exam as part of the continuous knowledge assessment, which is part of theoretical and part of problematic practical tasks. (I-1 to I-3)

The final exam is in a written format and covers all of the program's contents. (I-1 to I-6)

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

1. Pavlović, Nataša (2015) *Uvod u teorije prevođenja*, Zagreb: Leykam.
2. Premur, Ksenija (2005) *Modeli prevođenja*, Zagreb: Naklada Lara.
3. Stojić, Aneta et. al. (2014) *Priručnik za prevoditelje*, Rijeka: Filozofski fakultet.

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

1. Eco, Umberto (2006) *Otprilike isto: iskustva prevođenja*, Zagreb: Algoritam.
2. Gregorić, Marko Marija (2013) *Riječi, pod nosom*, Zagreb: Institut za hereziološka i kartografska istraživanja.
3. Ivanetić, Nada (2003) *Uporabni tekstovi*, Zagreb: Zavod za lingvistiku Filozofskoga fakulteta.

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

Title	Number of copies	Number of students
<i>Introduction to the theory of translation</i>	1	15
<i>Models of translating</i>	1	15
<i>Translator's manual</i>	10	15

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

The quality program assurance method is regulated by the mechanisms that are developed and apply at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Antonija Primorac Ph.D.
Course name	<i>Language and Culture (English)</i>
Study program	Double major graduate university translation study
Course status	Compulsory
Year	1st



ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours (L+E+S)	30+0+30
<i>1. Course objectives</i>		
<p>The main course objectives of the course <i>Language and Culture</i> are: develop students' awareness regarding the importance of recognizing and understanding cultural elements while carefully reading text that is planned to get translated; develop students' sensitivity to culturally marked shades of meaning in the text; introduce students to culturally specific idioms in different anglophone cultures and literary traditions. Special emphasis is placed on the study of linguistic idioms and aspects of culture in the UK, Ireland, Canada, and the United States, with an overview on the linguistic and cultural specificities of Australia, New Zealand and South Africa.</p>		
<i>2. Course enrollment requirements</i>		
Enrollment in the 1st year of study.		
<i>3. Expected learning outcomes for the course</i>		
<p>After passing the course, students will be able to:</p> <ol style="list-style-type: none"> 1 Recognize the culturally-labeled elements of the text; 2 Develop strategies for recognizing and translating culturally specific text elements; 3 Explain some of the key cultural features and their reflections in different varieties of English language; 4 Recognize and develop the ability of interlingual mediation for some of the culturally most specific idioms in different varieties of English language. 		
<i>4. Course content</i>		
<ol style="list-style-type: none"> 1. Introduction: Lost in Translation? Anglophone cultures and English languages (1-4); 2. Culturally-specific elements: England (2x) (1-4); 3. Culturally-specific elements: Wales (1-4); 4. Culturally-specific elements: Scotland (1-4); 5. Culturally-specific elements: Northern Ireland (1-4); 6. Culturally-specific elements: Ireland (1-4); 7. Culturally-specific elements: Canada (1-4); 8. Culturally-specific elements: USA (2x) (1-4); 9. Culturally-specific elements: Australia (1-4); 10. Culturally-specific elements: New Zealand (1-4); 11. Culturally-specific elements: South Africa (1-4). 		
<i>5. Type of instruction</i>	<input checked="" type="checkbox"/> lecture	<input type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" 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. Student obligations					
Students are required to attend classes on a regular basis, to come to class prepared (read or review assigned materials before class and bring their own notes or translations), attend seminar discussions, and approach a continuous knowledge assessment.					
8. Monitoring of student work ²¹					
Attendance	2	In-class activity	0,5	Seminar	Experimental work
Written exam		Oral exam		Essay	Research
Project		Continuous knowledge assessment	2,5	Report	Practical work
Portfolio					
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam					
Two continuous assessments during the semester (I-1 – I-4).					
10. Mandatory literature (at the time of submitting a study program proposal)					
Literature is periodically changing and being regularly updated, and it consists of relevant news articles, fragments of longer and shorter literary works, fragments of theoretical and popular works, advertisements, clips from the movies, TV series, music videos, and other relevant multimedia.					
11. Additional literature (at the time of submitting a study program proposal)					
<ol style="list-style-type: none"> 1. Storry, Mike & Peter Childs. <i>British Cultural Identities</i>. London/New York: Routledge, 2012. 2. <i>This American Life</i> (odabrane epizode). https://www.thisamericanlife.org/ 3. Elder, Catriona. <i>Being Australian: Narratives of National Identity</i>. Allen and Unwin: Crows Nest, 2007. 					
12. Number of assigned reading copies in relation to the number of students currently attending the course					
Title		Number of copies		Number of students	
All materials will be available through the "Merlin" system.		unlimited		20	
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences					
The quality program assurance method is regulated by the mechanisms that are developed and apply at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their					

²¹**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Tatjana Vukelić Ph.D.	
Course name	<i>Translation Exercises 2</i> (English)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+60+0
1. Course objectives		
The aim of this course is to introduce students to the procedures and techniques of translation, and to develop the criteria and skills of meaningful written translation of different types of texts.		
2. Course enrollment requirements		
Completed <i>Translation Exercises 1</i> – English language.		
3. Expected learning outcomes for the course		
<p>After all course obligations have been fulfilled, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify language registers related to specific text types. 2. Create glossaries for specific translation areas. 3. Develop the ability to switch between different syntactic structures within the language. 4. Identify cultural differences on the semantic level. 5. Find accepting translation matches for a term within two languages. 6. Develop the ability to proofread their own and other translations. 		
4. Course content		
<ul style="list-style-type: none"> • Texts from literary corpus of both languages (literary classics, contemporary texts from literature, short stories) (1-6); • Texts dealing with the historical topics of both languages (ancient history, mythology, modern history) (1-6); • Texts that address sociological issues (for example, religious movements in society, poverty and social exclusion, youth and alcohol, corruption and crime, discrimination, violence against women, ethics and morality, etc.) (1-6); • Texts from psychology corpus (e.g. personality, relationships, parenting, sexuality, disorders and trauma, success, health, beautiful topics, etc.) (1-6). 		
5. Manner of instruction	<input type="checkbox"/> lectures	X <input type="checkbox"/> independent tasks
	<input type="checkbox"/> seminars and workshops X	X <input type="checkbox"/> multimedia and network



<input type="checkbox"/> exercises X	<input type="checkbox"/> laboratory
<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship X
<input type="checkbox"/> field experience	<input type="checkbox"/> other _____

6. Comments

7. Students obligations

Students are required to attend classes and participate in continuous practical work, and to create a portfolio.

8. Monitoring of student work²²

Attendance	2	In-class activity	Seminar	Experimental work
Written exam		Oral exam	Essay	Research
Project		Continuous knowledge assessment	Report	Practical work
Portfolio	1			2

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Students are required to provide 3 written translations which will be enclosed with their portfolio, as well as to continuously attend classes. With this, they will accomplish one part of the total number of points. The final practical work will be evaluated digitally. The total number of points a student can earn is 100 (the activities listed in the table above will be evaluated).

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

- Different types of texts (professional, literary, intentional) depending on their frequency in the translation practice and participants' needs and interests;
- English-Croatian and Croatian-English dictionaries;
- Monolingual English and Croatian dictionaries;
- Monolingual and bilingual dictionaries of a particular profession (depending on topics);
- Other electronic sources.

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

A list of additional literature will be presented with the syllabus.

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

Title	Number of copies	Number of students
The required number of mandatory literature copies will be provided by the course instructor		

²²**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



for students.

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

The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level. At the course level, besides the success results of the course, the evaluation is anticipated to be done by students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Assoc. prof. Suzana Jurin Ph.D.	
Course name	<i>Language and Culture</i> (German language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30+0+30

1. Course objectives

Acquiring knowledge in regard to intercultural language impacts and cultural transfers in different literary and non-literary processes, predominantly in translation. Development of the ability to differentiate the specificity of intercultural transfer towards the perspective of profession diversity such as management in economics, management in tourism, medicine, and others. Independent and argumentative conclusions based on acquired knowledge are encouraged (research and project form of work is included).

2. Course enrollment requirements

Enrollment in the 1st year of study.

3. Expected learning outcomes for the course

After the lectures, students are expected to be able to:

1. Interpret the linguistic perspective of culture transfer.
2. Demonstrate terminology competence in the area of pragmalinguistics, intercultural linguistics, and languages in contact theory.
3. Apply literature related to pragmalinguistics, intercultural linguistics and languages in contact theory.
4. Interpret definitions of concepts and definitions of culture.
5. Recognize the specificities of different professions from the aspect of communication and intercultural linguistic impacts aspect.
6. Identify interdisciplinary settings and intercultural linguistic impacts at the translation level.

4. Course content							
1. Definitions of culture and culture transfer (I 1.4);							
2. Language and culture, language and culture transfer (I 1-2);							
3. Pragmalinguistics, intercultural linguistics, languages in contact theory (I 2, 3);							
4. Specificities of different professions (on the example of management in economics, management in tourism and medicine) from the aspect of communication and intercultural linguistic impacts aspect and cultural transfer (I 5);							
5. Translation in the context of interculturality (I 5, 6).							
5. Manner 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 checked="" type="checkbox"/> other __Project_____			
6. Comments							
7. Student obligations							
Students are required to attend classes and participate in continuous and practical work. In order to acquire an anticipated number of ECTS credits, students are ultimately required to pass the final exam.							
8. Monitoring of student work²³							
Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam	1,5	Essay		Research	0,5
Project	0,5	Continuous knowledge assessment		Report	0,5	Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Student's work in the course will be evaluated over the duration of the entire course. Detailed elaboration of the method of monitoring and evaluating students' work will be presented in the course syllabus!							
10. Mandatory literature (at the time of submitting a study program proposal)							
1. Götze, Lutz; Mueller-Liu, Patricia; Traoré, Salifou (2009): Kulturkontrastive Grammatik – Konzepte und Methoden. – Peter Lang Verlag, Frankfurt am Main.							
2. Busse, Dietrich (2016): Einführung: Kulturwissenschaftliche Orientierung in der							

²³ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Sprachwissenschaft. In: Ludwig Jäger, Werner Holly, Peter Krapp, Samuel Weber, Simone Heekeren (Hrsg.): Sprache - Kultur - Kommunikation. Ein internationales Handbuch zu Linguistik als Kulturwissenschaft. Berlin, Boston: De Gruyter.

- Linke, Angelika (2016): Einführung: Kommunikation und Kulturalität. In: Ludwig Jäger, Werner Holly, Peter Krapp, Samuel Weber, Simone Heekeren (Hrsg.): Sprache - Kultur - Kommunikation. Ein internationales Handbuch zu Linguistik als Kulturwissenschaft. Berlin, Boston: De Gruyter (Handbücher zur Sprach- und Kommunikationswissenschaft).

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

- Mueller-Liu, Patricia (2009): Kultur, Sprache und Wirklichkeit – Grundlagen der Kulturkontrastivität. – In: Götze, Lutz; Mueller-Liu, Patricia; Traoré, Salifou (Herausgeber): Kulturkontrastive Grammatik – Konzepte und Methoden. – Peter Lang Verlag, Frankfurt am Main.

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

Title	Number of copies	Number of students
Kulturkontrastive Grammatik – Konzepte und Methoden	Literature is in the ordering process.	15
Einführung: Kulturwissenschaftliche Orientierung in der Sprachwissenschaft	Literature is in the ordering process.	15
Einführung: Kommunikation und Kulturalität	Literature is in the ordering process.	15

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

The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Nikolina Palašić Ph.D.	
Course name	<i>Translation Exercises II</i> (German language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+60+0

1. Course objectives

The aim of this course is to familiarize students with the acquired theoretical knowledge with the



procedures and processes of translation in practice. Students will learn to use printed and online dictionaries, reference resources and literature for the purpose of producing and revising their own translations from certain areas of expertise.

2. Course enrollment requirements

Completed Translation Exercises I.

3. Expected learning outcomes for the course

- After the lectures, students are expected to be able to:
1. Identify and use the professional vocabulary of a particular profession in the given context.
 2. Identify and analyze the complex grammatical structures in a German/Croatian text.
 3. Create and use a glossary from the in-class covered professional field in German and Croatian language.
 4. Identify and use reliable sources in electronic and printed form.
 5. Independently investigate and find relevant professional terms.
 6. Interpret and translate the professional text from Croatian into German and from German to Croatian language.

4. Course content

- professional texts analysis in the fields of politics and economy (1-6);
- practical work (translation) which builds on the theoretical courses (1-6);
- use of monolingual and bilingual printed and online dictionaries and other available translation tools (I 1-6);
- analysis and interpretation of translations (I 1-6);
- revision of translations (I-6);
- application of the criteria for evaluation of translations (I 1-6).

<i>5. Manner of instruction</i>	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" 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 and participate in continuous and practical work in class and to perform tasks in the form of glossary making and professional translations.
In order to acquire an anticipated number of ECTS credits, students are ultimately required to pass the final exam.

8. Monitoring of student work ²⁴							
Attendance	2	In-class activity		Seminar		Experimental work	
Written exam	1	Oral exam		Essay		Research	
Project		Continuous knowledge assessment	2	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Over the duration of the course, translations and glossaries are evaluated which students are required to submit for grading. In addition, students are required to pass a written exam which includes all the content covered in this course program.							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ol style="list-style-type: none"> 1. Current professional texts from the translation practice; 2. German-Croatian and Croatian-German dictionaries (printed and online); 3. Monolingual German and Croatian dictionaries (printed and online); 4. Monolingual and bilingual professional dictionaries (printed and online); 5. German-Croatian universal dictionary, Publishing House Globus, Zagreb, 2005 (group of authors). 							
11. Additional literature (at the time of submitting a study program proposal)							
<ol style="list-style-type: none"> 1. Roelcke, Thorsten (1999). Fachsprachen. Erich Schmidt Verlag GmbH, Berlin. 2. Hoffmann, Lothar (1985). Kommunikationsmittel Fachsprache. Eine Einführung. Bd. 2, Tübingen 3. Svoboda, M., Žagar-Šošćarić, P. (2013): Abweichungen von der Normsprache und mögliche Anpassungen an kulturspezifische Ausdrucksweisen im Bereich des Tourismus u: Sammelband des Internationalen Symposiums: Neue Methoden beim Fremdsprachenerwerb, dargestellt am Blended Learning, Süleyman Demirel University, Faculty of Sciences and Arts, German Language and Literature Department, str. 119-137 4. Svoboda, M., Žagar-Šošćarić, P. (2014): Leicht gedacht und schwer gemacht - Zur Problematik des literarischen Übersetzens (zajedno s doc. dr. sc. Petra Žagar-Šošćarić), Translation und Transkulturelle Kommunikation, Univerzitet u Beogradu, str. 217-237 							
12 Number of assigned reading copies in relation to the number of students currently attending the course							
Title		Number of copies		Number of students			
German-Croatian and Croatian-German dictionaries		unlimited (e-book)		15			
Monolingual German and Croatian dictionaries		unlimited (e-book)		15			
Monolingual and bilingual professional		unlimited (e-book)		15			

²⁴**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



dictionaries		
German-Croatian univerzal dictionary	5	15
<i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i>		
<p>The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.</p>		

COURSE DESCRIPTION		
Course instructor	Asst. prof. Stefano Ondelli Ph.D.	
Subject title	<i>Language and Culture</i> (Italian language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30+0+30
<i>1. Course objectives</i>		
<p>The aim of this course is to develop students' intercultural competence that is necessary in translation work. Students will acquire the skills needed to analyze and understand the process of transfer and exchange of cultural values, develop awareness of their own and other cultures with a special reference to the cultures of the languages studied in the program, and ultimately learn to apply intercultural verbal and nonverbal communication skills in everyday life and work.</p>		
<i>2. Course enrollment requirements</i>		
Enrollment in the 1st year of study.		
<i>3. Expected learning outcomes for the course</i>		
General learning outcomes:		
<ul style="list-style-type: none">• Develop intercultural competence.• Collaborate successfully with other students.• Independently perform their tasks.• Approach tasks with responsibility.		
Specific learning outcomes:		
I-1 - Explain the concept of linguistic and cultural relativism.		
I-2 - Discuss the notions of culture and interculturality.		



- I-3 - Identify and analyze the underlying aspects of intercultural communication.
- I-4 - Explain the connection between the historical dimension of culture and intercultural communication.
- I-5 - Identify culture-specific concepts and actively find solutions for their translation.
- I-6 - Develop intercultural communication skills.

4. Course content

- Basic concepts: culture, communication, intercultural communication (1-3);
- cultural particularities of Croatian and Italian languages (I3, I4);
- translation as intercultural transfer and language mediation (I2, I5);
- translation equivalents (I5);
- historical dimension of culture (I2, I4);
- ethics in intercultural communication (I6).

<i>5. Manner of instruction</i>	<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 checked="" type="checkbox"/> other: consultations
<i>6. Comments</i>	It is anticipated that each language from the enrolled language combination gets half from the total course schedule.	

7. Students obligations

Students are required to attend and actively participate in class and regularly perform their assigned tasks. Two written midterm exams are planned and one final exam.

8. Monitoring of student work²⁵

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous knowledge assessment	2	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the

²⁵ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

final exam

2 written midterm exams (I1-I5),
Final oral exam (I1-I4, I6).

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

- Cavaliere S., *Tra lingue e culture. La comunicazione interculturale tra italiani e popoli slavi meridionali*, Edizioni Ca' Foscari, Venezia, 2016.
- Hatim B., Mason I., *The Translator as Communicator*, Rutledge, London-New York, 2005.
- Matvejević P., *Meditranski brevijar*, V.B.Z., Zagreb, 2007.
- Miller D.R., Pano A. (ur.), *La geografia della mediazione linguistico-culturale*, Quaderni del CeSLiC, Dupress, Bologna 2010.
- Sočanac L., *Hrvatsko-talijanski jezični dodiri*, Nakladni zavod Globus, Zagreb, 2004.

* A list of updated literature is placed in the course syllabus for each academic year.

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

- Antonelli G., *Un italiano vero. La lingua in cui viviamo*, Rizzoli, Milano, 2016.
- Arcangeli M. (ur.), *Itabolario. L'Italia unita in 150 parole*, Carocci, Roma, 2011.
- Cammarano F., Piretti M.S. (ur.), *Parole chiave della storia contemporanea*, Carocci, Roma, 2004.
- Eco U., *Dire quasi la stessa cosa. Esperienze di traduzione*, Bompiani, Milano, 2010.
- Weinreich U., *Lingue in contatto*, Boringhieri, Torino, 1974.

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

Title	Number of copies	Number of students
<i>Tra lingue e culture. La comunicazione interculturale tra italiani e popoli slavi meridionali</i>	unlimited (e-book)	15
<i>The Translator as Communicator</i>	unlimited (e-book)	15
<i>Meditranski brevijar</i>	1	15
<i>La geografia della mediazione linguistico-culturale</i>	unlimited (e-book)	15
<i>Hrvatsko-talijanski jezični dodiri</i>	4	

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

The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their



grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Assoc. prof. Dolores Miškulin Ph.D.	
Course name	<i>Translation Exercises II</i> (Italian language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours (L+E+S)	0+60+0
1. Course objectives		
The aim of this course is for students to along with independent and group practical work, regarding translations of written texts from Italian to Croatian and from Croatian to Italian language, as well as with the linguistic analysis of their own and other translations, further develop their translation competence and adopt basic text proofing skills.		
2. Course enrollment requirements		
Enrollment in the 1st year of study.		
3. Expected learning outcomes for the course		
<ul style="list-style-type: none">• Apply basic theoretical knowledge about translation on the concrete examples of translations.• Critically and analytically approach specific texts.• Develop language and textual competence.• Collaborate successfully with other students.• Independently perform your own tasks.• Approach tasks with responsibility.• Build a sense of responsibility for your own work.		
Specific learning outcomes:		
I1. Analyze the textual and out-of-textual facts needed for a quality translation of the texts.		
I2. Identify the language register and text style.		
I3. Use available aids, tools, dictionaries, databases, and other resources for translating / proof reading of texts.		
I4. Revise text in Italian language.		
I5. Critically approach the analysis of translated text and argue the opinion.		
I6. Apply basic translation knowledge and strategies in concrete texts.		

17. Apply creative thinking in the translation process.

18. Discuss and constructively collaborate with other students when translating and analyzing a text.

4. Course content

- language analysis of a text (I2-I5, I8);
- the comparative/contrastive analysis of texts (I2, I5, I8);
- texts translation from Italian to Croatian and from Croatian to Italian language. The emphasis will be placed on the professional texts, such as administrative, legal, and economic texts (however, the specific content can be changed according to the market needs, student affinities, their language competence, etc.). (I1, I3, I6, I7);
- proofreading of texts in Italian language (I3, I4).

5. Manner of instruction	<input type="checkbox"/> lectures	X independent tasks
	<input type="checkbox"/> seminars and workshops	X multimedia and network
	X exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	X other: consultations

6. Comments

7. Students obligations

Students are required to attend and actively participate in class and regularly perform their assigned tasks. They are obliged to translate and proofread a certain, pre-determined number of text cards and pass a written exam (translation and/or text proofreading from the areas covered in class).

There is no final exam.

8. Monitoring of student work²⁶

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	0,5	Report		Practical work	2,5
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Text translations from Italian to Croatian language (I1, I3, I5-I8);

text translations from Croatian to Italian language (I1, I3, I5-I8);

proofreading of Italian language texts (I3, I4, I8);

written knowledge assessment: translation of a text from Italian to Croatian and from Croatian to Italian language and/or proofreading of a text in Italian language (I1-I4, I6, I7).

²⁶**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

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

Bilingual (Croatian-Italian, Italian-Croatian) and monolingual (Croatian, Italian) dictionaries. Italian language grammars, and grammars and orthography(ies) of Croatian language.

- Baker M., *In other words. A coursebook on translation*, Routledge, Abingdon, 2011.
- Scarpa F., *La traduzione specializzata. Un approccio didattico professionale*, Hoepli, Milano, 2008.
- Sočanac L., *Hrvatsko-talijanski jezični dodiri*, Nakladni zavod Globus, Zagreb, 2004.
- Stojić A., Brala-Vukanović M., Matešić M. (ur.), *Priručnik za prevoditelje: prilog teoriji i praksi*, Filozofski fakultet – Sveučilište u Rijeci, Rijeka, 2014.

* A list of updated literature is placed in the course syllabus for each academic year.

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

- Bassnett S., *Translation studies*, Rutledge, London-New York, 2008.
- Eco U., *Dire quasi la stessa cosa. Esperienze di traduzione*, Bompiani, Milano, 2010.
- Fruttero C., Lucentini F., *I ferri del mestiere. Manuale involontario di scrittura con esercizi svolti*, ur. Scarpa D., Einaudi, Torino, 2003.
- Venuti, L., *The translation studies reader*, Rutledge, London-New York, 2000.

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

Title	Number of copies	Number of students
<i>In other words. A coursebook on translation</i>	1	15
<i>La traduzione specializzata. Un approccio didattico professionale</i>	1	15
<i>Hrvatsko-talijanski jezični dodiri</i>	4	15
<i>Priručnik za prevoditelje: prilog teoriji i praksi</i>	10	15

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

The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.



COURSE DESCRIPTION		
Course instructor	Asst. prof. Cecilija Jurčić Katunar Ph.D.	
Course name	<i>Idiomatic Expressions and Stylistics of the Croatian Language</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st year	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30+0+30
1. Course objectives		
Students will be taught to adequate reading of stylistic text attributes in the most distinguished discourse types of Croatian language (being distinguished by a particular genre of formative stylistic features from the desirable ones, but also by unacceptable deviations). The goal of this course is to develop in students a sense of nuanced use of language means, that is in line with the requirements of a particular functional style and the overall communication situation, thus contributing to the development of stylistic and communicative competencies in students - particularly within the translation practice context.		
2. Course enrollment requirements		
Enrollment in the 1st year of study.		
3. Expected learning outcomes for the course		
After the lectures and completed obligations from the course, students are expected to be able to: <ol style="list-style-type: none">1. Recognize linguistic stylistic features at all text levels and interpret them correctly in terms of content and genre relevance.2. Properly use the basics of metalanguage of the profession (traditional functional stylistics and of more contemporary stylistic approaches)3. Analyze properly different communication contexts and master stylistic adaptation of the general stylistic standards with specific communication goals.4. Examine the relationship between different discourse types towards the standard language norms and recognize allowed deviations from the norm and interpret them with respect to the author's communication intent.5. Based on the course insights, critically approach the independent Internet browsing of the recent stylistic research and present the results in the form of a seminar presentation.6. Complete a full independent analysis of the selected text templates.7. Properly shape shorter texts independently and learn to access your own text critically with respect to stylistic and compositional features.8. Argumentatively and critically shape the valuable attitude about the text.		
4. Course content		
Language functions concepts (Jakobson); Linguistic features and relations with the out-of language reality (linguistic stylistics and pragmatylistics). Language as a structure and methods of the		

language structure processing (with a particular focus on the lexic selection and the establishment of appropriate syntactic structures). Vertical and horizontal layeredness of discourse field; discourse types (I1, 2,3). The question of validity and standard-linguistic normativity (I4). Language and speech - structural differences and content implications. Layout and stylization of a written/spoken text (structure, sequence, finalization). Recipient (constructed/actual) as a factor of expression shaping. Language code selection as part of the text meaning. An author's autonomy within the genre. Communication and stylistic competence (I 6, 7, 8). Adaptation of the stylistic genre features by the concrete communication goals (I 6,7,8). Expected and unexpected in the text. Textuality standards (De Beaugrande-Dressler) - cohesion, coherence, intentionality, acceptability, informativeness, situationality, intertextuality (I2). The language of public communication (rhetorical canons in contemporary actualizations of the public discourse). Communication styles (I1,3,4). Paralinguistic tools: from lively speech to electronic media. Development of communication technologies and new genres. The language of social networks and blogosphere. Questioning of the academic text (metadiscourse marks). Media discourse (The question of truth in journalism). A language of the media as a mirror of the socio-political momentum. Change of paradigm - convergence, collective intelligence, participative culture. Triviality in media discourse. Creative use of a conceptual metaphor in public discourse (political speeches, publicist discourse) (I1,3,4). Euphemisms and taboos (13, 8).

<i>5. Manner of instruction</i>	<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

7. Student obligations

Student obligations include regular attendance, completion of the assigned tasks within agreed deadlines and a positive result within each continuous knowledge assessment. There is no final exam - all outcomes are checked and evaluated during the course. The detailed elaboration of the method of monitoring and evaluating students' work will be presented in the course's syllabus.

8. Students work monitoring²⁷

Attendance	2	In-class activity		Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	2	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

²⁷ **IMPORT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

There is no final exam. During the semester, students are required to prepare one seminar of a monographic type, write two short written exercises, and pass a written midterm exam. Students must get a passing grade (at least 50% points) from all the assessed activities in order to get the grade.

As part of the continuous knowledge assessment, the acquired knowledge of the following learning outcomes will be checked by a written midterm exam of an essay type as anticipated in the course program -I 1-4

Students are required to write one seminar of the monographic type and present it orally - I5

During the semester, students will write a few written exercises, two of which will be evaluated within the continuous knowledge assessment (one in a form of independent stylistic analysis of the given template, and the other in a form of an independent formation of shorter text of the essay type on the given topic) - I 6, 7, 8

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

Bagić, K., (ur.) *Važno je imati stila* (zbornik), Zagreb 2002.

Bagić, K. *Rječnik stilskih figura*, Školska knjiga, Zagreb 2015.

Katnić-Bakaršić, M., *Stilistika*, Sarajevo 2001.

Kovačević, M., Badurina, L., *Raslojavanje jezične stvarnosti*, Rijeka 2001.

Silić, Josip. *Funkcionalni stilovi hrvatskoga jezika*. Zagreb. Disput: 2006.

Škiljan, Dubravko. *Javni jezik*. 2000.

Tošović, B., *Funkcionalni stilovi*, Svjetlost 1988.

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

Badurina, L. *Između redaka*, Zagreb-Rijeka 2008.

Bourdieu, P., *Što znači govoriti: ekonomija jezičnih razmjena*, Zagreb 1992.

Frangješ, I., *Stilističke studije*, Zagreb 1959.

Granić, Jagoda (ur.). *Jezik i mediji – jedan jezik: više svjetova*. HDPL Zagreb-Split: 2006.

Granić, Jagoda. *Jezik i identiteti*. HDPL Zagreb-Split: 2007.

Jakobson, R., *Lingvistika i poetika*, Beograd 1966.

Jurčić Katunar, C. (2011) *Signali komunikacijske namjere u akademskom diskursu*, Diskurs i dijalog: teorije, metode i primjene, zbornik radova HDPL, ur. V. Karabalić, M. Aleksa Varga, L. Pon, Osijek, 2011, str. 381– 400.

Jurčić Katunar, C. (2018) *Metafora kao (svjesna) diskursna strategija – pragmatički aspekti konceptualne metafore*, Fluminensia, 2018/2

Kunczik, Michael i Astrid Zipfel. *Uvod u publicističku znanost i komunikologiju* (prev. I. Martinović). Zagreb. Zaklada Friedrich Ebert: 2006.

Stanojević, M. M. (2014) *Metafore koje istražujemo. Suvremeni uvidi u konceptualnu metaforu*.

Zagreb: Srednja Europa. Van Dijk, T., *Ideologija*, Zagreb 2006.

Vuletić, B., *Gramatika govora*, Zagreb, 1980.

Wimmer, R. i Dominick, J.R. *Mass Media Research: An Introduction*. Wadsworth Publishing: 2006.

Wales, K., *A Dictionary of Stylistics*, Longman 2001

Žanić, Ivo. <i>Hrvatski na uvjetnoj slobodi</i> . Zagreb. FPZ: 2007.		
12. Number of assigned reading copies in relation to the number of students currently attending the course		
Title	Number of copies	Number of students
Bagić, K., (ur.) <i>Važno je imati stila</i>	5	30
Bagić, K. <i>Rječnik stilskih figura</i>	10	30
Katnić-Bakaršić, M., <i>Stilistika</i>	7	30
Kovačević, M., Badurina, L., <i>Raslojavanje jezične stvarnosti</i>	9	30
Silić, J. <i>Funkcionalni stilovi hrvatskoga jezika</i>	6	30
Škiljan, Dubravko. <i>Javni jezik</i>	2	30
Tošović, B., <i>Funkcionalni stilovi</i>	4	
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences		
<p>A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of the acquired knowledge, skills, and competences is collected and reviewed within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on the content that showed as more demanding, more complex, and hence more difficult for students to master).</p>		

COURSE DESCRIPTION		
Course instructor	Agnieszka Rudkowska, MA / lector for Polish language	
Course name	<i>Polish Language for Translators II</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+30+30
1. Course objectives		
The core goal of the course is to expand knowledge gained within <i>Polish Language for Translators I</i> in accordance with the preparatory and basic level of language knowledge according to the CEFR.		
2. Course enrollment requirements		
Completed <i>Polish language for translators I</i> .		
3. Expected learning outcomes for the course		



After the completed course and fulfilled obligations, students are expected to be able to:

- develop the ability to understand simple texts and frequently used words in the area of personal interest (e.g. simple family information, shopping information, immediate environment, work) (I-1),
- communicate in simple and common situations which require an easy and immediate exchange of information on known topics and activities (I-2),
- describe your immediate environment, family, education, etc. (I-3),
- describe contents in the area of meeting the immediate needs (I-4),
- translate in writing simple short texts into Croatian language related to the covered topics (I-5).

4. Course content

The Polish language learning within the graduate translation level includes 4 semesters during which students gradually adopt Polish language from preparatory to independent level according to the CEFR. (I-1 to I-5)

Within each semester, students receive translation assignments in accordance with the level of mastering of Polish language. (I-1-I-5)

Polish Language for Translators II is a continuance of Polish Language for Translators I. Topics covered within the course (e.g. life in the city, life in a village, computer, education) are connected to vocabulary, grammar, syntax, morphology, phonology, and communication skills and roles that correspond to the preparatory level of language knowledge in accordance with the CEFR standards and the document "Programy uczenia języka polskiego jako obcego . Poziomy A1-C2 "A. Rabiej, A. Seretny, E. Lipińskie, E. Janowske. (I-1 to I-5)

A detailed course content will be shown in the syllabus.

<i>5. Manner of instruction</i>	<input type="checkbox"/> lectures	X independent tasks
	X seminars and workshops	X multimedia and network
	X 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. Student obligations

- *regular class attendance*
- *active in-class participation*
- *independent preparation for class*

8. Monitoring of student work²⁸

Attendance	2	In-class activity		Seminar		Experimental	
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²⁸ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

					work	
Written exam	2	Oral exam		Essay	Research	
Project		Continuous knowledge assessment	1	Report	Praktical work	
Portfolio						

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Learning outcomes assessment 1: In-class exercises which involve certain communication situations.

Learning outcomes assessment 2: In-class activities which require communication while applying the acquired knowledge.

Learning outcomes assessment 3 - 5: A continuous written assessment.

Learning outcomes assessment 5: Tasks and exercises that include written translation while using the language aids.

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

1. M. Małolepsza, A.Szymkiewicz, *Hurra!!! Po polsku 1. Podręcznik studenta*, Kraków 2010.
2. M. Małolepsza, A.Szymkiewicz, *Hurra! Po polsku 1. Zeszyt ćwiczeń*, Kraków 2010.
3. J. Machowska, *Gramatyka? Dlaczego nie!?*, Kraków 2010.
4. Dembińska K., Fastyn-Pleger K., Małowska, A., Ułańska, M., *Gramatyka dla praktyka. Fleksja i słowotwórstwo. Funkcjonalne ćwiczenia gramatyczne z języka polskiego dla obcokrajowców na poziomie A1, A2, B1*, Potsdam 2017.
5. A. Seretny, *A co to takiego? Obrazkowy słownik języka polskiego*. Kraków 2013.
6. Moguš, M., Pintarić, N., *Poljsko – hrvatski rječnik*, Zagreb 2000.
7. M. Małolepsza, A.Szymkiewicz, *Hurra!!! Po polsku 2. Podręcznik studenta*, Kraków 2010.
8. M. Małolepsza, A.Szymkiewicz, *Hurra! Po polsku 2. Zeszyt ćwiczeń*, Kraków 2010.
9. J. Machowska, *Gramatka? Ależ tak!* Kraków 2014.

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

5. J. Lechowicz, J. Podsiadły, *Ten, ta, to. Ćwiczenia nie tylko gramatyczne dla cudzoziemców*. Łódź 2001.
6. A. Kiermut, M. Majewska-Meyers, M. Gołkowski, M. Kuc, *Gdybym znał dobrze język polski... Wybór tekstów z ćwiczeniami do nauki gramatyki polskiej dla cudzoziemców. B1*. Warszawa 2018.
7. J. Krztoń, *Testuj swój polski. Słownictwo 1*. Kraków 2011.
8. E. Rybicka, M. Szcl-Mays, *Słowa i słówka. Podręcznik do nauczania słownictwa i gramatyki dla początkujących*. Kraków 2014.
9. <http://www.popolskupopolsce.edu.pl/>

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

Title	Numer of copies	Number of students
A course lecturer will provide literature for the		

participants.		
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences		
Student evaluation, continuous feedback (teacher - student, student - teacher), passed exam.		

COURSE DESCRIPTION		
Courseholder	Biljana Stojanovska Mr.sc, lector for Macedonian language	
Course name	<i>Macedonian Language for Translators II</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+30+30
1. Course objectives		
The core goal of the course is to expand knowledge gained within <i>Macedonian Language for Translators I</i> in accordance with the preparatory and basic level of language knowledge according to the CEFR.		
2. Course enrollment requirements		
<i>Macedonian Language for Translators I</i> completed.		
3. Expected learning outcomes for the course		
After the lectures and fulfilled obligations from this course, students are expected to be able to:		
<ol style="list-style-type: none"> 1. Identify and formulate sentences and frequently used terms that relate to the areas of personal interest. 2. Communicate in simple and common situations which require an easy and immediate exchange of information on familiar topics. 3. Use simple grammatical and sentence structures. 4. Describe thematic topics related to the lexicon and topics covered by the course contents. 5. Translate short simple texts from Macedonian to Croatian. 		
4. Course content		
The Macedonian language learning within the graduate translation level includes 4 semesters during which students gradually adopt Macedonian language from preparatory to independent level according to the CEFR.		
Within each semester, students receive translation assignments in accordance with the level of mastering of the Macedonian language.		
<i>Macedonian Language for Translators II</i> is a continuance of <i>Macedonian Language for Translators I</i> . Already covered topics of the course are related to vocabulary, grammar, and communication skills and roles that correspond to the preparatory and basic level of knowledge of the language according to the CEFR.		

5. Manner of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks					
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network					
	<input checked="" 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. Student obligations							
<ul style="list-style-type: none"> regular class attendance active in-class participation independent preparation for class 							
8. Monitoring of student work ²⁹							
Attendance	2	In-class activity		Seminar		Experimental work	
Written exam	2	Oral exam		Essay		Istraživanje	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
<p>Learning outcomes assessment 1: In-class exercises that involve certain communication situations.</p> <p>Learning outcomes assessment 2: In-class activities that require communication while applying the acquired knowledge.</p> <p>Learning outcomes assessment 3 - 5: A continuous written assessment. Written exam.</p> <p>Learning outcomes assessment 5: Tasks and exercises that include written translation while using language aids. Written exam.</p>							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> Aleksova, Gordana. 2013: Dzunica, sredno ramnište. Skopje: Filološki fakultet „Blaže Koneski“, Univerzitet „Sv. Kiril i Metodij“. Gočkova-Stojanovska, Tatjana i Panovska-Dimkova, Iskra. 2012: Božilak, početno ramnište. Skopje: Filološki fakultet „Blaže Koneski“, Univerzitet „Sv. Kiril i Metodij“. 							
11. Additional literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> Gočkova-Stojanovska, Tatjana. 2008: Praktikum po morfologija na makedonskiot literaturnen jazik. Skopje: Filološki fakultet „Blaže Koneski“. 							

²⁹**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

- grupa autora. 2015: Pravopis na makedonskiot jazik. Skopje: Institut za makedonski jazik „Krstе Misirkov“.
(<https://kultura.com.mk/prodavnica/pravopis-na-makedonskiot-jazik-vtoro-izdanie/>)
- Pavlovski, Borislav i Stefanija, Dragi. 2006: Mali makedonsko-hrvatski i hrvatsko-makedonski rječnik. Pula: Zavičajna naklada „Žakan Juri“.
- Vlatković, Dijana i Prošev-Oliver, Borjana. 2015: Hrvatsko-makedonski rječnik. Zagreb: Matica Makedonaca u Hrvatskoj.

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

Title	Number of copies	Number of students
The course lecturer will provide literature for the participants.		

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

Student evaluation, continuous feedback (teacher - student, student - teacher), passed exam.

COURSE DESCRIPTION

Course instructor	Assoc. prof. Tihana Kraš Ph.D.	
Course name	<i>Bilingualism</i> (English language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	30+0+15

1. Course objectives

The aim of the course is to introduce students with basic theoretical and research knowledge regarding bilingualism from developmental, linguistic, and psycholinguistic perspective and enable them to think critically about them. Also, the relevance of these insights for understanding of the process and product of translation and interpretation is brought to their attention.

2. Course enrollment requirements

Enrollment in the 1st year of study.

3. Expected learning outcomes for the course

After the lectures, students are expected to be able to:

1. Define bilingualism and a bilingual speaker from different perspectives.
2. Explain the different typologies of bilingualism and bilingual speakers.
3. Explain the methodological and conceptual questions in bilingual research.



4. Explain the fundamental features of different types of bilingual development (bilingual adoption of the first language, adoption of the second language, adoption of the hereditary language, adoption of the third language, losing/dying out of the first language) and compare them mutually.
5. Explain the role of various internal and external factors in bilingual development.
6. Explain the role of interlingual influence in bilingual development.
7. Describe the basic understanding of bilingual language processing.
8. Explain the consequences of bilingualism for the linguistic, cognitive, and emotional development of an individual.
9. Explain the issues of education and literacy of bilingual speakers.
10. Explain the questions of identity and language attitudes of bilingual speakers.
11. Describe the basic features of bilingual communication (e.g. code switching, code mixing, lexical borrowing).
12. Explain the relevance of understanding bilingualism for understanding the process and product of translation and interpretation.

4. Course content

The course includes the following contents:

- definitions of bilingualism and bilingual speakers (1);
- typology of bilingualism and bilingual speakers (2);
- methodological and conceptual issues in bilingual research (3);
- the fundamental features of different types of bilingual development (bilingual adoption of the first language, adoption of the second language, adoption of the hereditary language, adoption of the third language, losing / dying out of the first language) and their mutual relationship (4);
- the role of various external and internal factors in bilingual development (5);
- the role of interpersonal influence in bilingual development (6);
- basic knowledge on bilingual language processing (7);
- the consequences of bilingualism for language, cognitive, and emotional development of an individual (8);
- issues of education and literacy of bilingual speakers (9);
- questions of identity and language attitudes of bilingual speakers (10);
- basic features of bilingual communication (e.g. code switching, code mixing, lexical borrowing) (11);
- relevance of knowledge about bilingualism for understanding the process and product of translation and interpretation (12).

5. Manner of instruction

lectures

independent tasks

seminars and workshops

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. Student obligations							
Students are required to attend classes, actively participate, participate in a continuous knowledge assessment, and write an essay.							
8. Monitoring of student work ³⁰							
Attendance	2	In-class activity	0,5	Seminar		Experimental work	
Written exam		Oral exam		Essay	1	Research	
Project		Continuous knowledge assessment	1,5	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Learning outcomes are valued through participation in discussions and debates in class, written midterms and argumentative essays. (I-1 to I-12)							
10. Mandatory literature (at the time of submitting a study program proposal)							
Selected parts from the following books:							
Altarriba, J. i Heredia, R. R. (ur.) (2008). <i>An Introduction to Bilingualism: Principles and Processes</i> . New York/London: Lawrence Erlbaum Associates.							
Bialystok, E. (2001). <i>Bilingualism in Development: Language, Literacy, and Cognition</i> . Cambridge: Cambridge University Press.							
De Houwer, A. (2009). <i>Bilingual First Language Acquisition</i> . Bristol/Buffalo/Toronto: Multilingual Matters.							
Grosjean, F. (2008). <i>Studying Bilinguals</i> . Oxford: Oxford University Press.							
Myers-Scotton, C. (2006). <i>Multiple Voices: An Introduction to Bilingualism</i> . Oxford: Blackwell.							
11. Additional literature (at the time of submitting a study program proposal)							
Baker, C. (2011). <i>Foundations of Bilingual Education and Bilingualism</i> (6. izd.). Clevedon: Multilingual Matters.							
Bhatia, T. K. i Ritchie, W. C. (ur.) (2014). <i>The Handbook of Bilingualism and Multilingualism</i> . Oxford: Blackwell.							

³⁰ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities

Bialystok, E. (1991). *Language Processing in Bilingual Children*. Cambridge: Cambridge University Press

Chin, N. B. i Wigglesworth, G. (2007). *Bilingualism: An Advanced Resource Book*. London/New York: Routledge.

De Houwer, A. (2009). *An Introduction to Bilingual Development*. Bristol/Buffalo/Toronto: Multilingual Matters.

Grosjean, F. (1982). *Life with Two Languages: Introduction to Bilingualism*. Cambridge, MA/London, England: Harvard University Press.

Hamers, J. F. i Blanc, M. H. A. (2000). *Bilinguality and Bilingualism*. Cambridge: Cambridge University Press.

Harris, R. J. (ur.) (1992). *Cognitive Processing in Bilinguals*. Amsterdam: Elsevier Science Publishers.

Hyltenstam, K. i Obler, L. K. (1989). *Bilingualism Across the Lifespan: Aspects of Acquisition, Maturity and Loss*. Cambridge: Cambridge University Press.

Javier, R. A. (2007). *The Bilingual Mind: Thinking, Feeling and Speaking in Two Languages*. Springer.

Kroll, J. F. i De Groot, A. M. B. (ur.) (2005). *Handbook of Bilingualism: Psycholinguistic Approaches*. Oxford: Oxford University Press.

Muysken, P. (2001). *Bilingual Speech: A Typology of Code-Mixing*. Cambridge: Cambridge University Press.

Milroy, L. i Muysken, P. (ur.) (1995). *One Speaker, Two Languages: Cross-Disciplinary Perspectives on Code-Switching*. Cambridge: Cambridge University Press.

Paradis, M. (2004). *A Neurolinguistic Theory of Bilingualism*. Amsterdam/Philadelphia: John Benjamins.

Romaine, S. (1989). *Bilingualism*. Oxford: Blackwell.

Wei, L. (ur.) (2007). *The Bilingualism Reader* (2. izd.). London/New York: Routledge.

Wright, W. E., Boun, S. i García, O. (2015). *The Handbook of Bilingual and Multilingual Education*. Wiley Blackwell.

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

Title	Number of copies	Number of students
Altarriba, J. i Heredia, R. R. (ur.) (2008). <i>An Introduction to Bilingualism: Principles and Processes</i> . New York/London: Lawrence Erlbaum Associates.	2	
Bialystok, E. (2001). <i>Bilingualism in Development: Language, Literacy, and Cognition</i> . Cambridge: Cambridge University Press.	1	



De Houwer, A. (2009). <i>Bilingual First Language Acquisition</i> . Bristol/Buffalo/Toronto: Multilingual Matters.	0	
Grosjean, F. (2008). <i>Studying Bilinguals</i> . Oxford: Oxford University Press.	2	
Myers-Scotton, C. (2006). <i>Multiple Voices: An Introduction to Bilingualism</i> . Oxford: Blackwell.	2	
<u>Literature will be provided to participants by the course instructor.</u>		
<i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i>		

COURSE DESCRIPTION		
Course instructor	Nikola Tutek Ph.D.	
Course name	<i>The Translation of Multimodal Literary Texts</i> (English language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+0+60
<i>1. Course objectives</i>		
The aim is to introduce students to the methods and techniques of texts translations that contain different forms and degrees of multimodality.		
<i>2. Course enrollment requirements</i>		
<i>Course enrollment requirements.</i>		
<i>3. Expected learning outcomes for the course</i>		
After the lectures, students are expected to be able to:		
<ol style="list-style-type: none"> 1. Identify the different types of multimodal literary texts. 2. Consider the problems and constraints that may arise when translating multimodal literary texts. 3. Discern and clarify the cultural connotations of multimodal literary texts which are also expressed in verbal (written) and visual (graphic) content. 4. Translate specific language structures and their connotative meanings in multimodal literary texts. 5. Make glossaries and translation diaries. 		
<i>4. Course content</i>		
The course consists of the translation exercises of the selected multimodal literary texts from English to Croatian and from Croatian to English language. The types of multimodal literary texts to be translated are as follows:		



• Texts that contain illustrations and/or photographs as their integral part (1-5),

• Texts from which one part relates to or explains illustrations and/or photographs (1-5),

• Texts which graphic appearance holds visual and connotative meaning (shape prose/poetry) (1-5).

5. Manner of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____

6. Comments

7. Student obligations

Students are required to attend classes and participate in continuous practical work. In order to acquire an anticipated number of ECTS credits, students are required to complete the final practical work (I-1 - I-5).

8. Monitoring of student work³¹

Attendance	2	In-class activity	1	Seminar	Experimental work
Written exam		Oral exam		Essay	Research
Project		Continuous knowledge assessment		Report	Praktical work 2
Portfolio					

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Students are required to complete their final practical work while continuously attending classes. The total number of points a student can earn is 100 (activities listed in the table are evaluated). (I1 to I5).

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

- various types of multimodal literary texts given by the lecturer;
- English-Croatian and Croatian-English dictionaries;
- monolingual English and Croatian dictionaries;
- monolingual and bilingual dictionaries of a particular profession (depending on the covered topics);
- other electronic sources.

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

³¹ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

12. Number of assigned reading copies in relation to the number of students currently attending the course		
Title	Number of copies	Number of students
The required number of mandatory literature copies will be provided to participants by the course lecturer.		
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences		
<p>The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.</p>		

COURSE DESCRIPTION		
Course instructor	Asst. prof. Petra Žagar-Šošćarić Ph.D.	
Course name	<i>Literary Translation</i> (German language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+E+S)	0+0+30
1. Course objective		
The aim of this course is to give students an insight into the theory and practice of the translations of literary texts in relevance to the translations of applicable texts.		
2. Course enrollment requirements		
Enrollment in the 1st year of study.		
3. Expected learning outcomes for the course		
<p>After the lectures, students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Explain the meaning of literary translations in relation to the translations of applicable texts. 2. State the specificities and perceive issues of literary translations (e.g. specificities of children's literature translation, migrant literature, fantasy stories, archaic texts). 3. Apply the knowledge gained about the particularities of the translations of applicable text. 4. Explain certain lexemes and find adequate synonyms in the context in which they are 		

- used (for example translation of metaphors, personal names in intercultural contexts, etc.).
5. Interpret and understand literary text in the context of translation into the target text (for example, understanding cultural diversity of the original and its transfer into the target text - translation).
 6. Apply (previously) acquired knowledge from language and literary courses at the study of German language and literature and other philological divisions.
 7. Recognize the significance of empathy for the literary texts translations.
 8. Perceive the significance of the previous theories for the practice of the literary translations.

4. Course content

- introduction to literary translation and introduction to the translation of applicable texts (theories: U. Eco, A. Đurović, H. Witte, V. Kučič, P. Kušmaul, H. Witte) (I 1-3),
- the translation of literary texts (children's literature, lyric, novel / documentary novel, narrative, archaic texts of the 19th century) (I 2-8),
- translation of documents (court records, medical records, etc.) (I 1,3,6),
- translation and role of a document (e.g. authentic documents) in literary texts (I 1, 3, 5, 6, 7, 8),
- transfer of cultures (I 1-8).

<i>5. Manner of instruction</i>	<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

7. Student obligations

Students are required to attend classes and participate in continuous and practical work and to do homework.

8. Monitoring of student work³²

Attendance	1	In-class activity	1	Seminar	Experimental work	
Written exam		Oral exam		Essay	Research	1
Project		Continuous knowledge assessment		Report	Practical work	1
Portfolio		Translation	1			

³²**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

The course involves a written and an oral exam.

Students read their translations and turn them in writing at the previously agreed term, which will be defined in the second class in agreement with the students.

Translations and activities (homework) are summed up and evaluated and the final grade is given during the exam period as stated in this syllabus.

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

1. Eco, Umberto (2006): Quasi dasselbe mit anderen Worten: Über das Übersetzen, München
2. Đurović, Annette (2018): Translation, Wege, Theorien, Perspektiven, Beograd
3. Höning, G.H. (2010): Konstruktives Übersetzen, Stauffenburg, Tübingen
4. Kučiš, Vlasta (2016): Translatologija u teoriji i praksi, Zagreb
5. Kußmaul, P. (2000): Kreatives Übersetzen, Stauffenburg, Tübingen
6. Kučiš, Vlasta/Petra Žagar-Šošćarić (ur.) (2017): Translation von gestern, heute und morgen, Rijeka.
7. Witte, H. (2007): Die Kulturkompetenz des Translators, Stauffenburg, Tübingen
8. Petrova, A. (2013): Literarisches Übersetzen als Gegenstand der Translationswissenschaft und der Translationsdidaktik. Habilitationsschrift, Innsbruck

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

1. Reiss, K. (1995): Grundfragen der Übersetzungswissenschaft, WUV/Universitätsverlag, Wien, 1995.
2. Renn, J. (2002): Übersetzung als Medium des Kulturverstehens und sozialer Integration, Campus, Frankfurt am Main

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

Title	Number of copies	Number of students
Quasi dasselbe mit anderen Worten: Über das Übersetzen	2	15
Translation, Wege, Theorien, Perspektiven	2	15
Konstruktives Übersetzen	1	15
Translatologija u teoriji i praksi	2	15
Kreatives Übersetzen	1	15
Translation von gestern, heute und morgen	100	15
Die Kulturkompetenz des Translators	1	15
Literarisches Übersetzen als Gegenstand der Translationswissenschaft und der Translationsdidaktik	1	15

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



The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Asst. prof. Manuela Svoboda Ph.D.	
Course name	<i>Translation of Complex Text Types</i> (German language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours(L+ E+S)	0+0+30
1. Course objectives		
The aim of this course is to introduce students with complex text types and with difficulties in their translations, which can for example, appear in the form of an archaic letter or a language. In addition, students will learn how to find appropriate translation solutions on the target language on the basis of the selected complex text types analysis.		
2. Course enrollment requirements		
Enrollment in the 1st year of study.		
3. Expected learning outcomes for the course		
After the lectures, students are expected to be able to:		
<ol style="list-style-type: none">1. Understand and display the complex text type content.2. Individually find the appropriate terms for the translation of complex text type.3. Distinguish and identify reliable sources of information.4. Find the relevant experts in a particular area.5. Recognize the importance of historical and cultural specificities for translation of demanding texts.6. Adjust translation to the target group.7. Critically reflect and redact the translation.		
4. Course content		
<ul style="list-style-type: none">• reading and understanding the complex text types (1),• analysis and the translation of complex text types (1-7),• selection and use of relevant and reliable sources / experts (1-4),• research in the field of terminology and relevant writing (1-7).		
5. Manner 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. Student obligations							
Students are required to attend classes and participate in continuous and practical work. In order to acquire an anticipated number of ECTS credits, students are required to conduct a research and write a seminar.							
8. Monitoring of student work ³³							
Attendance	1	In-class activity	1	Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	1
Project		Continuous knowledge assessment	1	Report		Practical work	1
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Over the duration of the course, translation, research, finding of appropriate sources, revision, and critical reflection of translation are evaluated. (I-1 to I-7)							
10. Mandatory literature (at the time of submitting a study program proposal)							
1. Eco, Umberto (2006): Quasi dasselbe mit anderen Worten: Über das Übersetzen, München 2. Ivir, V. (1978): Teorija i tehnika prevodenja, Centar "Karlovačka gimnazija", Sremski Karlovci 3. Svoboda, M. (2013): Die Übersetzungsproblematik bei historischen Texten am Beispiel von Franz Bachs „Otočaner Regimentsgeschichte“ aus dem Jahr 1854, Znanstvena monografija Translation in Theorie und Praxis, Frankfurt: Peter Lang, ISBN: 978-3-631-62903-1, str. 247-256 4. Svoboda, M.; Žagar-Šoštarić, P. (2013): Abweichungen von der Normsprache und mögliche Anpassungen an kulturspezifische Ausdrucksweisen im Bereich des Tourismus u: Sammelband des Internationalen Symposiums: Neue Methoden beim Fremdsprachenerwerb, dargestellt am Blended Learning, Süleyman Demirel University, Faculty of Sciences and Arts, German Language and Literature Department, ISBN: str. 119-137 5. Svoboda, M.; Žagar-Šoštarić, P. (2014): Leicht gedacht und schwer gemacht - Zur Problematik des literarischen Übersetzens u: Translation und Transkulturelle Kommunikation, Univerzitet u Beogradu,, str. 217-237							
11. Additional literature (at the time of submitting a study program proposal)							
4. Snell-Hornby, M. (1995): Translation Studies. An Integrated Approach. Amsterdam:							

³³ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Benjamins.

5. Bassnett, S. (1991): Translation Studies. London: Methuen.
6. Reiß, K., Vermeer, H. (1984): Grundlegung einer allgemeinen Translationstheorie. Tübingen: Niemeyer
7. Koller, W. (1983): Einführung in die Übersetzungswissenschaft. Heidelberg: Quelle/Meyer.

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

Title	Number of copies	Number of students
Quasi dasselbe mit anderen Worten: Über das Übersetzen	2	15
Teorija i tehnika prevođenja	unlimited (e-book)	15
Die Übersetzungsproblematik bei historischen Texten am Beispiel von Franz Bachs „Otočaner Regimentsgeschichte“ aus dem Jahr 1854	unlimited (a sample available for copying is with the professor)	15
Abweichungen von der Normsprache und mögliche Anpassungen an kulturspezifische Ausdrucksweisen im Bereich des Tourismus	unlimited (a sample available for copying with the professor)	15
Leicht gedacht und schwer gemacht - Zur Problematik des literarischen Übersetzens	unlimited (a sample available for copying with the professor)	15

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

The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Anna Rinaldin Ph.D.	
Course name	General Linguistics (Italian language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours(L+ E+S)	30+30+0

1. *Course objectives*



The aim of this course is to gain insight into relevant linguistic theories and related terminology, to get acquainted with the elements of human language articulation at all levels and to create awareness of typological problems and linguistic universals.

2. Course enrollment requirements

Enrollment in the 1st year of study.

3. Expected learning outcomes for the course

General learning outcomes:

- Develop language competence
- Apply the linguistic metalanguage in other courses and your work.
- Perform tasks independently.
- Responsible access to tasks.

Specific learning outcomes:

- I1. define and explain basic linguistic concepts,
- I2. differentiate and compare different theoretical models,
- I3. define different linguistic disciplines and divisions,
- I4. explain the historical development of a discipline,
- I5. apply theoretical knowledge on concrete texts,
- I6. give your opinion argumentatively in discussions on language issues.

4. Course content

- Basic linguistic concepts and problems (basic human language features, language development theory, arbitrary of sign language, De Saussure's dichotomy ...) (I1, I3);
- Double articulation, language competence, language functions (I1, I2);
- History of linguistics (I4);
- Linguistic disciplines (psycholinguistics, neurolinguistics, pragmalinguistics, sociolinguistics, textual linguistics ...) (I1, I3);
- Morphological analysis, syntagm and syntax, semantics (I5, I6).

<i>5. Manner of instruction</i>	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" 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 The course is taught in Italian language.

7. Student obligations

Students are required to attend and actively participate in teaching and regularly perform their

assigned tasks. They are required to pass two written midterm exams and a final oral exam.

8. Monitoring of student work³⁴

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous knowledge assessment	2	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

2 written midterms (I1-I6)

Final oral exam (I1-I6)

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

- Berruto G., *Corso elementare di linguistica generale*, UTET-Università Torino, 2006.
- Graffi G., Scalise, S., *Le lingue e il linguaggio*, Il Mulino, Bologna, 2003.
- Lepschy G. C., *La linguistica del Novecento*, Il Mulino, Bologna, 2000.
- Patota G., *Nuovi lineamenti di grammatica storica dell'italiano*, Il Mulino, Bologna, 2012.
- Simone R., *Fondamenti di linguistica*, Laterza, Roma-Bari, 1997.

*A list of updated literature is written in the syllabus for each academic year.

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

- Dawson, Hope C. and Michael Phelan (ur.). *Language Files*, 12th edition, Columbus: The Ohio State University Press, 2018.
- Berruto G., *La linguistica: Un corso introduttivo*, UTET-Università Torino, 2017.
- Beccaria, G. L. (ur.) *Dizionario di Linguistica*, Einaudi, Torino, 2004.
- Berruto G., *Sociolinguistica dell'Italiano contemporaneo*, Carocci, Roma, 1987.
- Berruto G., *La semantica*, Zanichelli, Bologna, 1988.
- Bloomfield L., *Il linguaggio*, Il saggiaatore EST, Milano, 1996.
- Glovacki, Bernardi i dr., *Uvod u lingvistiku*, Školska knjiga, Zagreb, 2001.
- Tekavčić P., *Uvod u lingvistiku za studente talijanskoga jezika*, Zagreb, 1979.

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

Title	Number of copies	Number of students
<i>Corso elementare di linguistica generale</i>	1	15

³⁴**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



<i>Le lingue e il linguaggio</i>	1	15
<i>La linguistica del Novecento</i>	1	15
<i>Nuovi lineamenti di grammatica storica dell'italiano</i>	1	15
<i>Fondamenti di linguistica</i>	1	15

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

The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Asst. prof. Anna Rinaldin Ph.D.	
Course name	<i>Terminology and Terminography</i> (Italian language)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	1st	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours(L+ E+S)	30+30+0
1. Course objectives		
The aim of this course is to get students introduced to the basics of terminology and terminography.		
2. Course enrollment requirements		
Enrolled in the 1st year of study.		
3. Expected learning outcomes for the course		
General learning objectives:		
<ul style="list-style-type: none">• Critically and analytically approach specific texts.• Develop research competence.• Perform tasks independently.• Approach tasks with responsibility.		
Specific learning outcomes:		
I1. Define the basic terms of terminology and terminography.		
I2. Explain the basic theoretical models and methodologies.		
I3. Analyze a corpus analytically.		

14. Create bilingual terminology notes/ glossaries.							
15. Use terminological data in translation.							
4. Course content							
<ul style="list-style-type: none"> • Basic terms of terminology and terminography and basic theoretical models (I1, I2); • Methodology of terminographic descriptions (I2, I3); • Terminological / terminographic descriptions and definitions in the languages for the professions (I3, I4), • Browsing for terminological databases (I5). 							
5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks					
	<input type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network					
	<input checked="" type="checkbox"/> exercises	<input checked="" 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	The course is taught in Italian language.						
7. Student obligations							
Students are required to attend and actively participate in class and regularly perform their assigned tasks. They are required to pass one written midterm exam, complete a project, and pass the final oral exam.							
8. Monitoring of student work³⁵							
Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project	1	Continuous knowledge assessment	1	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Written midterm (I1-I2);							
Project (I3-I5);							
Final oral exam (I1-I3).							
10. Mandatory literature (at the time of submitting a study program proposal)*							
<ul style="list-style-type: none"> • J. Delisle, H. Lee-Jahnke, M. C. Cormier, <i>Terminologia della traduzione</i>, Milano, Hoepli, 2002. 							

³⁵ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

- L. Hudeček, M. Mihaljević, *Hrvatski terminološki priručnik*, Zagreb, Institut za hrvatski jezik i jezikoslovlje, 2010.
- M. Magris i dr., *Manuale di terminologia*, Milano, Hoepli, 2002.
- R. Maslias, izbor članaka: *Terminology in the Changing World of Communication*, dostupno na: http://www.termcoord.eu/wp-content/uploads/2017/07/Terminology_in_the_changing_world_of_communication.pdf

* A list of updated literature is placed in the syllabus for each academic year.

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

- P. Faini (ur.), *Terminologia, linguaggi specialistici, traduzione. Prospettive teoriche e pratiche*, Trento, Tangram, 2018.
- M.T. Zanola, *Che cos'è la terminologia*, Roma, Carocci, 2018.

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

Title	Number of copies	Number of students
<i>Terminologia della traduzione</i>	1	15
<i>Hrvatski terminološki priručnik</i>	1	15
<i>Manuale di terminologia</i>	1	15
<i>Terminology in the Changing World of Communication</i>	unlimited (e-book)	15

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

The quality program assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is anticipated to be done by the students, which will include their assessment of the acquired knowledge, skills, and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Anastazija Vlastelić Ph.D.	
Course name	<i>Language of Electronic Media</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	Ist	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours(L+ E+S)	30+0+15



1. Course objectives		
<p>The main goal of the course is to introduce students to the language characteristics in electronic media, as in classical (radio, television) so as in those in new digital-network genres (blogs, vlogs, emails, internet portals, text messages, social networks ...).</p> <p>Language division is performed on all language levels: orthographic, phonologic, morphologic, creative, syntactic, lexical, and stylistic.</p>		
2. Course enrollment requirements		
Enrollment in the 1st year of study.		
3. Expected learning outcomes for the course		
<p>After the lectures, students are expected to be able to:</p> <ol style="list-style-type: none"> 1. List and describe the functional and linguistic features of genres in modern electronic media. 2. Read the basic features of Croatian language in written and oral communication in various electronic media and apply them. 3. Analyze and specify (possible) solutions of normative deviations at all language levels in the contemporary public language use. 4. Apply the norms of Croatian standard language in written and oral communication. 5. Correct your own and other texts with respect to linguistic and stylistic norms of the Croatian standard language. 6. Decide on the ability to apply the standard language rules on examples not just elaborated in normative manuals. 7. Search the linguistic manuals and online sites independently and interpret the collected data. 		
4. Course content		
<p>History and overview of communication systems (I1, I2). The electronic media in public and private communication (I1, I2, I7). Sociolinguistic view on electronic media role in communication (I1, I2, I7). Types of texts in electronic media (texts, e-text, hypertext ...) (I1, I2, I3, I7). Communication technologies and Croatian (standard) language (I3, I4).</p> <p>With seminars, students will use the help of teachers to collect, explore, and analyze the linguistic features of different types of texts in different electronic media (I5, I6, I7).</p>		
5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" 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		

<i>7. Student obligations</i>							
Student obligations include regular attendance of classes, fulfillment of the assigned tasks within given deadlines, and positive results within each continuous knowledge assessment.							
<i>8. Monitoring of student work³⁶</i>							
Attendance	1,5	In-class activity	1,5	Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	2	Report		Practical work	
Portfolio							
<i>9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam</i>							
<ul style="list-style-type: none"> • Seminar preparation (I1, I2, I7). • Written exercises composed of different types of tasks (I3, I4, I5). • Proofreading of various types of texts written in Croatian language or translation to Croatian (I3, I4, I5, I6). • Successfully conducted workshops on types of texts in electronic media and their features (I1, I2, I3, I7). 							
<i>10. Mandatory literature (at the time of submitting a study program proposal)</i>							
<p>Badurina, L., ur. <i>Jezični varijeteti i nacionalni identiteti</i>, Zagreb, 2011.</p> <p>Filipan-Žignić, B. <i>O jeziku novih medija – kvare li novi mediji suvremeni jezik?</i> Split, 2012.</p> <p>Hudeček, L. i. Mihaljević, M. 2009. <i>Jezik medija. Publicistički funkcionalni stil</i>, 2009.</p> <p>Silić, J. <i>Funkcionalni stilovi hrvatskoga jezika</i>, Zagreb, 2006.</p> <p>Silić, J. i Pranjković, I., <i>Gramatika hrvatskoga jezika</i>, Zagreb, 2005. ili 2007.</p>							
<i>11. Additional literature (at the time of submitting a study program proposal)</i>							
<p>Alerić, M. – Gazdić Alerić, T. 2013, <i>Hrvatski u upotrebi</i>, Zagreb, 2013.</p> <p>Barić, E. i dr., <i>Hrvatski jezični savjetnik</i>, Zagreb, 1999.</p> <p>Badurina, L., Marković, I., Mićanović, K., <i>Hrvatski pravopis</i>, 2007. ili 2008.</p> <p>Crystal, D. <i>Language and the Internet</i>, Cambridge,²2006.</p> <p>Frančić, A. – Hudeček, L. – Mihaljević, M., <i>Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku</i>, Zagreb, 2005.</p> <p>Krištof, T. – Osredečki, V. – Drvar, K., <i>Internet kao komunikacijski kanal</i>, Zagreb, 2011.</p> <p>Kovačević, M. – Badurina, L., <i>Raslojavanje jezične stvarnosti</i>, Rijeka, 2001.</p> <p>Matijaš, M., <i>Mali jezični savjetnik za bolju poslovnu komunikaciju</i>, Banjole, 2017.</p> <p>Mićanović, K., <i>Hrvatski s naglaskom: standard i jezični varijeteti</i>, Zagreb, 2006.</p> <p><i>Norme i normiranje hrvatskoga standardnoga jezika</i>, priredio M. Samardžija, Zagreb, 1999.</p>							

³⁶ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities



Pranjković, I., *Ogledi o jezičnoj pravilnosti*, Zagreb, 2010.

Pravopis Instituta za hrvatski jezik i jezikoslovlje: <http://pravopis.hr/>

Skelin Horvat Anita, *O jeziku i identitetima hrvatskih adolescenata*, Zagreb, 2017.

Magazines:

Jezik, Govor, Suvremena lingvistika, Riječ, Filologija, Jezikoslovlje, Rasprave Instituta za hrvatski jezik, Strani jezici, Vijenac, Fluminensia, Lahor, Kolo, Folia onomastica croatica, Medijska istraživanja, zbornici HDPL-a...

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

Title	Number of copies	Number of students
Badurina, L., ur. <i>Jezični varijeteti i nacionalni identiteti</i> , Disput, Zagreb, 2011.	2	20
Filipan-Žignić, B. <i>O jeziku novih medija – kvare li novi mediji suvremeni jezik?</i> MH – Ogranak Čakovec, Split, 2012.	2	20
Hudeček, L. i. Mihaljević, M. 2009. <i>Jezik medija. Publicistički funkcionalni stil</i> , HSN, Zagreb, 2009.	2	20
Silić, J. <i>Funkcionalni stilovi hrvatskoga jezika</i> , Disput, Zagreb, 2006.	5	20
Silić, J. i Pranjković, I., <i>Gramatika hrvatskoga jezika</i> , ŠK, Zagreb, 2005. ili 2007.	5	20

A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of the acquired knowledge, skills, and competences is collected and reviewed within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on content that showed as more demanding, more complex, and hence more difficult for students to master).

COURSE DESCRIPTION	
Course instructor	Asst. prof. Željka Macan Ph.D.
Course name	<i>Phraseology and Translation</i>
Study program	Double major graduate university translation study
Course status	Compulsory
Year	1st



ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of credit hours(L+ E+S)	30+0+15
1. Course objectives		
The aim of the course is to familiarize students with the basic phraseme features through contrastive phraseology and with methods of approaching phrasemes in the translation process, with a special reference to the cultural specific phrasemes.		
2. Course enrollment requirements		
Enrolled in the 1st year of study.		
3. Expected learning outcomes for the course		
It is expected that after the fulfillment of all the course's obligations, students will be able to:		
<ol style="list-style-type: none"> 1. Identify the basic features of phrasemes and of two basic approaches in phraseology - the traditional and the cognitive. 2. Explain, compare, and apply different approaches in the analysis of phrasemes. 3. Analyze the collected phraseological structure according to a certain criterion. 4. Use phraseographic sources (in print and in e-form) in translation practice. 5. Phraseographically analyze the collected phraseological structure (intralingual and interlingual approach). 6. Synthesize the previously acquired theoretical knowledge with the results of self-conducted research. 7. Apply acquired knowledge in the translation practice. 		
4. Course content		
<ol style="list-style-type: none"> 1. Phraseology as a linguistic discipline. (I-1); 2. Phraseme - a basic unit of the phraseological language system. (I-1); 3. Approaches to phraseme analysis - semantical, structural, syntactic, conceptual. (I-2, I-3); 4. Relationships of equivalence in phraseology. (I-4); 5. Phraseography in translation practice. (I-4, I-5); 6. Translations of phrasemes. (I-6); 7. Cultural specificities in phraseme translations. (I-5, I-6). 		
5. Manner 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		
7. Student obligations		
Student obligations include regular class attendance, fulfillment of assigned tasks within given deadlines, and positive results within each continuous knowledge assessment.		

8. Monitoring of student work ³⁷							
Attendance	1.5	In-class activity	0,5	Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	1
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
<p>Learning outcome assessment 1. Describe basic features of a phraseme and differences in the traditional and cognitive approach to phraseology as part of the continuous knowledge assessment (a positive achievement refers to at least 50% of the points awarded).</p> <p>Learning outcome assessment 2. Describe and apply approaches to the phraseme analysis as part of the continuous knowledge assessment (a positive achievement refers to at least 50% of the points awarded).</p> <p>Learning outcome assessment 3. Analyze the collected phraseological structure based on predefined criterion (criteria). The analysis is based on research that is already carried out and is presented in the form of a seminar.</p> <p>Learning outcome assessment 4. Evaluation of the manner of use of phraseographical resources when making a report and a seminar, as well as of the manner of their choice's relevance for the particular area (and in accordance with a topic chosen in agreement with the course instructor).</p> <p>Learning outcome assessment 5. An analysis of the collected phonological structure according to the fundamental phraseographic principles and the differentiation of the intralingual and interlingual approaches. Making of a phraseological dictionary (glossary) in accordance with the chosen topic of the seminar (which represents its integral part and serves as a starting point for analysis).</p> <p>Learning outcome assessment 6. Linking of acquired theoretical knowledge and independent research work and their presentation in the form of a report and a seminar.</p> <p>Learning outcome assessment 7. Application of independent research work to the field of phraseological equivalence (selected examples in the report, the entirely collected phraseological structure in the seminar).</p>							
10. Mandatory literature (at the time of submitting a study program proposal)							
<p>Bukovčan, D. 2016. "Stručnojezična frazeologija i metaforika u međujezičnom i međukulturalnom kontrastiranju". <i>FLUMINENSIA</i>, god. 28, br. 1, str. 143-162.</p> <p>Fink-Arsovski, Ž. 2002. <i>Poredbena frazeologija: pogled izvana i iznutra</i>. Zagreb: FF press, Filozofski fakultet.</p> <p>Fink-Arsovski, Ž., Kovačević, B., Hrnjak, A. 2010. <i>Bibliografija hrvatske frazeologije</i>. Zagreb: Knjigra³⁸.</p>							

³⁷**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

³⁸This title is a basic starting point when choosing the appropriate literature, dictionary and network resources for the independent student research and seminar.

Ivanetić, N. 1995. „Faule Grete i Mila Gera. O prevođenju nekih kulturnospecifičnih frazema“. U J. Mihalejvić Djigunović, N. Pintarić (Ur.), *Prevođenje - suvremena strujanja i tendencije* (str. 487-503). Zagreb: Hrvatsko društvo za primijenjenu lingvistiku.

Menac, A. 2007. *Hrvatska frazeologija*. Zagreb: Knjigra.

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

Cowie, Anthony P. (ur.) 2010. *Phraseology. Theory, Analysis and Applications*, Oxford: OxfordUniveristy Press.

Burger, H. 2007. „Das idiomatische „Bild“ - alte Fragen, neue Antworten?“ Zbornik Europhras Slovenija 2005 *Frazeologija v jezikoslovju in drugih vedah* (str. 121-137). Ljubljana.

Burger, H. 2007. *Phraseologie. Eine Einführung am Beispiel des Deutschen*. Berlin: Erich Schmidt Verlag.

Dobrovol'skij, D. 1999. „Kontrastive Phraseologie in Theorie und Wörterbuch“. *Wörter in Bildern, Bilder in Wörtern. Beiträge zur Phraseologie und Sprichwortforschung aus dem Westfälischen Arbeitskreis* (str. 107-123). Essen: Schneider Verlag Hohengehren.

Filipović Petrović, I. 2018. *Kada se sretne leksikografija i frazeologija. O statusu frazema u rječniku*. Zagreb: Srednja Europa.

Fink, Ž. 2007. „Hrvatski priložni frazemi s komponentama *dan* i *noć* i njihovi ekvivalenti u drugim jezicima“. U D. Baláková, P. Ďurčo (ur.) *Frazeologické štúdie V, Princípy lingvistickej analýzy vo frazeológii* (str. 239-250). Ružomberok.

Fink, Ž. 2006. „Politika *mrkve* i *batine* ili *biča* i *medenjaka*“. U J. Granić (Ur.) *Jezik i mediji. Jedan jezik: više svjetova*. Zagreb – Split: Hrvatsko društvo za primijenjenu lingvistiku.

Hrnjak, A. 2001. „O utjecaju stranih jezika na stvaranje novih frazema hrvatskoga jezika“. *Riječ*, god. 7, sv.1, str. 25-34.

Jerolimov, I. 2001. „Frazemi sa somatskom sastavnicom na primjeru talijansko-hrvatske frazeologije“. *Suvremena lingvistika*, Vol. 51-52 No. 1-2. Zagreb.

Kovačević, B. 2012. *Hrvatski frazemi od glave do pete*. Zagreb: Institut za hrvatski jezik i jezikoslovlje.

Kovecses, Z., Szabo, P. 1997. „Idioms: A View from Cognitive Semantics“. *Applied Linguistics* 17 (3) (str. 326-355).

Lakoff, G., Johnson, M. 1980. *Metaphors We Live By*. Chicago, London: The University of Chicago Press.

Macan, Ž. 2018. „Dolce vita na frazeološki način“. *Od fonologije do leksikologije*. Biblioteka časopisa Fluminensia. Rijeka: Filozofski fakultet u Rijeci.

Macan, Ž., Turk, M. 2018. „Osjećaj (ne)sreće u hrvatskoj i njemačkoj frazeologiji“ U: *Slavofraz 2016: Phraseologie und (naive) Psychologie* Ur. A. Bedkowska-Kopczyk I H. Pfandl (Ur.) (str. 195-206). Verlag Dr. Kovac: Hamburg.

Macan, Ž. 2014. „Sedma umjetnost u hrvatskoj i njemačkoj frazeologiji“. U D. Stolac (Ur.) *Riječki filološki dani 9*. Zbornik radova s međunarodne znanstvene konferencije (str. 587-593). Rijeka: Filozofski fakultet Sveučilišta u Rijeci

Macan, Ž., Vučajnk, T. 2013. „Okusi v hrvaški, slovenski in nemški frazeologiji“. U M. Fabčić, J. Szerszunowicz (Ur.) *Phraseologie im interlingualen und interkulturellen Kontakt*(str. 223-239).

Mednarodna založba Oddelka za slovenske jezike in književnosti, Filozofska fakulteta, Univerza v Mariboru, Bielsko-Biała, Budapest, Kansas, Maribor, Praha.

Ribarova, S., Vidović-Bolt, I. 2005. "Biblijski frazemi sa zoonimskom sastavnicom u hrvatskom, češkom i poljskom jeziku". U J. Granić (Ur.) *Semantika prirodnog jezika i metajezik semantike* (str. 643-654). Zagreb-Split: Hrvatsko društvo za primijenjenu lingvistiku.

Dictionaries:

Bendow, I. 2006. *Englesko-hrvatski frazeološki rječnik*. Zagreb: Školska knjiga.

Duden 1998. *Redewendungen und sprichwörtliche Redensarten*. Dudenverlag, Mannheim [etc.]

Fink-Arsovski, Ž. 2016. *Hrvatsko-romansko-germanski rječnik poredbenih frazema* (u suautorstvu s E. Le Calvé Ivičević, D. Sarić, S. Soares, I. Lončar, C. Rouco Chao, S. Malinar, L. Zergollern-Miletić, R. Lučićem, A. Bierichom, B. Barčot, Z. Novoselcem i C. Bredenkamp). Zagreb: Knjigra.

Željka Fink Arsovski i sur. 2006. *Hrvatsko-slavenski rječnik poredbenih frazema*. Zagreb: Knjigra.

Menac, A., Fink Arsovski, Ž., Venturin, R. 2014. *Hrvatski frazeološki rječnik*. Zagreb: Naklada Ljevak.

Menac, A., Fink Arsovski, Ž., Venturin, R. 2003. *Hrvatski frazeološki rječnik*. Zagreb: Naklada Ljevak.

Menac, A., Vučetić, Z. 1990. *Hrvatsko-talijanski frazeološki rječnik*. Zagreb: Zavod za lingvistiku Filozofskoga fakulteta Sveučilišta u Zagrebu.

Menac, A., Pintarić, N. 1986.. *Hrvatskosrpsko-poljski frazeološki rječnik*. Mali frazeološki rječnici, 3. Zagreb: Zavod za lingvistiku Filozofskog fakulteta Sveučilišta u Zagrebu.

Vidović Bolt, I., Barčot, B., Fink-Arsovski, Ž., Kovačević, B., Pintarić, N., Vasung, A. 2017. *Rječnik hrvatskih animalističkih frazema*, Zagreb: Školska knjiga.

Vrgoč, D., Fink-Arsovski, Ž. 2008. *Hrvatsko-engleski frazeološki rječnik*, Zagreb: Naklada Ljevak. .

Web sites:

Hrvatski frazeološki korpus: <http://www.lingua-hr.de>

A list is updated with the most recent works.

*A list of updated literature is placed in the syllabus for each academic year.

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

Title	Number of copies	Number of students
Bukovčan, D. 2016. "Stručnojezična frazeologija i metaforika u međujezičnom i međukulturalnom kontrastiranju". <i>FLUMINENSIA</i> , god. 28, br. 1, str. 143-162.	15	15
Fink-Arsovski, Ž., Kovačević, B., Hrnjak, A. 2010. <i>Bibliografija hrvatske frazeologije</i> . Zagreb: Knjigra ³⁹ .	Available in e-format: https://yadi.sk/d/IFZGKoY-E9o2C	15

³⁹This title is a basic starting point when choosing the appropriate literature, dictionary and network resources for the independent student research and seminar.



Fink-Arsovski, Ž. 2002. Poredbena frazeologija: pogled izvana i iznutra. Zagreb: FF press, Filozofski fakultet.	3	15
Ivanetić, N. 1995. „Faule Grete i Mila Gera. O prevođenju nekih kulturnospecifičnih frazema“. U J. Mihalejvić Djigunović, N. Pintarić (Ur.), <i>Prevođenje - suvremena strujanja i tendencije</i> (str. 487-503). Zagreb: Hrvatsko društvo za primijenjenu lingvistiku.	15	15
Menac, A. (2007) Hrvatska frazeologija. Knjigra. Zagreb.	5	15

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

A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of the acquired knowledge, skills, and competences is collected and reviewed within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on the content that showed as more demanding, more complex, and hence more difficult for students to master).

COURSE DESCRIPTION		
Course instructor	Asst. prof. Željka Macan Ph.D.	
Course name	<i>Norm and the Croatian language Use 3</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours(L+ E+S)	30+0+30
1. Course objectives		
The aim of the course is to familiarize students with the lexical norm of the Croatian standard language and with normative problems according to word types, as well as to train students for the independent and competent application of the normative rules and the use of normative manuals.		
2. Course enrollment requirements		
Enrolled in the 2nd year of study.		

3. Expected learning outcomes for the course

After the completion of all obligations for the course, students will be able to:

1. Describe the lexical norm of the Croatian standard language.
2. Describe the contemporary Croatian lexical usage.
3. Apply the normative manuals appropriately.
4. Observe and correct deviations from the lexical norms in one's own and other texts.
5. Apply the normative rules for certain types of words in the Croatian standard language.
6. Examine the influence of foreign languages on the lexic of the Croatian standard language.
7. Critically evaluate the relevant literature.
8. Describe the internal structure of the lexical units.
9. Describe the types of paradigmatic and syntagmatic relationships among the lexemes.
10. Describe the layeredness of the lexic.

4. Course content

The normative problems by word types (I-5), (I-2);

Normatively more acceptable character or form of a word (I-5), (I-2);

Proper name and standard (I-4);

Lexical norm of the Croatian standard language (I-1);

The internal structure of lexical units. Relationship of the form and meaning. The significance of structures as the most important aspect of the internal structure (types of meaning, polysemy, homonymy, the methods of discovery and description of the meaning). (I-8);

Types of paradigmatic and syntagmatic relationships among the lexical units (antonymy, synonymy, meronymy, holonymy, collocations, selection constraints ...). (I-8);

Time layeredness of the lexic. The regional layeredness of the lexic. Functional layeredness of the lexic. Active and passive dictionary. (I-10);

Lexical borrowing. Adjustment of the loanwords. Purism and linguistic culture. (I-6);

Nomenclature and terminology. Phraseology. Onomastics. (I-1), (I-2);

Lexicography. Lexicographic manuals. Tools and lexicographic sources in translation of professional texts and terms. (I-7).

<i>5. Manner of instruction</i>	<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

7. Student obligations

Student obligations pertain to the regular class attendance, fulfillment of the assigned tasks within given deadlines, and positive results within each continuous knowledge assessment.

8. Monitoring of student work ⁴⁰							
Attendance	2	In-class activity	1	Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	2	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Learning outcome assessment 1. Written exam as part of the continuous knowledge assessment of the knowledge (a positive achievement refers to at least 50% of the points awarded).

Learning outcome assessment 2. Written exam as part of the continuous knowledge assessment of the knowledge (a positive achievement refers to at least 50% of the points awarded).

Learning outcome assessment 3. Tasks within the seminar assignment and independent assignments requiring the use of normative manuals.

Learning outcome assessment 4. Proofreading of different types of texts written in Croatian language or translations to Croatian.

Learning outcome assessment 5. Written exercises composed of different types of tasks. Proofreading of different text types written in Croatian language or translations to Croatian. Tasks within the continuous knowledge assessment.

Learning outcome assessment 6. Tasks for the independent work. Tasks within the continuous knowledge assessment.

Learning outcome assessment 7. Proofreading of different types of texts written in Croatian language or translations to Croatian.

Learning outcomes assessment 8, 9 and 10. Tasks within the continuous knowledge assessment.

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

Badurina, L., Marković, I., Mićanović, K. 2007 (ili 2008). *Hrvatski pravopis*, MH, Zagreb.

Barić, E. i dr. 1995. (ili koje kasnije izdanje) *Hrvatska gramatika*. Školska knjiga, Zagreb.

Hudaček, L., Mihaljević, M., Frančić, A. 2005. *Normativnost i višefunkcionalnost u hrvatskome*

⁴⁰**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities

standardnom jeziku. Hrvatska sveučilišna naklada, Zagreb.

Pravopis Instituta za hrvatski jezik i jezikoslovlje: <http://pravopis.hr/>

Silić, J., Pranjković, I. 2005. (ili koje kasnije izdanje). *Gramatika hrvatskoga jezika*. Školska knjiga, Zagreb.

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

Božić, Rafaela, Černigoj, Kristina. 2013. „Kako prevoditi chick-lit“. *Zadarski filološki dani 4*(str. 407-420). Zadar: Sveučilište u Zadru.

Bratanić, M. 1994. „Leksikologija i leksikografija“. *Filologija*, No. 22-23. Zavod za lingvistiku Filozofskoga fakulteta, Zagreb, 235–243.

Brdar, M. Brdar-Szabó, R. 1995. „Leksička semantika i teorija prevođenja: slučaj lažnih i pravih prijatelja“. U J. Mihaljević Djigunović i N. Pintarić (Ur.) *Prevođenje: Suvremena strujanja i tendencije* (str. 337-342). Zagreb: Hrvatsko društvo za primijenjenu lingvistiku.

Brlobaš, Ž., Horvat, M. 1998. „Frazemi u prozi u trapericama“. U L. Badurina, B. Pritchard i D. Stolac (Ur.), *Jezična norma i varijeteti* (str. 77-85). Zagreb – Rijeka: Hrvatsko društvo za primijenjenu lingvistiku.

Bukovčan, D. (2003). „Frazemi i terminološke sintagme u jeziku struke“. U D. Stolac, N. Ivanetić i B. Pritchard (Ur.), *Psiholingvistika i kognitivna znanost u hrvatskoj primijenjenoj lingvistici* (str. 149-160). Zagreb – Rijeka: Hrvatsko društvo za primijenjenu lingvistiku.

Cruse, D. Alan 1986. *Lexical Semantics*. Cambridge: Cambridge University Press.

Jezične tehnologije za hrvatski jezik (jezičnotehnološki alati), <http://www.hnk.ffzg.hr/jthj/alati.htm>.

Govorimo hrvatski (jezični savjeti), www.hrt.hr.

Hrvatski jezični portal, Novi Liber, <http://hjp.novi-liber.hr/index.php?show=baza>

[Hudeček, L., Mihaljević, M. 2010. *Hrvatski terminološki priručnik*. Zagreb: Institut za hrvatski jezik i jezikoslovlje.](#)

Hudeček, L., Mihaljević, M. Vukojević, L. 2011. *Jezični savjeti* (2. prošireno izdanje). Institut za hrvatski jezik i jezikoslovlje, Zagreb.

Jurko, N. 2005. „Integrirano englesko računalno nazivlje u talijanskom i hrvatskom jeziku“. U D. Stolac, N. Ivanetić i B. Pritchard (Ur.), *Jezik u društvenoj interakciji* (str. 227-236). Zagreb – Rijeka: Hrvatsko društvo za primijenjenu lingvistiku.

Kryzan-Stanojević, B. 1998. „Pogreška, jezična inovacija i norma“. U L. Badurina, B. Pritchard i D. Stolac (Ur.), *Jezična norma i varijeteti* (str. 275-282). Zagreb – Rijeka: Hrvatsko društvo za primijenjenu lingvistiku.

Menac, A. 2007. *Hrvatska frazeologija*. Knjigra, Zagreb.

Mihaljević, M., Hudeček, L. 1998. „Anglizmi u hrvatskom jeziku – normativni problemi i leksikografska obradba“. U L. Badurina, B. Pritchard i D. Stolac (Ur.), *Jezična norma i varijeteti* (str.

335-341). Zagreb – Rijeka: Hrvatsko društvo za primijenjenu lingvistiku.

Muhvić-Dimanovski, V. 2005. *Neologizmi: problemi teorije i primjene*. Filozofski fakultet. Zagreb: Zavod za lingvistiku, FF press.

Norma i normiranje hrvatskoga standardnoga jezika (prir. M. Samardžija) 1999. (poglavlje “Leksik i norma”). Zagreb.

Opačić, N. 2009. *Reci mi to kratko i jasno: Hrvatski za normalne ljude*. Zagreb: Novi Liber.

Opačić, N. 2009. *Riječi s nahtkasna i kantunala (preko noćnog ormarića)*. Zagreb: Profil.

Pranjeković, I. 2010. *Ogledi o jezičnoj pravilnosti*. Zagreb: Disput.

Šarić, Lj. 1998. „Antonimija i frazeologija“. U L. Badurina, B. Pritchard i D. Stolac (Ur.), *Jezična norma i varijeteti* (str. 545-550). Zagreb – Rijeka: Hrvatsko društvo za primijenjenu lingvistiku.

Štambuk, A. 1998. „Norma i jezik struke“. U L. Badurina, B. Pritchard i D. Stolac (Ur.), *Jezična norma i varijeteti* (str. 565-574). Zagreb – Rijeka: Hrvatsko društvo za primijenjenu lingvistiku.

Petrović, B. 1997. „Nadređenice i podređenice u leksiku i rječniku“. *Suvremena lingvistika* 43/44, str. 241–250. Zagreb.

Tafra, B. 2005. *Od riječi do rječnika*. Zagreb: Školska knjiga.

Dictionaries:

Anić, V., Goldstein, I. 2007. *Rječnik stranih riječi*. Zagreb: Novi Liber.

Anić, V. 2009. *Veliki rječnik hrvatskoga jezika*. Zagreb: Novi Liber.

Brozović – Rončević, D. i dr. 1996. *Rječnik novih riječi: mali vodič kroz nove riječi i pojmove u hrvatskim glasilima*. Zagreb: Minerva.

Gluhak, A. 1993. *Hrvatski etimološki rječnik*. Zagreb: August Cesarec.

Hrvatski enciklopedijski rječnik. 2002. Zagreb: Novi Liber.

Klaić, B. *Veliki rječnik stranih riječi* (različita izdanja). Zagreb.

Menac, A., Fink-Arsovski Ž., Venturin, R. 2014. *Hrvatski frazeološki rječnik*. Zagreb: Naklada Ljevak.

Moguš, M., Bratanić, M., Tadić, M., 1999. *Hrvatski čestotni rječnik*. Zagreb: Školska knjiga.

Rječnik hrvatskoga jezika (ur. J. Šonje). 2000. Zagreb: Leksikografski zavod Miroslav Krleža i Školska knjiga.

Sabljak, T. 2001. *Rječnik hrvatskoga žargona*. Zagreb: V.B.Z.

Spalatin, K. 1990. *Peterojezični rječnik europeizama*. Zagreb: Nakladni zavod MH.

A list is updated with the most recent works.

*A list of updated literature is placed in the syllabus for each academic year.

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



course		
Title	Number of copies	Number of students
Badurina, L., Marković, I., Mićanović, K. 2007 (ili 2008). <i>Hrvatski pravopis</i> , MH, Zagreb.	5	45
Barić, E. i dr. 1995. (ili koje kasnije izdanje) <i>Hrvatska gramatika</i> . Školska knjiga, Zagreb.	8	45
Hudaček, L., Mihaljević, M., Frančić, A. 2005. <i>Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku</i> . Hrvatska sveučilišna naklada, Zagreb.	3	45
Pravopis Instituta za hrvatski jezik i jezikoslovlje	Available in e-format: http://pravopis.hr/	45
Silić, J. , Pranjković, I. 2005. (ili koje kasnije izdanje). <i>Gramatika hrvatskoga jezika</i> . Školska knjiga, Zagreb.	5	45
<i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i>		
<p>A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of the acquired knowledge, skills, and competences is collected and reviewed within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on the content that showed as more demanding, more complex, and hence more difficult for students to master).</p>		

COURSE DESCRIPTION		
Course instructor	Nikolina Palašić Ph.D.	
Course name	<i>Pragmatic Aspects of Translating</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours(L+ E+S)	30+0+30



1. Course objectives		
The aim of this course is to get acquainted with the basic pragmatic concepts and mastery of the functional and communication model of translation. Special emphasis is placed on introducing the theory of indirect speech acts and adequate manners of their translations into the target language.		
2. Course enrollment requirements		
Enrolled in the 2nd year of study.		
3. Expected learning outcomes for the course		
After the lectures, students are expected to be able to: <ol style="list-style-type: none"> 1. Identify the pragmatic value of the text. 2. Apply the acquired theories of speech acts in the translation process. 3. Apply certain translation models with respect to communication purpose. 4. Identify indirect speech acts and transfer them, in a pragmatic manner, to the target language. 5. Identify the specific cultural patterns of the particular texts and transfer them appropriately to the target language. 6. Identify the game with words and metaphors and transfer them successfully to the target language. 		
4. Course content		
<ul style="list-style-type: none"> • Basic pragmalinguist concepts (1-2, 4, 6); • pragmatic elements in translation (1-6); • speaking act (2); • theory of indirect speech roles (4, 6); • cultural elements of the original language (5, 6); • transfer of cultural elements into the target language (3, 5, 6); • the communication model of translation (3); • the functional model of translation(3); • pragmatical specificities of particular genres and their transfer to the target language (1-6). 		
5. Manner 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		
7. Student obligations		
Students are required to attend classes and participate in a continuous and practical work. In order to acquire a predetermined number of ECTS credits, students are ultimately required to		

pass the final exam.						
8. Monitoring of student work⁴¹						
Attendance	2	In-class activity		Seminar		Experimental work
Written exam	1	Oral exam		Essay		Research
Project		Continuous knowledge assessment	1	Report		Practical work 1
Portfolio						
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam						
<p>Over the duration of the course, practical work is evaluated, consisting of the text template analysis and presentation of potential solutions for the model and the translation manner of pragmatically demanding elements. (I-1 to I-6)</p> <p>In addition, students are required to pass a midterm exam as part of the continuous knowledge assessment, which is part of the theoretical and problematic practical tasks. (I-1 to I-6)</p> <p>The final exam is written and it includes all of the contents covered in this course. (I-1 to I-6)</p>						
10. Mandatory literature (at the time of submitting a study program proposal)						
<ol style="list-style-type: none"> Hatim, Basil i Mason, Ian (1997) <i>The Translator as Communicator</i>, London, New York: Routledge. Koller, Werner (2011) „Der Begriff der Äquivalenz in der Übersetzungswissenschaft“, u: <i>Übersetzung. Ein internationales Handbuch zur Übersetzungsforschung</i>, Berlin: de Gruyter, 329–342. Lörscher, Wolfgang (2007) „Der Übersetzungsprozeß. Probleme der Beschreibung und Erklärung (Problems in describing and explaining the translation process)“, u: <i>Übersetzung. Ein internationales Handbuch zur Übersetzungsforschung</i>, Berlin: de Gruyter, str. 294–300. Searle, John Rogers (2018) <i>Govorni činovi</i>, Zagreb: Matica hrvatska. 						
11. Additional literature (at the time of submitting a study program proposal)						
<ol style="list-style-type: none"> Hatim, Basil (1997) <i>Communication Across Cultures. Translation Theory and Contrastive Text Linguistics</i>, Plymouth: University of Exeter Press. House, Juliane (2007) „Culture-specific element sin translation“, u: <i>Übersetzung. Ein internationales Handbuch zur Übersetzungsforschung</i>, Berlin: de Gruyter, str. 494–504. Eco, Umberto (2006) <i>Otprilike isto: iskustva prevođenja</i>, Zagreb: Algoritam. 						
12. Number of assigned reading copies in relation to the number of students currently attending the course						
Title		Number of copies		Number of students		
<i>The Translator as Communicator</i>		unlimited (e-book)		30		

⁴¹**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



Der Begriff der Äquivalenz in der Übersetzungswissenschaft	unlimited (e-article)	30
Der Übersetzungsprozeß. Probleme der Beschreibung und Erklärung	unlimited (e-article)	30
Speech acts	2	30

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

A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of the acquired knowledge, skills, and competences is collected and reviewed within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on the content that showed as more demanding, more complex, and hence more difficult for students to master).

COURSE DESCRIPTION		
Course instructor	Asst. prof. Anita Memišević Ph.D.	
Course name	<i>Translation Practice</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	10
	Number of hours(L+ E+S)	0+30+0
<i>1. Course objectives</i>		
The aim of this course is to enable students to participate in performing of professional work in practice as well as learning from the experiences of others to improve their translation competence and to gain insight into the demands, dynamics and standards of the contemporary language industry. By working with translators, court interpreters, trades and societies that deal with translations, professional associations, etc., students will be able to get acquainted with the profession for which they are getting educated.		
<i>2. Course enrollment requirements</i>		
The courses <i>Translation Exercises I</i> and <i>Translation Exercises II</i> passed. Enrollment in the 2nd year of study.		
<i>3. Expected learning outcomes for the course</i>		
After the lectures at the study program level, students are expected to be able to:		
I1. Apply basic theoretical knowledge of translation on the concrete examples of translations.		
I2. Incorporate basic translation skills into already acquired skills.		
I3. Critically and analytically approach the specific texts.		
I4. Develop their language and textual competence.		

15. Develop their professional competence.
16. Develop the ability to successfully collaborate with other students and translators.
17. Approach their tasks responsibly- independent and in group.
18. Develop a responsible approach to their assignments.
19. Build a sense of responsibility for their own work.

After completed practical work, students are expected to be able to:

11. Analyze the textual and out-of-textual facts needed for a quality translation/proofreading of the texts.
12. Use available aids, tools, dictionaries, databases, and other text translation resources.
13. Revise the text.
14. Create a terminological glossary.
15. Apply basic translation knowledge and strategies in concrete texts.
16. Apply creative thinking in the translation process.
17. Organize the work, taking into account the time needed for translation/proofreading of a text and its deadlines.
18. Develop the ability of successful communication with the clients.

4. Course content

- Getting acquainted with the essential elements of professional behavior in practice (17, 18);
- Translating of the texts from Italian into Croatian and Croatian to Italian language (11, 12, 15, 16, 17);
- Proofreading of texts (11, 13, 17);
- Terminological text analysis (14);
- Teamwork and work on the project (17, 18).

<i>5. Manner of instruction</i>	<input type="checkbox"/> lecture	X independent tasks
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	X exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	X mentorship
	X field experience	X other: consultations

6. Comments

7. Student obligations

Students are required to satisfy previously agreed number of hours with translators, court interpreters, trades and translation companies, professional associations and so on, in agreement with the course instructor. They are required to perform all the tasks their translator-mentor assigns to them, translate and verify certain predetermined number of text cards, and create a terminological glossary. In order for a student to be evaluated positively, he/she must receive a positive written opinion or a positive report about their work from the translator-mentor.



There is no final exam.					
8. Monitoring of student work⁴²					
Attendance		In-class activity		Seminar	Experimental work
Written exam		Oral exam		Essay	Research
Project		Continuous knowledge assessment		Report	Practical work 10
Portfolio					
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam					
<p>Translations from foreign texts to Croatian language (I1, I2, I5 - I8);</p> <p>Translations from Croatian to foreign language (I1, I2, I5 - I8);</p> <p>Proofreading of the texts (I1, I3, I7, I8);</p> <p>Making of a terminological glossary (I-4).</p>					
10. Mandatory literature (at the time of submitting a study program proposal)					
Not given.					
11. Additional literature (at the time of submitting a study program proposal)					
Not given.					
12. Number of assigned reading copies in relation to the number of students currently attending the course					
Title		Number of copies		Number of students	
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences					
<p>A continuous knowledge assessment is conducted, an assessment of cognitive skills, psychomotor skills, social skills, and of the associated autonomy and responsibility that a student gains through learning and proves to possess them after the learning process. All information on monitoring the effectiveness of the acquired knowledge, skills, and competences is collected and reviewed within the Croatian Language Department (which is the closest expert council, competent for the course content). Observed deviations from the desired results are analyzed periodically during the course (after each continuous assessment) and are eliminated by changes in a teaching mode (through the enhanced work on the content that showed as more demanding, more complex, and hence more difficult for students to master).</p>					

⁴²**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



COURSE DESCRIPTION		
Course instructor	Tatjana Vukelić Ph.D.	
Course name	<i>Translation Exercises 3</i> (English)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+ E+S)	0+60+0
1. Course objectives		
The aim of this course is to introduce students to the methods and the techniques of translation, and to develop the criteria and skills of meaningful translation of different types of texts.		
2. Course enrollment requirements		
A course <i>Translation Exercises 2</i> (English) passed. Enrollment in the 2nd year of study.		
3. Expected learning outcomes for the course		
After the lectures, students are expected to be able to:		
1. Identify language registers related to a particular text type.		
2. Make glossaries for the specific translation areas.		
3. Develop the ability to switch between different syntactic structures within the language.		
4. Understand the cultural differences on the semantic level.		
5. Find the eligible translation matches within two languages.		
6. Apply the principle of proofreading of own and other translations.		
4. Course content		
<ul style="list-style-type: none"> • Texts that deal with economic topics (e.g. market competition, stocks and shares, taxes and surtaxes, the company structure, etc.) (1-6); • Texts and topics from the political life (structure of the political system, party systems, parliaments, etc.) (1-6); • Texts of legislation and legal terminology (1-6); • Texts that contain business communication among the clients (1-6). 		
5. Manner of instruction	<input type="checkbox"/> lectures	x <input checked="" type="checkbox"/> independent tasks
	x <input checked="" type="checkbox"/> seminars and workshops	x <input checked="" type="checkbox"/> multimedia and network
	x <input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	x <input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
6. Comments		
7. Student obligations		
Students are required to attend classes and participate in continuous practical work. In order to		

acquire a predetermined number of ECTS credits, students are ultimately required to pass the final exam.

8. Monitoring of student work⁴³

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report		Practical work	2
Portfolio	1						

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Students are required to attend classes regularly and make 3 written translations to place in their portfolio. This will accomplish one part of the total number of points. The final practical work will be evaluated digitally. The total number of points a student can earn is 100 (activities listed in the table are evaluated). (I1 to I6)

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

- Different types of texts (professional, literary, intentional) depending on their frequency in the translation practice and the needs and interest of the participants,
- English-Croatian and Croatian-English dictionaries,
- Monolingual English and Croatian dictionaries,
- Monolingual and bilingual dictionaries of a particular profession (depending on the topics),
- Other electronic sources.

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

The list of additional literature will be provided at the time of the syllabus preparation.

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

Title	Number of copies	Number of students
The necessary number of mandatory literature copies will be provided to participants by the course's instructor.		

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

The quality assurance method is regulated by the mechanisms developed and applied at the institution level. At the course's level, along with the success results in the course, the evaluation is anticipated to be carried out by the students, which will include their assessment of the acquired knowledge, skills and competences. The course will be revised in accordance with the relevant evaluation results.

⁴³ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



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COURSE DESCRIPTION		
Course instructor	Asst. prof. Manuela Svoboda Ph.D.	
Course name	<i>Translation Exercises III (German)</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+ E+S)	0+60+0
1. Course objectives		
The aim of this course is to familiarize students with the procedures and processes of translation in practice while applying the acquired theoretical knowledge. Students will learn to use printed and online dictionaries, reference resources and literature for the purpose of producing and revising their own translations from certain areas of expertise.		
2. Course enrollment requirements		
A course <i>Translation Exercises II (German)</i> passed. Enrollment in the 2nd year of study.		
3. Expected learning outcomes for the course		
After the lectures, students are expected to be able to: <ol style="list-style-type: none">1. Identify and use the expertise vocabulary of a particular profession in the given context.2. Identify and analyze complex grammatical structures in text in German/Croatian language.3. Create and use a glossary in the specialized content area covered in class in German and Croatian language.4. Identify and use reliable sources in electronic and printed form.5. Independently investigate and find relevant professional terms.6. Interpret and translate expert texts from Croatian into German and from German to Croatian language.		
4. Course content		
<ul style="list-style-type: none">• Analysis of professional texts in the area of tourism and economics (1-6);• Practical work (translation) which complements the theoretical courses (1-6);• Use of monolingual and bilingual printed and online dictionaries and other available translation tools (I 1-6);• Analysis and interpretation of translations (I 1-6);• Revision of translation (I-6);• Applying the criteria for evaluation of translations (I 1-6).		
5. Manner of instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks

	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network					
	<input checked="" 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. Student obligations							
Students are required to attend classes and participate in continuous and practical work in class and perform tasks in the form of glossary making and expert translations, and translation to be evaluated.							
8. Monitoring of student work⁴⁴							
Attendance	2	In-class activity	0,5	Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	1
Project		Continuous knowledge assessment	1,5	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Over the duration of the course, translations and glossaries are evaluated that students are required to submit in order to get graded.							
Considering that this course makes a whole with the course <i>Translation Exercises IV</i> , the final exam takes place after the course <i>Translatory Exercise III</i> has been attended and passed and the course <i>Translation Exercises IV</i> completed.							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ol style="list-style-type: none"> Actual texts from the translation practice; German-Croatian and Croatian-German dictionaries (printed and online); Monolingual German and Croatian dictionaries (printed and online); Monolingual and bilingual professional dictionaries (printed and online); German-Croatian Universal Dictionary, Publishing House Globus, Zagreb, 2005 (group of authors). 							
11. Additional literature (at the time of submitting a study program proposal)							
<ol style="list-style-type: none"> Roelcke, Thorsten (1999). <i>Fachsprachen</i>. Erich Schmidt Verlag GmbH, Berlin. Hoffmann, Lothar (1985). <i>Kommunikationsmittel Fachsprache. Eine Einführung</i>. Bd. 2, Tübingen Svoboda, M., Žagar-Šošćarić, P. (2013): <i>Abweichungen von der Normsprache und mögliche Anpassungen an kulturspezifische Ausdrucksweisen im Bereich des Tourismus u: Sammelband des Internationalen Symposiums: Neue Methoden beim</i> 							

⁴⁴**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Fremdsprachenerwerb, dargestellt am Blended Learning, Süleyman Demirel University, Faculty of Sciences and Arts, German Language and Literature Department, str. 119-137

7. Svoboda, M., Žagar-Šošćarić, P. (2014): Leicht gedacht und schwer gemacht - Zur Problematik des literarischen Übersetzens (zajedno s doc. dr. sc. Petra Žagar-Šošćarić), Translation und Transkulturelle Kommunikation, Univerzitet u Beogradu, str. 217-237

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

Title	Number of copies	Number of students
German-Croatian and Croatian-German dictionaries	unlimited (e-book)	15
Monolingual German and Croatian dictionaries	unlimited (e-book)	15
Monolingual and bilingual professional dictionaries	unlimited(e-book)	15
German-Croatian Universal dictionary	5	15

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

The quality assurance method is regulated by the mechanisms developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences in Rijeka). At the course's level, along with the success results in the course (the percentage of students that passed and their overall GPA), the evaluation is anticipated to be carried out by the students, which will include their assessment of the acquired knowledge, skills and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Assoc. prof. Dolores Miškulin Ph.D.	
Course name	<i>Translation Exercises III (Italian)</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of Hours (L+E+S)	0+60+0

1. Course objectives

The aim of this course is to enable students to develop translation competence and skills required in the field of terminology, by using individual and group work in translating written texts from Italian to Croatian and from Croatian into Italian language, analyzing their own and translations of the others.

2. Course enrollment requirements



Completed *Translation Exercises I*, and *Translation Exercises II* (Italian) courses. Enrollment in the second year of study.

3. Expected learning outcomes for the course

General learning ourcomes:

- Apply basic theoretical knowledge about translating into concrete examples of translations;
- Critical and analytical approach to specific texts;
- Develop language and textual competence;
- Develop the ability for successful collaboration with other students, while planning and supporting it;
- Organize time responsibly and complete the tasks within the given deadlines;
- Build a sense of author's responsibility towards own work.

Specific learning outcomes:

- I1. Analyze the textual and out-of-textual facts needed for quality translation of the texts.
- I2. Identify language registers and style of the text.
- I3. Use available aids, tools, dictionaries, databases, and other text translation resources.
- I4. Create a specialized terminological glossary.
- I5. Apply basic translation knowledge and strategies in concrete texts.
- I6. Apply creative thinking in the process of translation.
- I7. Discuss and constructively collaborate with other students when translating and analyzing a text.

4. Course content

- Language text analysis (I1, I2, I7),
- Translating texts from Italian to Croatian and from Croatian to Italian. The emphasis will be on highly specialized texts, such as medical and scientific texts (but specific content may change according to market needs, student affinities, their language competence, etc.). (I1, I3, I5-I7)
- Terminological processing of text (I4).

5. Type of instruction	<input type="checkbox"/> lectures	X independent tasks
	<input type="checkbox"/> seminars and workshops	X multimedia and network
	X exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	X other : consultations

6. Comments

7. Students obligations

Students are obliged to attend and actively participate in classes and regularly perform the assigned tasks. They have to translate a specific predetermined number of text cards, analyze in written form their own experience of translating the given text, create a terminological glossary on a given topic,

and positively solve one written test of knowledge (translation of the text analysed in the class).

There is no final exam.

8. Monitoring of students work⁴⁵

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	0,5	Report		Practical work	2,5
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Translations from Italian to Croatian (I1, I3, I5-I7);

Translations from Croatian to Italian (I1, I3, I5-I7);

Creating a terminological glossary (I4);

Analysis of own translations (I1, I2, I7);

Written exam: translation of the text from Italian to Croatian and from Croatian to Italian (I1, I3, I5-I7).

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

Bilingual (Croatian-Italian, Italian-Croatian) and Monolingual (Croatian, Italian) dictionaries.

Grammar of Italian language and grammar and spelling (and) of the Croatian language.

- Baker M., *In other words. A course book on translation*, Routledge, Abingdon, 2011.
- Scarpa F., *La traduzione specializzata. Un approccio didattico professionale*, Hoepli, Milano, 2008.
- Stojić A., Brala-Vukanović M., Matešić M. (ur.), *Translator's Manual: Contribution to Theory and Practice*, Faculty of Humanities and Social Sciences, University of Rijeka, Rijeka, 2014.

*The actual list of literature will be determined in the syllabus, for each academic year.

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

- Bassnett S., *Translation studies*, Rutledge, London-New York, 2008.
- Eco U., *Dire quasi la stessa cosa. Esperienze di traduzione*, Bompiani, Milano, 2010.
- Fruttero C., Lucentini F., *I ferri del mestiere. Manuale involontario di scrittura con esercizi svolti*, ur. Scarpa D., Einaudi, Torino, 2003.
- Venuti, L., *The translation studies reader*, Rutledge, London-New York, 2000.

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

⁴⁵ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Title	Number of copies	Number of students
<i>In other words. A course book on translation</i>	1	15
<i>La traduzione specializzata. Un approccio didattico professionale</i>	1	15
<i>Translator's Manual: Contribution to Theory and Practice</i>	10	15

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

Program's quality control is regulated by mechanisms that have been developed and applied at the institution level (predominantly in the context of activities of the Quality Committee at the Faculty of Humanities and Social Sciences, University Rijeka). At the level of the course, along with its success rate (the percentage of students who passed the course and their average rating), students' evaluation is also anticipated, which will include their assessment of the acquired knowledge, skills and competences. The course will be reviewed in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Agnieszka Rudkowska/ Lector for Polish language	
Course name	<i>Polish Language for Translators III</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	0+30+30
1. Course objectives		
The main goal of the course is to improve knowledge gained in the course <i>Polish Language for Translators II</i> in accordance with the basic and transitional level of language skills as per the CEFR.		
2. Course enrollment requirements		
Completed <i>Polish Language for Translator II</i> course. Enrollment in the second year of study.		
3. Expected learning outcomes for the course		
After completing the course and fulfilling all obligations, students will be able to:		
<ul style="list-style-type: none"> - Understand the main points of clear, standard conversation on familiar topics that are regularly encountered at work, at school, in leisure time, etc. (I-1); - produce a simple connected text on a familiar topic or topic of personal interest (I-2); - describe experiences and events, dreams, hopes, aspirations, etc. (I-3); - briefly explain and justify their views and plans (I-4); 		

- write a short text on a familiar topic (I-5) (I-5);
- mediate interlingually - translate into Croatian language short texts related to previously analysed topics (I-6).

4. Course content

Learning Polish language within the Graduate translation study includes 4 semesters during which students gradually adopt Polish language from preparatory to independent level, as required by the CEFR. Within each semester, students receive translation assignments according to the level of mastery and usage of the Polish language. (I-1 to I-6)

Polish Language for Translators III is a continuation of the *Polish for Translators II*. The subjects of the course (e.g. services, economics, politics, advertising) are related to vocabulary, grammar, syntax, morphology, phonology, and communication skills and the role of appropriate basic and transcending knowledge of the language in accordance with the CEFR and the document "Programy uczenia języka polskiego jako obcego. Poziomy A1-C2" A. Rabiej, A. Seretny, E. Lipińskie, E. Janowske.

Detailed course content will be outlined in the syllabus.

5. Type of instruction	<input type="checkbox"/> lectures	X independent tasks
	X seminars and workshops	X multimedia and network
	X 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
- active participation in the class
- independent preparation for classes

8. Monitoring of students work⁴⁶

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam	2	Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Learning outcomes assessment 1 - 4: Exercises during classes that incorporate specific communication situations.

Learning outcomes assessment 1 - 4: Exercises during instruction that requires communication by

⁴⁶ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

applying the acquired knowledge.

Learning outcomes assessment 1 - 5: Continuous written evaluation.

Learning outcome assessment 6: Tasks and exercises including written translations using the language aids.

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

1. M. Małolepsza, A.Szymkiewicz, *Hurra!!! Po polsku 3. Podręcznik studenta*, Kraków 2010.
2. M. Małolepsza, A.Szymkiewicz, *Hurra!!! Po polsku 3. Zeszyt ćwiczeń*, Kraków 2010.
3. J. Machowska, *Gramatyka? Dlaczego nie!?*, Kraków 2010.
4. Dembińska K., Fastyn-Pleger K., Małycka, A., Ułańska, M., *Gramatyka dla praktyka. Fleksja i słowotwórstwo. Funkcjonalne ćwiczenia gramatyczne z języka polskiego dla obcokrajowców na poziomie A1, A2, B1*, Potsdam 2017.
5. A. Seretny, *A co to takiego? Obrazkowy słownik języka polskiego*. Kraków 2013.
6. Moguš, M., Pintarić, N., *Poljsko – hrvatski rječnik*, Zagreb 2000.
7. M. Małolepsza, A.Szymkiewicz, *Hurra!!! Po polsku 2. Podręcznik studenta*, Kraków 2010.
8. M. Małolepsza, A.Szymkiewicz, *Hurra! Po polsku 2. Zeszyt ćwiczeń*, Kraków 2010.
9. Machowska, *Gramatyka? Ależ tak!* Kraków 2014.

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

1. J. Lechowicz, J. Podsiadły, Ten, ta, to. *Ćwiczenia nie tylko gramatyczne dla cudzoziemców*. Łódź 2001.
2. A. Kiermut, M. Majewska-Meyers, M. Gołkowski, M. Kuc, *Gdybym znał dobrze język polski... Wybór tekstów z ćwiczeniami do nauki gramatyki polskiej dla cudzoziemców. B1*. Warszawa 2018.
3. J. Krztoń, *Testuj swój polski. Słownictwo 2*. Kraków 2011.
4. P. E. Gębal *Od słowa do słowa toczy się rozmowa. Repetytorium leksykalne z języka polskiego jako obcego dla poziomów B1 i B2*, Universitas, Kraków 2009.
5. E. Rybicka, M. Szalc-Mays, *Słowa i słówka. Podręcznik do nauczania słownictwa i gramatyki dla początkujących*. Kraków 2014.
6. Madelska L. (2014), *Polnisch entdecken. Eine Lerngrammatik*, Prolog, Kraków.
7. Madelska L., Warchoł-Schlottman M. (2013), *Odkrywamy język polski. Gramatyka dla uczących (się) języka polskiego*, Prolog, Kraków.
8. Madelska L., Schwarz G. (2010), *Discovering Polish. A Learner's Grammar*, Prolog, Kraków
9. <http://www.popolskupopolsce.edu.pl/>
10. <http://fundacjareja.eu/polak-potrafi-spis-tresci/>

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
The students' literature will be provided by the course instructor.		

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

Student evaluation, continuous feedback collection (teacher - student, student - teacher), success on the exam.



COURSE DESCRIPTION		
Course instructor	Biljana Stojanovska Mr.Sc. / Lector for Macedonian Language	
Course name	<i>Macedonian for Translators III</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	0+30+30
1. Course objectives		
The basic goal of the course is to expand the knowledge gained in the <i>Macedonian language for Translators 2</i> , in accordance with the fundamental and transversal level of language knowledge for the CEFR.		
2. Course enrollment requirements		
Completed <i>Macedonian Language for Translators II</i> course. Enrollment in the second year of study.		
3. Expected learning outcomes for the course		
After the course attendance and completion of all the requirements for this course, the student will be able to:		
<ol style="list-style-type: none"> 1. Understand the essence of a clear standard conversation about familiar topics; 2. Create a simple connected text about familiar topics; 3. Describe events and experiences, dreams, hopes, ambitions, etc.; 4. Explain plans and opinions; 5. Write a text on a familiar topic; 6. Translate - mediate interlingual - translate texts from Macedonian to Croatian. 		
4. Course content		
Teaching Macedonian language within the Graduate university translation study covers 4 semesters, during which students gradually adopt Macedonian language, from preparatory to independent level, according to the CEFR. Within each semester, students receive translation assignments in accordance with the level of mastery and usage of the Macedonian language.		
<i>The Macedonian language for translators 3</i> is a continuation of the <i>Macedonian language for translators 2</i> . The topics taught in the course are related through vocabulary, grammar and communication skills, and a role corresponding to basic and transcending level of language knowledge in accordance with the CEFR. (I-1 – I-6)		
5. Type of Instruction	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network
	<input checked="" 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. Student obligations							
<ul style="list-style-type: none"> Regular attendance Active participation in class Independent preparation for classes 							
8. Monitoring of students work ⁴⁷							
Attendance	2	In-class activity		Seminar		Experimental work	
Written exam	2	Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
<p>Learning outcome assessment 1: Exercises during the course that include reading and analyzing texts, and answering questions that arise from the specific texts.</p> <p>Learning outcome assessment 2: Exercises during the course that include the production of texts on certain topics.</p> <p>Learning outcome assessment 3: Individual preparation for the class and the speech production on a specific topic.</p> <p>Learning outcome assessment 4: Exercises that involve the application and systematization of all acquired lexical and grammar knowledge.</p> <p>Learning outcome assessment 5: Individual work that includes written production of texts on certain topics.</p> <p>Learning outcome assessment 6: Individual translations and translation exercises that include the translation production and its analysis.</p> <p>Learning outcomes assessment 4-6: Continuous written evaluation. Written exam.</p>							
10. Mandatory literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> Aleksova, Gordana. 2013: Dzunica, sredno ramnište. Skopje: Filološki fakultet „Blaže Koneski“, Univerzitet „Sv. Kiril i Metodij“. 							
11. Additional literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> Gočkova-Stojanovska, Tatjana. 2008: Praktikum po morfologija na makedonskiot literaturnen jazik. Skopje: Filološki fakultet „Blaže Koneski“. Group of authors. 2015: Spelling on Macedonian Grammar. Skopje: Institute for Macedonian Language „Krstev Misirkov“. (https://kultura.com.mk/prodavnica/pravopis-na-makedonskiot-jazik-vtoro-izdanie/) Digital dictionary of the Macedonian language - http://www.makedonski.info/ Pavlovski, Borislav i Stefanija, Dragi. 2006: Mali makedonsko-hrvatski i hrvatsko-makedonski 							

⁴⁷ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

rječnik. Pula: Zavičajna naklada „Žakan Juri“.

- Vlatković, Dijana i Prošev-Oliver, Borjana. 2015: Hrvatsko-makedonski rječnik. Zagreb: Matica Makedonaca u Hrvatskoj.

12. *A number of required literature copies in relation to the number of students currently attending the course*

Title	Number of copies	Number of students
The students' literature will be provided by the course instructor.		

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

Student evaluation, continuous feedback collection of information (teacher - student, student - teacher), success on the exam.

COURSE DESCRIPTION

Course instructor	Full Prof. Marija Brala Vukanovic Ph.D.	
Course name	<i>International Communication in Practice</i> (English)	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	15+0+30

1. *Course objectives*

The goal of this course is to introduce students to basic theoretical and, most importantly, practical elements that influence interlingual and intercultural communication, i.e. international communication, with a particular focus on business communication as well as interprofessional communication, and especially the process of negotiation. The discourse and conversational dynamics of the (business) communication process will be discussed, as well as the outcomes of this process, and the potential problems that may arise when such communication takes place at an interlingual level, mastering the techniques for solving the above mentioned problems.

2. *Course enrollment requirements*

Enrollment in the second year of study.

3. *Expected learning outcomes for the course*

After completing the course students will be able to:

- 1) Explain, state, and understand the theoretical elements of interlingual communication, as well as the elements of the negotiating process from the perspective of speech acts, and master the

elements that influence its effects in practice, especially from the interlingual or intercultural perspective.

- 2) Develop the ability to independently prepare for the communication and negotiation process (preparation phases, starting with collecting information about the other side and valuating their assessment requirements based on the collected information; phases of developing a plan for agreement / negotiations, and determining the elements and objectives useful for conducting a successful negotiations).
- 3) Enumerate, identify and use various negotiation tactics and goals (depending on a situation), especially from the perspective of intercultural communication / negotiation.
- 4) Apply the ability to control negotiations, identify and apply the appropriate negotiation tactics that are used to convince the other side, and appropriately defend own approach, in case of eventual use of unethical tactics.
- 5) Actively apply all of the above described key elements of negotiation process at the interlingual or intercultural level.

4. Course content

The course contents include:

Understanding communication and negotiating process and negotiation goals (1);

Professional and interprofessional communication (1-5);

Negotiation process as a monolingual and multilingual process (1-5);

Specifics of translation of the negotiating act; Determining the variables (1,2,5);

Research of the other side (2-4);

Collecting information; research of requirements of the other side (2-4);

Placing the boundaries in negotiations (2-5);

Plan formation (1,3,5);

Negotiating environment (location selection) (2);

Communicating during negotiation with a special focus on interlingual communication (1-5);

Use of questions in negotiation (in a monolingual and multilingual context) (2-5);

Different negotiating situations (1,3,5);

Identifying negotiating styles (1-5);

Control in negotiation (2-5);

Negotiating tactics in monocultural and multicultural situations (2-5);

The role and place of translators /interpreters in international communication or negotiation (1-5).

All theoretical and practical issues will be paralelly observed from a monolingual and multilingual, or a multicultural perspective, with a key aim of raising students' awareness about the specificity of negotiating situations in interlingual or intercultural contexts.

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 checked="" type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____

6. Comments							
7. Students obligations							
Students are required to attend classes and participate in continuous and practical work. In order to acquire a predetermined number of ECTS credits, students are required to prepare a seminar and present it in a practical workshop.							
8. Monitoring of students work ⁴⁸							
Attendance	1,5	In-class activity	0,5	Seminar	0,5	Experimental work	
Written exam		Oral exam		Essay		Research	
Project	0,5	Continuous knowledge assessment		Report		Practical work	1,5
Portfolio	0,5						
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Practical work will be evaluated during the course (a written seminar and a presentation in the workshop).							
10. Mandatory literature (at the time of submitting a study program proposal)							
<p>Hatim, Basil i Mason, Ian (1997) <i>The Translator as Communicator</i>, London, New York: Routledge.</p> <p>Sebenius K. James., 2002., Smart negotiation, The Harvard business review, Boston</p> <p>Moore W. Cristopher, Woodrow J. Peter, 2010., Handbook of global and multicultural negotiation, A Wiley Imprint, San Francisco</p> <p>Roger F., Ury W., 1981. Getting to yes, Penguin Group</p> <p>Oliver, D., 2003. How to negotiate effectively, Kogan Page, London</p> <p>Sugerman, S., 1999. Triggers, DelStar Books, Las Vegas</p>							
11. Additional literature (at the time of submitting a study program proposal)							
<p>Hatim, Basil (1997) <i>Communication Across Cultures. Translation Theory and Contrastive Text Linguistics</i>, Plymouth: University of Exeter Press.</p> <p>Fleming, S. (2012). "Dance of Opinions: Mastering written and spoken communication for intercultural business using English as a second language" ISBN 9791091370004.</p> <p>Griffin, E. (2000). A first look at communication theory (4th ed.). Boston, MA: McGraw-Hill.</p> <p>Gudykunst, William B., & M.R. Hammer.(1988). "Strangers and hosts: An uncertainty reduction based theory of intercultural adaption" in: Kim, Y. & W.B. Gudykunst (eds.), <i>Cross-</i></p>							

⁴⁸ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

cultural adaption, 106–139, Newbury Park: Sage.

Hogan, Christine F. (2013), "Facilitating cultural transitions and change, a practical approach", Stillwater, USA: 4 Square Books. [ISBN 978-1-61766-235-5](#)

Hogan, Christine F. (2007), "Facilitating Multicultural Groups: A Practical Guide", London: Kogan Page, [ISBN 0749444924](#)

Lustig, M. W., & Koester, J. (2010). *Intercultural competence : interpersonal communication across cultures / Myron W. Lustig, Jolene Koester*. Boston : Pearson/Allyn & Bacon.

Messner, W. & Schäfer, N. (2012), "Advancing Competencies for Intercultural Collaboration", in: U. Bäumer, P. Kreutter, W. Messner (Eds.) "Globalization of Professional Services", Heidelberg: Springer.

Wiseman, Richard L. (2003), "Intercultural Communication Competence", in: Gudykunst, William B (ed.), *Cross-Cultural and Intercultural Communication*, 191–208, Thousand Oaks: Sage.

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
All mandatory titles are available in the e-form.		

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

Program's quality control is regulated by mechanisms that have been developed and applied at the institution level (predominantly in the context of activities of the Quality Committee at the Faculty of Humanities and Social Sciences, University Rijeka). At the level of the course, along with its success rate (the percentage of students who passed the course and their average rating), students' evaluation is also anticipated, which will include their assessment of the acquired knowledge, skills and competences. The course will be reviewed in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Asst. prof. Aidan O'Malley Ph.D.	
Course name	<i>Cultural Translation Theories (English)</i>	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	30+0+0

1. Course objectives		
<p>The elective course <i>Cultural Translation Theories</i> introduces students to the cultural, political, philosophical and ethical implications of different theories and modes of translation.</p> <p>The main objective of this course is to give theoretical insight into the central role of translation in the development of world cultures. By focusing on key texts on translation practices, the course maps some of the most important moments in translation theory. Through the same texts, students will get introduced to different translation strategies, as well as different ways of thinking about translations.</p>		
2. Course enrollment requirements		
Enrolled the second year of study.		
3. Expected learning outcomes for the course		
<p>After completing the course, students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Explain the history of translation and the role that translation played (and still plays) in the development of world cultures. 2. Identify the key authors and texts about translation, and explain their essential ideas. 3. Explain some of the most important theories and strategies of translation using their own words. 4. Explain the key political, philosophical and cultural implications of translation. 5. Clarify the relationship between literacy and translation. 6. Apply the principles of translation ethics. 7. Identify and explain changing language policies. 		
4. Course content		
<ul style="list-style-type: none"> • Translations and interpretations of the Bible (1-7); • The eighteenth-century translation theories (1-5, 7); • Translation as a literature (5); • Translation and philosophy (4); • Translation, falsification and originality policies (6, 7); • Translation as an interpretation (1-7); • Translation ethics (6); • Postcolonial translation and change of language (1-7); • Translation and gender (1-7); • Politics on un-translatability (1-7). 		
5. Type of Instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input type="checkbox"/> seminars and workshops	<input checked="" 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. Student obligations		
Students are required to attend classes, regularly read assigned texts in advance, and participate in		

continuous class work through presentations and discussions.

In order to acquire a predetermined number of ECTS credits, students are required to submit an essay and pass the final exam.

8. Monitory of students work⁴⁹

Attendance	1	In-class activity	0,25	Seminar		Experimental work	
Written exam	1,25	Oral exam		Essay	2	Research	
Project		Continuous knowledge assessment		Report		Practical work	
Portfolio		Presentation	0,5				

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Although the course will be held in the form of lectures, a part of each week's class will be dedicated to students' individual reflection and group discussions on the assigned literature. Students will be prepared for the class by on-time and careful reading of the given text (or texts). In each session, except the introductory one, students will give a short presentation with an overview of the given text (or texts). Students are expected to submit their elaborated presentations before the end of the semester in the form of a 2,500 word essay. At the end of the semester, students will also take the final exam. Accordingly, the class attendance, participation in discussions, presentations, essay and final exam will be evaluated. (I1 to I7)

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

1. Martin Luther, 'From Open Letter on Translation', J. Tanner, prev., u, Weissbord i Eysteinnsson, ur., *Translation—Theory and Practice: A Historical Reader*, Oxford: Oxford University Press, 2006, str. 57-67.
2. Earl of Roscommon, *An Essay on Translated Verse* (1685) Dostupno na: <https://quod.lib.umich.edu/cgi/t/text/text-idx?c=eebo;idno=A57628.0001.001>
3. Alexander Pope, 'From Preface to *The Iliad* of Homer', u, Weissbord i Eysteinnsson, ur., *Translation—Theory and Practice: A Historical Reader*, Oxford: Oxford University Press, 2006, pp. 167-72.
4. John Dryden, 'On Translation', u, Schulte i Biguenet, ur., *Theories of Translation: An Anthology of Essays from Dryden to Derrida*, Chicago i London: The University of Chicago Press, 1992, str. 17-31.
5. Lori Chamberlain, 'Gender and the Metaphorics of Translation', u, Venuti, ur., *The Translation Studies Reader*. London i New York: Routledge, 2000, str. 314-29.
6. Ezra Pound, 'Guido's Relations', u, Venuti, ur., *The Translation Studies Reader*. London i New York: Routledge, 2000, str. 26-33.
7. Friedrich Schleiermacher, 'From On the Different Methods of Translating', u, Schulte i Biguenet, ur., *Theories of Translation: An Anthology of Essays from Dryden to Derrida*,

⁴⁹ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Chicago i London: The University of Chicago Press, 1992, str. 36-54.

8. Excerpts from: George Steiner, *After Babel: Aspects of Language and Translation*. Oxford i New York: Oxford University Press, 1992.
9. Brian Friel, *Translations*, London: Faber and Faber, 1980.
10. Walter Benjamin, 'The Task of the Translator', Harry Zohn, prev., u, *Selected Writings*, vol. 1, 1913-1926, Bullock i Jennings, ur., Cambridge MA: Harvard University Press, 1996, str. 253-63
11. Jacques Derrida, 'Des Tours de Babel', u, Graham, J. F., ur., uvodiprev., *Difference in Translation*. Ithaca i London: Cornell University Press, 1985, str. 165-207.
12. Excerpts from: Antoine Berman, *The Experience of the Foreign: Culture and Translation in Romantic Germany*. S. Heyvaert, prev., New York: State University of New York, 1992.
13. Ngũgĩ wa Thiong'o, 'The Language of African Literature', *Decolonising the Mind: The Politics of Language in African Literature* (Heinemann, 1986), str. 4-33.
14. Gayatri Chakravorty Spivak, 'The Politics of Translation', u, Venuti, ur., *The Translation Studies Reader*. London i New York: Routledge, 2000, str. 397-416.
15. Excerpts from: Emily Apter, *Against World Literature: On the Politics of Untranslatability*. London i New York: Verso, 2013.

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

- Mona Baker, ur., *Routledge Encyclopedia of Translation Studies*. London i New York: Routledge, 1998.
- Susan Bassnett, *Translation Studies*, 3. edition, London i New York: Routledge, 2002.
- Susan Bassnett, i Harish Trivedi, ur., *Post-Colonial Translation: Theory and Practice*. London i New York: Routledge, 1999.
- Sandra Bermann, i Michael Wood, ur., *Nation, Language and the Ethics of Translation*. Princeton: Princeton University Press, 2005.
- Homi K. Bhabha, *The Location of Culture*. London: Routledge, 1994.
- Eric Cheyfitz, *The Poetics of Imperialism: Translation and Colonisation from The Tempest to Tarzan*. Oxford: Oxford University Press, 1991.
- Jacques Derrida, *The Ear of the Other: Otobiography, Transference, Translation. Texts and Discussions with Jacques Derrida*. Avital Ronell, prev., Lincoln, Nebraska i London: University of Nebraska Press i Schocken Books, 1985.
- Jacques Derrida, *Monolingualism of the Other; or, The Prothesis of Origin*. Patrick Menash, prev., Stanford: Stanford University Press, 1998.
- Jacques Derrida, 'What is a "Relevant" Translation?', Lawrence Venuti, prev., *Critical Inquiry*, 27, Winter 2001, str. 174-200.
- Edwin Gentzler, *Contemporary Translation Theories*. London i New York: Routledge, 1993.
- Barbara Johnson, 'Taking Fidelity Philosophically', u, Graham, J. F., ur. i uvod, *Difference in Translation*. Ithaca i London: Cornell University Press, 1985, str. 142-148.
- Martin Heidegger, *Poetry, Language, Thought*. Albert Hofstadter, prev. i uvod, New York: Harper & Row, 1975.
- Tejaswini Niranjana, *Siting Translation: History, Post-Structuralism, and the Colonial Context*.

Berkeley i Los Angeles: University of California Press, 1992.

- Paul Ricoeur, 'Reflections on a New Ethos for Europe', u, Richard Kearney, ur., *Paul Ricoeur: The Hermeneutics of Action*. London: Sage, 1996, str. 3-13.
- Douglas Robinson, *Translation and Empire: Postcolonial Theories Explained*. Manchester: St. Jerome Publishing, 1997.
- Douglas Robinson, ur., *Western Translation Theory from Herodotus to Nietzsche*. Manchester: St. Jerome Publishing, 1997.
- Gayatri Chakravorty Spivak, *In Other Worlds: Essays in Cultural Politics*. New York i London: Methuen, 1987.
- Lawrence Venuti, ur., *Rethinking Translation: Discourse, Subjectivity, Ideology*. London i New York: Routledge, 1992.
- Lawrence Venuti, *The Scandals of Translation: Towards an Ethics of Difference*. London i New York: Routledge, 1998.
- Lawrence Venuti, ur. (Advisory Editor: Mona Baker), *The Translation Studies Reader*. London i New York: Routledge, 2000.
- Lawrence Venuti, *The Translator's Invisibility: A History of Translation*. London i New York: Routledge, 1995.

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
All required reading will be available in the form of e-chapters, articles and email or e-books through the "Merlin" system.	Unlimited (e-book)	10

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

Program's quality control is regulated by mechanisms that have been developed and applied at the institution level (predominantly in the context of activities of the Quality committee at the Faculty of Humanities and Social Sciences, University Rijeka). At the level of the course, along with its success rate (the percentage of students who passed the course and their average rating), students' evaluation is also anticipated, which will include their assessment of the acquired knowledge, skills and competences. The course will be reviewed in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Nikola Tutek Ph.D.
Course name	<i>Research Seminar - Translation of Text Samples in Agglutinative Languages</i> (English)
Study program	Double major graduate university translation study
Course status	Elective



Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	0+0+60
<i>1. Course objectives</i>		
The aim is to introduce students to the methods and techniques of translation into English / Croatian, samples of syntactic and semantic structures of texts written in aglutinative languages (Hungarian, Turkish, Japanese, Finnish, etc.).		
<i>2. Course enrollment requirements</i>		
Enrolled in the second year of study.		
<i>3. Expected learning outcomes for the course</i>		
<p><i>After completing the course the student will be able to:</i></p> <ol style="list-style-type: none"> 1. State and explain the basic validity of syntax and the creation of words in aglutinative languages (with special reference to Hungarian). 2. Compare the syntax and word formation in aglutinative languages with syntax and word formation in English / Croatian. 3. Identify challenges and limitations in translating words and texts in aglutinative languages into Indo-European languages (English and Croatian). 4. Develop intercultural competence. 5. Develop the ability of a deeper understanding of the translation process that results from the comparison with non-Indo-European languages. 6. Make a diary of the translations. 		
<i>4. Course content</i>		
The course consists of the translation analysis practice of the selected sentences/texts patterns in aglutinative languages to English and/or Croatian. The text samples, in aglutinative languages and their translations, will be given and explained by the lecturer, while students are not obligated to know any aglutinative language , but they need to understand the basic legality of translating the given texts. Students, through their participation in translation analysis, are constantly expanding their knowledge of translation as a complex scientific and cultural discipline. (1-6)		
<i>5. Type of Instruction</i>	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> multimedia and network
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
<i>6. Comments</i>		
<i>7. Student obligations</i>		
Students are required to attend classes and participate in continuous practical work. In order to acquire a predetermined number of ECTS credits, students are required to complete the Final Practical Work.		

8. Monitoring of students work ⁵⁰						
Attendance	2	In-class activity	1	Seminar	Experimental work	
Written exam		Oral exam		Essay	Research	
Project		Continuous knowledge assessment		Report	Practical work	2
Portfolio						
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam						
<p>Students are required to continuously attend classes and complete the Final Practical Work (which will refer to a given sample of texts in the aglutinative language and then it will be translated with the lecturer' mentorship). The total number of credits a student can earn is 100 (the activities listed in the table are evaluated).</p>						
10. Mandatory literature (at the time of submitting a study program proposal)						
<ul style="list-style-type: none"> - Different patterns of texts in aglutinative languages delivered by the lecturer, - Handouts from Laczik, Mihalovics, Szabó, Székely (1989): Melléknévi vonzatok és mellékneves szószerkezetek öt nyelven. Budapest: Tankönyvkiadó, - Monolingual English and Croatian dictionaries, - Handouts relating to the cultural aspects of aglutinative languages and their speakers, - Internet - electronic sources. 						
11. Additional literature (at the time of submitting a study program proposal)						
12. A number of required literature copies in relation to the number of students currently attending the course						
Title		Number of copies		Number of students		
The course instructor will provide required Mandatory literature copies for students.						
13. Quality assurance methods that ensure the acquired knowledge, skills, and competences						
<p>Program's quality control is regulated by mechanisms that have been developed and applied at the institution level (predominantly in the context of activities of the Quality Committee at the Faculty of Humanities and Social Sciences, University Rijeka). At the level of the course, along with its success rate (the percentage of students who passed the course and their average rating), students' evaluation is also anticipated, which will include their assessment of the acquired knowledge, skills and competences. The course will be reviewed in accordance with the relevant evaluation results.</p>						

⁵⁰ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

COURSE DESCRIPTION		
Course instructor	Full prof. Aneta Stojić Ph.D.	
Course name	<i>Intercultural Communication (German)</i>	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	15+0+15
<i>1. Course objectives</i>		
The aim of the course is to introduce students with basic theoretical and practical issues of construction and interpretation of meaning in intercultural contexts and to enable them to establish cultural equivalence at different textual communication levels.		
<i>2. Course enrollment requirements</i>		
Enrolled in the second year of study.		
<i>3. Expected learning outcomes for the course</i>		
After completing the course the student will be able to:		
<ol style="list-style-type: none"> 1. Define and discuss the concepts of culture and interculturality; 2. Identify and actively address cultural interference; 3. Establish (cultural) translation equivalence; 4. Recognize cultural (cultural-specific) concepts and actively find strategies for their use; 5. Know questions related to language relativism. 		
<i>4. Course content</i>		
<ul style="list-style-type: none"> • Intercultural Competence (I 1); • Culture and interculturality (I 1, 2); • Coherence / difference / cohesion (I 1-3); • Interculture (I 4); • Identity (I 4); • Acculturation / integration / assimilation / separation / marginalization (I 4); • Cultural standards and stereotypes (I 4); • Communication models (I 2); 		

- Verbal and nonverbal communication (I 2, 5);
- Speech and its understanding (I 1-2, 5);
- Language functions (I 1-3, 5);
- Connection between language and culture (I 1-3, 5);
- Culture models (I 1-3, 5);
- Frames (I 1-3);
- Culture within languages (I 1-3, 5);
- «hotspots» - «critical incidents» (I 1-3).

Different approaches and their theory and methodology will be analyzed in the examples and applied in the exercises.

5. Manner 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		

7. Student obligations

Students are required to attend and participate actively in class. Each student will hold an oral presentation on the agreed topic and then prepare and submit a seminar paper. At the end of the course, the student completes the final written exam.

8. Monitoring of students work⁵¹

Attendance	1	In-class activity	1	Seminar	1	Experimental work	
Written exam	1	Oral exam		Essay		Research	
Project		Continuous knowledge assessment		Report	1	Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

The student's work on the course will be evaluated and graded during the course, and the following is graded: in-class activity, oral presentation and seminar work. Each activity assessed must meet at least 50%. The final exam is written and covers all of the content provided for this program. (I1 to I5)
Detailed elaboration of the method of monitoring and evaluating students' work will be presented in the syllabus!

⁵¹**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



<i>10. Mandatory literature (at the time of submitting a study program proposal)</i>		
<p>Heringer, H.J. (2004). Interkulturelle Kommunikation. Tübingen/Basel: Francke</p> <p>Maletzke, G. (1996). Interkulturelle Kommunikation. Opladen</p> <p>+ Izabrani članci:</p> <p>Adamzik, Kirsten (2004): Sprache: Wege zum Verstehen. Tübingen: Francke</p> <p>Erll, Astrid/ Gymnich, Marion (2007): Interkulturelle Kompetenzen. Erfolgreich kommunizieren zwischen den Kulturen. Stuttgart: Klett Verlag</p> <p>Lüger, Heinz-Helmut (1993): Routinen und Rituale in der Alltagskommunikation. Berlin et al.: Langenscheidt</p>		
<i>11. Additional literature (at the time of submitting a study program proposal)</i>		
Depending on the report topic, but in accordance with the course instructor.		
<i>12. A number of required literature copies in relation to the number of students currently attending the course</i>		
Title	Number of copies	Number of students
Heringer, H.J. (2004). Interkulturelle Kommunikation. Tübingen/Basel: Francke	5	15
Maletzke, G. (1996). Interkulturelle Kommunikation. Opladen	5	15
<i>13. Quality assurance methods that ensure the acquired knowledge, skills, and competences</i>		
<p>The program's quality control is regulated by mechanisms that have been developed and applied at the institution level (predominantly in the context of activities of the Quality Committee at the Faculty of Humanities and Social Sciences, University Rijeka). At the level of the course, along with its success rate (the percentage of students who passed the course and their average rating), students' evaluation is also anticipated, which will include their assessment of the acquired knowledge, skills and competences. The course will be reviewed in accordance with the relevant evaluation results.</p>		

COURSE DESCRIPTION	
Course instructor	Asst. prof. Anna Rinaldin Ph.D.
Course name	<i>Italian Lexicography</i> (Italian)
Study program	Double major graduate university translation study
Course status	Elective



Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	30+30+0
<i>1. Course objectives</i>		
The aim of this course is to introduce students with the history and the methodology of Italian lexicography and the most important lexicography tools and adopt the basic ideas and corresponding terminology.		
<i>2. Course enrollment requirements</i>		
Enrollment in the 2nd year of study.		
<i>3. Expected learning outcomes for the course</i>		
<p>General learning outcomes:</p> <ul style="list-style-type: none"> • Develop language competence; • Apply linguistic metalanguage in other courses, as well as in their own work; • Perform the tasks independently; • Approach the tasks responsibly; • Explain the ideas, written and orally, in a clear and professional way; • Reach conclusions autonomously based on the available information. <p>Specific learning outcomes:</p> <ol style="list-style-type: none"> I1. Define basic lexicographic ideas. I2. Describe the most important lexicographic tools. I3. Analyse lexical structures of Italian language. I4. Explain word classification. I5. Describe different types of dictionaries and the way the words are described in them. I6. Describe historical development of Italian lexicography. I7. Collect, organize and interpret the data from different sources . 		
<i>4. Course content</i>		
<ul style="list-style-type: none"> • Basic lexicographic ideas and tools (I1, I2); • Historical overview of Italian lexicography (I6); • Analysis of lexical structures of Italian language (I3); • Structure and stratification of lexic (I3, I4); • Classification of lexeme (I3, I4); • Classification of dictionaries (I5); • Types and process of making dictionaries (I5, I7). 		
<i>5. Manner of instruction</i>	X lectures	X independent tasks

Marcato, Roma-Padova, Antenore, 2006, vol. II, p. 479-90.

- M. Paciucci, *Il lessico dell'astronomia e dell'astrologia tra Duecento e Trecento*, «Studi di lessicografia italiana», XXVIII, 2011, p. 23-232.
- L. Tomasin, *Schede di lessico marinaresco militare medievale*, «Studi di lessicografia italiana», XIX, 2002, p. 11-33.

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
<i>Dalle parole ai dizionari</i>	2	15
<i>Dizionari italiani</i>	2	15
<i>L'ordine delle parole</i>	2	15

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

The quality assurance method is regulated by the mechanisms that are developed and applied at the institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is foreseen and done by the students, which will include their assessment of the acquired knowledge, skills and experiences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Anna Rinaldin Ph. D.	
Course title	<i>Italian Linguistics</i> (Italian)	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	30+30+0
1. Course objectives		
The aim of this course is to introduce students with development of Italian language and its relations with other languages and to adopt its basic terminology and skills of language text analysis.		
2. Course enrollment requirements		
Enrollment in the 2nd year of study.		
3. Expected learning outcomes for the course		

General learning outcomes:

- Critically and analitically approach concrete texts.
- Develop language competence.
- Individually perform tasks.
- Perform tasks with responsibility.

Specific learning outcomes:

I1 – Describe key periods of the history of Italian language;

I2 – Identify and explain the main characteristics of Italian language and its variables;

I3 – Identify language and formal characteristics of concrete texts and to describe them using the appropriate terminology;

I4 – Explain connotations of values of the words and texts;

I5 – Apply basic theoretical knowledge of the language in concrete texts;

I6 – Use language and grammatical resources for writing texts in an adequate way.

4. Course content

The course consists of two parts which supplement each other:

1. origin and historical development of Italian language, its relation to dialects and other languages (I1, I2)

2. structures, variables, texts and styles: analysis of grammatical, syntactic and textual characteristics of Italian language from the perspective of history, that is to say, working at different texts from different historical periods (I3-I6)

5. Manner of instruction	X lectures	X independent tasks
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	X exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	X other: consultations

6. Comments The lecture is in Italian language.

7. Student obligations

Students must attend lecture and be actively involved, as well as regularly do given tasks. They should pass two written midterm exams and a final oral exam.

8. Monitoring of students work⁵³

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous knowledge	2	Report		Practical work	

⁵³**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

	assessment				
Portfolio					
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam					
2 written midterm exams (I1, I2; I3-I6); Final oral exam (I1-I6).					
10. Mandatory literature (at the time of submitting a study program proposal) *					
<ul style="list-style-type: none"> • M. Aprile, <i>Dalle parole ai dizionari</i>, Bologna, Il Mulino, 2015. • R. Cella, <i>Storia dell'italiano</i>, Bologna, Il Mulino, 2015. • M. Palermo, <i>Linguistica italiana</i>, Bologna, Il Mulino, 2015. 					
*A current list of literature is submitted for each academic year in the syllabus.					
11. Additional literature (at the time of submitting a study program proposal)					
<ul style="list-style-type: none"> • A. Ferrari, L. Zampese, <i>Grammatica: parole, frasi, testi dell'italiano</i>, Roma, Carocci, 2016. • C. Marazzini, <i>La lingua italiana. Storia, testi, strumenti</i>, Bologna, il Mulino, 2015. • C. Marcato, <i>Il plurilinguismo</i>, Roma-Bari, Laterza, 2013. • C. Marcato, <i>Dialetto, dialetti e italiano</i>, Bologna, il Mulino, 2007. • G. Patota, <i>Nuovi lineamenti di grammatica storica dell'italiano</i>, con esercizi a cura di Gianluca Lauti, Bologna, il Mulino, 2007. 					
12. A number of required literature copies in relation to the number of students currently attending the course					
	Title	Number of copies	Number of students		
	<i>Linguistica italiana</i>	2	15		
	<i>Dalle parole ai dizionari</i>	2	15		
	<i>Storia dell'italiano</i>	2	15		
13. Quality assurance methods that ensure the acquired knowledge, skills and competence					
<p>The quality assurance method is regulated by the mechanisms that are developed and applied at the Institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades, the evaluation is foreseen and done by the students, which will include their assessment of the acquired knowledge, skills and competences. The course will be revised in accordance with the relevant evaluation results.</p>					
COURSE DESCRIPTION					
Course instructor	Asst. prof. Anna Rinaldin Ph.D.				
Course title	<i>Oral and Written Competence of the Translator</i> (Italian)				
Study program	Double major graduate university translation study				

Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	15+30+15
<i>1. Course objectives</i>		
The main aim of the course is to acquire language competence in a written and oral form.		
<i>2. Course enrollment requirements</i>		
Enrollment in the 2nd year of study.		
<i>3. Expected learning outcomes for the course</i>		
<p>General learning outcomes:</p> <ul style="list-style-type: none"> • Developing language and communication competence, • Ability to apply basic theoretical knowledge of language at concrete texts, • Development of feeling responsible in the approach to the tasks. <p>Specific learning outcomes:</p> <p>I1. Apply language competence in different language levels and in different registers;</p> <p>I2. Recognize and analyse linguistic characteristics of texts in a standard Italian language;</p> <p>I3. Create different types of texts in Italian language of medium complexity;</p> <p>I4. Apply morphosyntactic structures of Italian standard language written and orally;</p> <p>I5. Properly use structure phrases;</p> <p>I6. Distinguish and apply standard and non-standard form of written and language expression;</p> <p>I7. Individually research network and interpret collected data ;</p> <p>I8. Interpret methodology of language research.</p>		
<i>4. Course content</i>		
<ul style="list-style-type: none"> • Understanding the layers of Italian language(I2, I6); • Relevant characteristics of the Italian standard language (I2, I6); • Analysis and use of lexic, phraseology corps and morphosyntactic structures based on the original texts (I1-I5, I7, I8); • Expanding competence of standard and non-standard form of written and oral language expression (I1, I3-I6); • Practising grammatical morphosyntactic structure within the original material: listening, written expression, oral expression (I1, I3-I7); • Writing text exercises, listening exercises and speaking exercises (I1, I3, I4-I6); • Analysis of spoken and written forms, language and text styles (I2). 		

5. Manner 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 checked="" 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"/> consultations			
6. Comments		The lecture is in Italian language.					
7. Student obligations							
Students must attend classes and exercises, do tasks, pass two written midterm exams, write and present one seminar and pass a final oral exam.							
8. Monitoring of student work ⁵⁴							
Attendance	2	In-class activity		Seminar	1	Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Seminar (I1, I3-I5, I7); 2 written midterm exams (I1, I2, I4, I5, I6, I8); Final exam (I1, I2, I4, I5, I6, I8).							
10. Mandatory literature (at the time of submitting a study program proposal)*							
<ul style="list-style-type: none"> • D'Achille P., <i>L'italiano contemporaneo</i>, Il Mulino, Bologna 2010. • D'Agostino M., <i>Sociolinguistica dell'Italia contemporanea</i>, Bologna, il Mulino, 2007. • Serianni L., <i>Italiani scritti</i>, Bologna, il Mulino, 2003. • Sobrero A. A. (ed.), <i>Introduzione all'italiano contemporaneo. La variazione e gli usi</i>, Laterza, Roma-Bari 1993. <p>* A current list of literature is submitted for each academic year in the syllabus.</p>							
11. Additional literature (at the time of submitting a study program proposal)							
<ul style="list-style-type: none"> • Berruto G., <i>Sociolinguistica dell'italiano contemporaneo</i>, Carocci, Roma, 1987. • Calabro, G., (a cura di) <i>Teoria, didattica e prassi della traduzione</i>, Napoli, 2001. • Deanović, M., Jernej, J., <i>Talijansko hrvatski riječnik</i>, Zagreb, Školska knjiga 2006. • Deanović, M., Jernej, J., <i>Hrvatsko talijanski riječnik</i>, Zagreb, Školska knjiga 2008. 							

⁵⁴**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

- Pittano, G., *Sinonimi e contrari, Dizionario fraseologico delle parole equivalenti*, Bologna, Zanichelli, 2006.
- Pittano, G., *Frasi fatte, Dizionario dei modi di dire, proverbi e locuzioni*, Bologna, Zanichelli, 2000.

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
<i>L'italiano contemporaneo</i>	6	15
<i>Sociolinguistica dell'Italia contemporanea</i>	3	15
<i>Italiani scritti</i>	7	15
<i>Introduzione all'italiano contemporaneo. La variazione e gli usi</i>	1	15

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

The quality assurance method is regulated by the mechanisms that are developed and applied at the Institution level (dominated within the activities of the Quality Committee of Faculty of Humanities and Social Sciences). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is foreseen and done by the students, which will include their assessment of the acquired knowledge, skills and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Full prof. Silvana Vranić Ph.D.	
Course title	<i>Croatian Dialects in Translating</i>	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	30+0+30

1. Course objectives

The aim of the course is to introduce the students with ways and mistakes in translating original idioms of the foreign language into Croatian language and vice-versa: to make them competent to apply knowledge about Croatian dialects and possibilities of translating elements of original idioms when Croatian language is not the aimed language of translating. Direct aim and development of language competence about original idioms (phraseology, collocations) and indirectly, developing communication competence needed for translating.

2. Course enrollment requirements

Enrollment in the 2nd year of study.		
3. Expected learning outcomes for the course		
Students are expected that after this course they will be able:		
<ul style="list-style-type: none"> • Name and recognize basic characteristics of Croatian dialects (I1); • Recognize possible solutions in translating in the process of partial interruption of the standard language and continuous interruption of standard language with original idioms (I2); • Establish (cultural) translational equivalence of the idioms of Croatian dialects, as well as starting or aimed elements (I3); • Apply characteristics of Croatian dialects in a translated written text and an oral expression (I4); • Decide in a competent way about possibilities of applying lexicography sources written in Croatian original idioms (printed in e-form) and translation (I5). 		
4. Course content		
Elements of the dialect in the corps and their translating. (I-1, I-2)		
Translating dialect relations and idiomatic meaning (phrasemes, collocations, metaphores). Lexical issues (for example, status of borrowed words in organic idioms). (I-1, I-2, I-3)		
A justified use of original idioms in style difference and functional translating considering communication of the reader/listener, their understanding of differences of the used idiom and motivation of the process. (I2, I-4)		
Difficulties in choosing stylistic constructs of original idioms (standard dialect) in translating, considering social and cultural surrounding of characters and story tellers. (I-4)		
A function of original idioms in transferring high and low style of literary works and works of popular culture. Affirmation of original idioms that the works of popular culture are synchronised onto. (I-4, I-5)		
5. Manner of instruction	<input type="checkbox"/> lectures X	<input type="checkbox"/> independent tasks X
	<input type="checkbox"/> seminars and workshops X	<input type="checkbox"/> multimedia and network X
	<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	Some individual elements (tasks, materials) and literature will be available via the Merlin system.	
7. Student obligations		
Students must attend lecture (they must be present at 70% of the lecture), perform lecture tasks and a seminar that is graded in a positive grade.		

8. Monitoring of student work ⁵⁵							
Attendance	2	In-class activity		Seminar	2	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Student's work in a course will be valued and graded during the course. Total number of credits that a student can get is 100 (activities marked in the table are graded).

During the course students should pass a midterm exam about basic characteristics of Croatian dialects and solutions during translating in the process of partial interruption of standard language and continuous interruption of a standard language (30 % of achieved credits).

Other results are graded in the research presentation regarding the problems and solutions in translating elements of Croatian original idioms at the certain text sample (40 % of achieved credits) and writing a seminar about analysed text (30 % of the achieved credits). (I1 – I5)

Student can apply for the exam in a regular exam term only if he has acquired percentage of success given by the Act of University (50%), and if he/she has passed the midterm exam and by research and presentation has achieved at least 35 credits. (I1 – I5)

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

Czennia, B. (2004) „Dialektale und soziolektale Elemente als Übersetzungsproblem“, Übersetzung. Ein internationales Handbuch zur Übersetzungsforschung, Berlin: de Gruyter, 505-512.

House, J. (2004) „Culture-specific elements in translation“, Übersetzung. Ein internationales Handbuch zur Übersetzungsforschung, Berlin: de Gruyter, p. 494-504.

Ivir, V. (1984) *Teorija i tehnika prevođenja*, Novi Sad

Levý, J. (1963¹, 2011²) *The Art of Translation*. Amsterdam, Philadelphia: John Benjamins

Mihaljević, J., N. Pintarić (ur.) (1995) *Prevođenje: Suvremena strujanja i tendencije*, Zbornik HDPL, Zagreb

Pavlović, N. (2015) *Uvod u teorije prevođenja*. Zagreb: Leykam International

Pažur, B. (2004) „Kajkavski kao prevoditeljski jezik – jedno od životnih djela redatelja Vladimira Gerića“, *Kaj*, 37, n. 1-2, p. 138-139.

Rafaela Božić-Šejić (2008) „Neki problemi prijevoda čakavske poezije na ruski jezik (na primjeru poezije čakavskoga pjesnika Zlatana Jakšića)“, *Fluminensia*, 20, 2, p. 137-148.

Schmidt, G. (2014) Urbani škotski dijalekti u hrvatskim prijevodima // Standardni jezici i sociolekti u 21. stoljeću / Peti Stantić, Anita ; Stanojević, Mateusz-Milan ; Antunović, Goranka (ur.). Zagreb: Srednja Europa, p. 139-153.

⁵⁵ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Žanić, I. (2009) *Kako bi trebali govoriti hrvatski magarci?: o sociolingvistici animiranih filmova*, Zagreb: Algoritam

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

Avirović, Lj. (2008) *Le traduzioni bruciano*, LInt.

Azevedo, Milton M. (2000) „Shadows of a literary dialect: For Whom the Bell Tolls in five Romance languages.” *The Hemingway Review* 20, 1, p. 30-48.

Guberina, P. (1967) *Stilistika. Drugi dio: teoretsko-primijenjeni dio, II. O prevođenju*, Zagreb: Zavod za fonetiku Filozofskoga fakulteta u Zagrebu

Jakobson, R. (1966) „On Linguistic Aspects of Translation.” U: *On Translation*, ur Brower, Reuben A., New York: Oxford University Press, p. 232-239.

Maček, D. I M. Stanojević, Mateusz (2001) „A Standard Orthography for Non-Standard English?”, *Studia romanica et anglica zagrabiensia (SRAZ)*, 45-46, p. 1-9.

Muñoz Martín, R. (2014) „Ah jist likes, dinnae ken how ye do it. Translating the Literary Dialect of *Trainspotting* into Spanish.” *Spanish and Portuguese Across Time, Place, and Borders Studies in Honour of Milton M. Azevedo*. Palgrave Macmillan UK. PDF 3-19.

Šoštarić-Žagar, P. i S. Čuljat (2014) „Književno prevođenje.” *Priručnik za prevoditelje: prilog teoriji i praksi*. (ur.) Aneta Stojić, Marija Brala-Vukanović, Mihaela Matešić. Rijeka: Filozofski fakultet: 93-133.

Težak, S. (1997) “Dijalekti i književni jezik”, *Hrvatski dijalektološki zbornik*, knj. 10, p. 9-26.

Toury, Gideon. 1995. „The Nature and Role of Norms in Translation.” *Descriptive Translation Studies and Beyond*. Amsterdam-Philadelphia: John Benjamins, p. 53-69.

Wechsler, R. (1998) *Performing Without a Stage: The Art of Literary Translation*. North Haven, CT: Catbird Press.

12. Number of required bibliography copies in relation to the number of students currently attending the class

Title	Number of copies	Number of students
House, J. (2004) „Culture-specific elements in translation”, <i>Übersetzung. Ein internationales Handbuch zur Übersetzungsforschung</i> , Berlin: de Gruyter, p. 494-504	3	15
Czennia, B. (2004) „Dialektale und soziolektale Elemente als Übersetzungsproblem”, <i>Übersetzung. Ein internationales Handbuch zur Übersetzungsforschung</i> , Berlin: de Gruyter, 505-512.	3	15

Mihaljević, J., N. Pintarić (ur.) (1995) <i>Prevođenje: Suvremena strujanja i tendencije</i> , Zbornik HDPL, Zagreb	3	15
Pavlović, N.(2015) <i>Uvod u teorije prevođenja</i> . Zagreb: Leykam International	3	15
Schmidt, G. (2014) Urbani škotski dijalekti u hrvatskim prijevodima // Standardni jezici i sociolekti u 21. stoljeću / Peti Stantić, Anita ; Stanojević, Mateusz-Milan ; Antunović, Goranka (ur.). Zagreb: Srednja Europa, p. 139-153.	3	15
<i>13. Quality assurance methods that ensure the acquired knowledge, skills and competences</i>		
<ul style="list-style-type: none"> - Monitoring suggestions and reactions of the students during a semestar - Giving surveys to students (evaluation questionnaire) 		

COURSE DESCRIPTION		
Course instructor	Full prof. Diana Stolac Ph.D.	
Course title	<i>Language of Advertisements</i>	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	30+0+15
<i>1. Course objectives</i>		
The aim of the course is introducing language characteristics of advertisements as a complex semiotic sign and extremely invasive text type.		
<i>2. Course enrollment requirements</i>		
Enrollment in the 2nd year of study.		
<i>3. Expected learning outcomes for the course</i>		
After the finished course and seminars student will be able to:		
<ol style="list-style-type: none"> 1. Enumerate and describe functional and language characteristics of Croatian advertising texts made in different time periods. 2. Enumerate and describe functional and language characteristics of Croatian advertising texts made in different media. 3. Enumerate and describe functional and language characteristics of Croatian advertising 		

texts considering the aimed public.

4. Analyze and provide (possible) solutions of deviation in all language levels in the contemporary Croatian advertisements.

5. Correct the advertising text considering long and style norms of the Croatian standard language.

6. Decide competently about the possibilities of applying the standard language rules to examples that are not elaborated in normative manuals.

7. Individually search language manuals and network and explain collected data.

4. Course content

Sociolinguistic, psycholinguistic, pragmatolinguistic and cognitive linguistic view at the advertisement (I1, I2, I3, I7). Communication triangle: emitent, advertisement, recipient (I1, I2, I3, I7). Architectonic of the advertising text (I1,I2,I3,I7). Media and advertisement –intertextuality, interdiscourse, cultural and globalisational aspect (I1, I2, I3, I7). Linguastylistic approach to advertisement-written and spoken advertising discourse: giving attributes in advertisements (excessive use of descriptive terms, superlatives, empty semantic attributes...), metaphores, influence of foreign language and switching codes,(quasi)intellectuality of the advertisement, professional terms, conversation models (addressing to the recipients), punctuation, connectors, graphostylistic possibilities, values of the spoken language (I1 – I7).

The corps of the texts for analysis is changeable considering the time and media of origin and the aimed public.

5. Manner of instruction	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" 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 must regularly attend lecture, do all the given tasks on time and when being assessed, pass all the given exams.

8. Monitoring of student work⁵⁶

Attendance	1,5	In-class activity	0,5	Seminar	2	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							

⁵⁶**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

- Doing an individual and group seminar (I1, I2, I3, I7).
- Written exercise which consists of different types of tasks (I4, I5, I6).
- The workshop done in a successful way about different types of texts in electronic media and their characteristics (I1, I2, I3, I7).

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

Belak, B., *Ma tko samo smišlja te reklame ?!?*, Zagreb, 2008.

Hudeček, L. – Mihaljević, M., *Jezik medija: publicistički funkcionalni stil*, HSN, Zagreb, 2009.

Kovačević, M. – Badurina, L., *Raslojavanje jezične stvarnosti*, Rijeka, 2001.

Silić, J. *Funkcionalni stilovi hrvatskoga jezika*, Zagreb, 2006.

Stolac, D. – Vlastelić, A., *Jezik reklama*, Zagreb – Rijeka, 2014.

Zbornici Hrvatskoga društva za primijenjenu lingvistiku.

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

Alerić, M. – Gazdić Alerić, T. 2013, *Hrvatski u upotrebi*, Zagreb, 2013.

Bonačić, M., *Tekst – diskurs – prijevod (O poetici prevođenja)*, Split, 1999.

Coulthard, M., *An Introduction to Discourse Analysis*, London, 1997.

Čmejková, S., *Reklama v češtině – Čeština v reklame*, Prag, 2000.

Filipan-Žignić, B., *O jeziku novih medija: Kvare li novi mediji standardni jezik?*, Split, 2012.

Frančić, A. – Hudeček, L. – Mihaljević, M., *Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku*, Zagreb, 2005.

Goddard, A., *The Language of Advertising – Written Texts*, London – New York, 1998.

Inovacije u slavenskim jezicima, Srednja Europa, Zagreb, 2011. (ur. Barbara Kryžan-Stanojević)

Janich, N., *Werbesprache*, Tübingen, 1999.

Jezik medija nekada i sada, Hrvatska sveučilišna naklada i Filozofski fakultet u Osijeku, Zagreb – Osijek, 2016. (ur. Vlasta Rišner).

Katnić-Bakaršić, M., *Stilistika*, Sarajevo, 2001.

Kovačević, M. – Badurina, L., *Raslojavanje jezične stvarnosti*, Rijeka, 2001.

Matijaš, M., *Mali jezični savjetnik za bolju poslovnu komunikaciju*, Banjole, 2017.

Mićanović, K., *Hrvatski s naglaskom: standard i jezični varijeteti*, Zagreb, 2006.

Skelin Horvat Anita, *O jeziku i identitetima hrvatskih adolescenata*, Zagreb, 2017.

Skowronkova, K., *Reklama*, Kraków, 1993.

Vanden Bergh, B. G. i Katz, H., *Advertising – Principles, Choice, Challenge, Change*, Illinois, 1999.

Williamson, J., *Decoding Advertisements – Ideology and Meaning in Advertising*, London, 1998.

Website:

<http://www.medijskapismenost.hr/oglasavanje/>

<https://www.marketing-odjel.com/oglasavanje>

Magazines:

Jezik, Govor, Suvremena lingvistika, Riječ, Filologija, Jezikoslovlje, Rasprave Instituta za hrvatski jezik, Strani jezici, Vijenac, Fluminensia, Lahor, Kolo, Folia onomastica croatica, Medijska istraživanja, zbornici HDPL-a...

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
Belak, B., <i>Ma tko samo smišlja te reklame ?!?</i> , Zagreb, 2008.	3	20
Hudeček, L. – Mihaljević, M. 2009. <i>Jezik medija:publicistički funkcionalni stil</i> , Zagreb, 2009.	2	20
Kovačević, M. – Badurina, L., <i>Raslojavanje jezične stvarnosti</i> , Rijeka, 2001.	10	20
Silić, J. <i>Funkcionalni stilovi hrvatskoga jezika</i> , Zagreb, 2006.	5	20
Stolac, D. – Vlastelić, A., <i>Jezik reklama</i> , Zagreb – Rijeka, 2014.	10	20
Zbornici Hrvatskoga društva za primijenjenu lingvistiku	2 (po zborniku)	20

Continuous knowledge assessment, insight, social and psychomotoric skills and independence and responsibilities that a student acquires by studying and proves that he has them after the process of learning. All the data about monitoring efficiency of acquiring knowledge, skills and competence are collected and observed in the frame of the Department of Croatian language (which is a professional council responsible for the course content). Marked deviation of the wanted results are analysed periodically during the course (after each continuous assessment) and are removed by changes in the type of work (extra content work that has proved to be more demanding and more difficult for students).

COURSE DESCRIPTION		
Course instructor	Asst. prof. Sanja Tadić-Šokac Ph. D.	
Course title	<i>Metatextuality in the Croatian novel</i>	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	30+0+15



1. Course objectives		
The aim of the course is to provide the students understanding of the theoretical idea of metatextuality in its diachronic and synchronic perspective in the world and Croatian literature. Students will be able to recognize and describe different forms of metatextuality in a literary work. (diegetic and linguistic self-consciousness; parody, a story in a story, allegory...) and to perceive their function in creating a sense of the literary work. In that way they will be able to analyse independently and scientifically and also to interpret the metatextual organized novels.		
2. Course enrollment requirements		
Enrollment in the 2nd year of study.		
3. Expected learning outcomes for the course		
Students are expected that after the lectures they will be able to :		
<ol style="list-style-type: none"> 1. Develop ability of analysing and interpreting a literary text. 2. Organise translation process individually and in a team. 3. Compare specific themes and motifs. 4. Control the given information in an appropriate way, with the meaningful use. 		
Specific learning outcomes that students will achieve:		
<ol style="list-style-type: none"> I1. Define and explain the idea of metatextuality in literature. I2. Define and explain different forms of metatextuality in a literary work (diegetic and linguistic self-consciousness, a story in a story, allegory ...). I3. Recognize different forms of metatextuality in a literary work. I4. Describe and explain the function of metatextual actions in a literary work in making its sense. I5. Analyse independently and scientifically and also interpret the metatextual works. 		
4. Course content		
History of metatextuality. (I1);		
Overview and definitions of metatextuality in Croatian and foreign critical literature. (I1);		
Defining the form of metatextuality in a literary work (parody, a story in a story, allegory...). (I1,I2);		
Diegetic and linguistic self-consciousness of the text. (I1, I2);		
Metatextuality in the world literature. Analysis of the novels: John Fowles, <i>Ženska francuskog poručnika</i> ; Umberto Eco, <i>Ime ruže</i> i Italo Calvino, <i>Ako jedne zimske noći neki putnik</i> . (I3-I4);		
Metatextuality in the Croatian novel. Analysis of the novels <i>Isušena kaljuža</i> Janka Polića Kamova, <i>Povratak Filipa Latinovicza</i> Miroslava Krleža, <i>Proljeća Ivana Galeba</i> Vladana Desnice, <i>Bolja polovica hrabrosti</i> Ivana Slamniga, <i>Berenikina kosa</i> Nedjeljka Fabria, <i>Svila, škare</i> i <i>Marina or about a biography of</i> Irena Vrkljan, <i>Gloria in excelsis</i> Miljenka Jergovića, <i>Mirna ulica, drvored i Voda, paučina</i> Nade Gašići <i>Katedrala</i> Iva Brešana (I3-I4).		
5. Manner of instruction	x lectures	x independent tasks
	x seminars and workshops	x multimedia and network



	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory					
	<input checked="" type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship					
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____					
6. Comments							
7. Student obligations							
<p>Seminar:</p> <p>Students will write a seminar choosing one of the topics.</p> <p>Student will summarize the seminar and present it in class.</p> <p>They should pay attention to orthography and grammar.</p> <p>Seminars must be submitted electronically until the predetermined date in the semester.</p> <p>Students should keep a copy of their seminars until they fulfill all the course obligations.</p> <p>Continuous knowledge assessment:</p> <p>Students are required to pass a midterm exam. Criteria for the credits is 50% of the correct tasks. The midterm exam consists of multiple choice exercises, fill-in-the blank exercises and alternative exercises (10 exercises, and each correct answer is 3 points) and short essay exercises (3 exercises are maximum 10 points). Students have a possibility to take the exam one more time.</p> <p>The final grade is the summ of the grade of the midterm exam and the seminar.</p>							
8. Monitoring of student work ⁵⁷							
Attendance	1,5	In-class activity		Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	2	Report	1,5	Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
<ol style="list-style-type: none"> Seminar (I3-I5) Written knowledge assessment (I1-I5) 							
10. Mandatory literature (at the time of submitting a study program proposal)							
Hutcheon, L.: <i>Narcissistic Narrative: The Metafictional Paradoks.</i> , Methuen, New York – London,							

⁵⁷**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities

1983.

Nemec, K.: *Povijest hrvatskog romana II*, Znanje, Školska knjiga, Zagreb, 1998. (selected chapters)

Nemec, K.: *Povijest hrvatskog romana III*, Školska knjiga, Zagreb, 2003. (selected chapters)

Tadić-Šokac, S.: *Roman o samome sebi*, Filozofski fakultet Sveučilišta u Rijeci, Rijeka, 2018.

Tadić-Šokac, S.: *Metatekstualni postupci u romanu Bolja polovica hrabrosti Ivana Slamniga*, *Fluminensia*, 21/2009, 2, p. 91-113.

Mandatory primary literature

J. Fowles (*Ženska francuskog poručnika*), U. Eco (*Ime ruže*), I. Calvino (*Ako jedne zimske noći neki putnik*), J. Polić Kamov (*Isušena kaljuža*), M. Krleža (*Povratak Filipa Latinovicza*), V. Desnica (*Proljeća Ivana Galeba*), I. Slamnig (*Bolja polovica hrabrosti*), N. Fabrio (*Berenikina kosa*), I. Vrkljan (*Svila, škare i Marina ili o biografiji*), M. Jergović (*Gloria in excelsis*), N. Gašić (*Mirna ulica, drvored; Voda, paučina*), I. Brešan (*Katedrala*).

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

Hutcheon, L.: *A Poetics of Postmodernism. History, Theory, Fiction.*, Routledge, New York i London, 1988.

Intertekstualnost & Intermedijalnost, ur. Z. Maković, M. Medarić, D. Oraić, P. Pavličić, Zavod za znanost o književnosti Filozofskog fakulteta, Zagreb, 1993. (selected chapters)

Milanja, C.: *Hrvatski roman 1945. – 1990.*, Zavod za znanost o književnosti Filozofskog fakulteta, Zagreb, 1996.

Tadić-Šokac, S.: *Metatekstualni postupci u Fabrijevoj Jadranskoj trilogiji*, Rijeka Fabriju (Zbornik radova s Međunarodnoga znanstvenog kolokvija Rijeka Fabriju održanoga u Rijeci 16. studenoga 2007.), Rijeka, 2009, p. 121-141.

Tadić-Šokac, S.: *Oblici metatekstualnosti u romanu Gloria in excelsis M. Jergovića*, *Umjetnost riječi*, 61/2017, 3-4, p. 263- 286

Tadić-Šokac, S.: *Usred riječi (Metatekstualnost u autobiografskim prozama Irene Vrkljan Svila, škare; Marina ili o biografiji; Berlinski rukopis; Dora, ove jeseni i Pred crvenim zidom)*, Zbornik radova s međunarodnog znanstvenog skupa *Filologija i univerzitet*, Niš, 2012, p. 423-439.

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
Hutcheon, L.: <i>Narcissistic Narrative: The Metafictional Paradoks.</i> , Methuen, New York – London, 1983.	https://books.google.hr/books/about/Narcissistic_Narrative.html?id=cCqJXzyRFCC&redir_esc=y	20
Nemec, K.: <i>Povijest hrvatskog romana II</i> , Znanje, Školska knjiga, Zagreb, 1998. (odabrana poglavlja)	5	20
Nemec, K.: <i>Povijest hrvatskog romana III</i> , Školska	5	20

knjiga, Zagreb, 2003. (selected chapters)		
Tadić-Šokac, S.: <i>Roman o samome sebi</i> , Filozofski fakultet Sveučilišta u Rijeci, Rijeka, 2018.	10	20
Tadić-Šokac, S.: <i>Metatekstualni postupci u romanu Bolja polovica hrabrosti Ivana Slamniga</i> , Fluminensia, 21/2009, 2, p. 91-113.	https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=74618	20

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

The quality assurance method is regulated by the mechanisms that are developed and applied at the Institution level dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences. At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades). The evaluation is foreseen and done by the students, which will include their assessment of the acquired knowledge, skills and competence. The course will be revised in accordance with the relevant evaluation results. Also it is possible to occasionally contact the former students in the frame of professional meetings of the Agency for Education.

COURSE DESCRIPTION		
Course instructor	Asst. prof. Marija Brkić Bakarić Ph. D.	
Course title	<i>Computer- Assisted Translation</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	30+0+30
1. Course objectives		
The course gives the insight into the development of computer-assisted and machine translation giving the basic concepts. The emphasis of the course is acquiring contemporary skills of using different program tools and services for computer-assisted and machine translation. Theoretical use of tools gives a detailed insight of the appropriate translating techniques. The course also values different approaches and tools and it also deals with practical problems.		
2. Course enrollment requirements		
Enrollment in the 2nd year of study.		
3. Expected learning outcomes for the course		



After finishing the course students will be able to:

- I1. Demonstrate the knowledge of the basic concepts of computer-assisted and machine translation.
- I2. Use selected tools and services for computer-assisted and machine translation.
- I3. Prepare and describe the corps.
- I4. Identify and explain different approaches to machine translation and their advantages and disadvantages.
- I5. Value and compare different translation tools and methods.
- I6. Apply appropriate techniques of preparing translation texts and editing machine translated texts.

4. Course content

- Introduction to computer-assisted translation and basic concepts (I1);
- Parallel corps (I1);
- Corp analysis (I2, I3);
- Translation memories (I1, I2, I3, I5);
- Extracting terminology and advanced use of terminology (I2, I5);
- Pretranslation and interactive translation (I2);
- Introduction to machine translation (I1, I4);
- Evaluation of machine translation (I4, I5);
- Editing of machine translated texts (I5, I6);
- Tools for controlled language (I5, I6);
- Translating subtitles (I1, I2, I5);
- Localisation (I1, I2, I5).

<i>5. Manner of instruction</i>	<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 checked="" type="checkbox"/> laboratory
	<input checked="" type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____

<i>6. Comments</i>	<p>In the course an e-system will be used for learning, and when enrolling the course, students will be instructed to use the tools from the system.</p> <p>Detailed schedule of the lectures will be given in the syllabus.</p>
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7. Student obligations

Students should regularly participate in all class activities (midterm exams, projects, practical tasks, homework) and take the final exam and get at least 50% of the points. Detailed way of giving credits of the course and other requirements to pass individual activities will be given in the course syllabus.

8. Monitoring of student work⁵⁸						
Attendance	2	In-class activity	0,25	Seminar		Experimental work
Written exam		Oral exam	1	Essay		Research
Project	0,5	Continuous knowledge assessment	0,25	Report		Practical work 1
Portfolio						
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam						
<p>Written or online knowledge assessment (midterm exam in theory) in which a student shows knowledge of the basic concepts of computer-assisted and machine translation (I1), for example, How do you call a procedure in which text segments connect to translation?</p> <p>Practical knowledge assessment (midterm exam in practice) in which a student shows knowledge of work in the chosen tool (I2), for example, do a translation memory and terminology base in the tool Multitrans, perform the import of the offered resources and translate the given text .</p> <p>Practical knowledge assessment (midterm exam in practice) in which a student prepares and analyses the corps (I3), for example, based on the given text make and describe a parallel corp and save it in the SketchEngine.</p> <p>Written or online knowledge assessment (midterm exam in theory) in which a student shows understanding of different approaches to machine translation (I4), for example, name advantages and disadvantages of neuron machine translation.</p> <p>Group or individual project task in practice in which a student applies skill and knowledge from computer-assisted and machine translation for solving a practical problem task according to the given instructions and valued criteria (I5), for example, with the help of the chosen tool perform the analysis of the mistakes in the machine translation.</p> <p>Practical knowledge assessment (midterm exam in practice) in which a student should apply a preprocessing and postprocessing text technique according to the standard evaluation criteria (I6), for example, edit the machine translation with measurement of the involved effort according to the chosen criteria.</p>						
10. Mandatory literature (at the time of submitting a study program proposal)						
<ol style="list-style-type: none"> 1. Koehn, P.: Statistical Machine Translation. Cambridge University Press, 2010. 2. Esselink, B.: A Practical Guide to Localization (Language International World Directory), 2000. 3. Bowker, L.: Computer-Aided Translation Technology: A Practical Introduction (Didactics of Translation), 2002. 4. Currently chosen scientific articles. 5. Notes, presentations and other studying materials available in e-course. 						
11. Additional literature (at the time of submitting a study program proposal)						
Somers, H.: Computers and Translation: A translator's guide (Benjamins Translation Library), 2003.						
12. A number of required literature copies in relation to the number of students currently attending						

⁵⁸**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

<i>the course</i>		
Title	Number of copies	Number of students
Statistical Machine Translation	The lecturer will ensure the required number of copies for the students.	45
A Practical Guide to Localization	unlimited, e-book	45
Computer-Aided Translation Technology	unlimited, e-book	45
Currently chosen scientific articles	unlimited, available on the network	45

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

The quality assurance method is regulated by the mechanisms that are developed and applied at the Institution level (dominated within the activities of the quality Committee of the Faculty of Humanities and Social Sciences). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades). The evaluation is foreseen and done by the students, which will include their assessment of the acquired knowledge, skills and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Jadranka Kim Musa MA, lector	
Course title	<i>Translation Exercises 4</i> (English)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	0+60+0
<i>1. Course objectives</i>		
The aim of this course is to introduce students to actions and techniques of translating, developing criteria and skills of meaningful written translation of different text types.		
<i>2. Course enrollment requirements</i>		
Finished course <i>Translation Exercises 3</i> (English).		
<i>3. Expected learning outcomes for the course</i>		
After completing all the course obligations students will be able to:		
<ol style="list-style-type: none"> 1. Recognize language registers connected to certain text types. 2. Create glossaries for specific translating areas. 		

3. Create ability of transferring different syntactic structures within a language.
4. Recognize cultural differences on a semantic level.
5. Find accepted translation pairs for terms within two languages.
6. Create ability of lecturing your own and someone else's translations (proofreading).

4. Course content

- The course includes translating scientific and professional texts from English into Croatian and from Croatian into English. There are social, humanistic and technical areas and also professional texts in political and economic area.(1-6)
- Linguistic scientific texts (sociolinguistics, psycholinguistics, corp linguistics) (1-6)
- Scientific economy texts (management, human resources, finances) (1-6)
- Professional technical science texts (architecture, environment protection) (1-6)

5. Manner of instruction

<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks X
<input checked="" type="checkbox"/> seminars and workshops X	<input type="checkbox"/> multimedia and network X
<input checked="" type="checkbox"/> exercises X	<input type="checkbox"/> laboratory
<input type="checkbox"/> distance learning	<input checked="" type="checkbox"/> mentorship X
<input type="checkbox"/> field experience	<input type="checkbox"/> other _____

6. Comments

7. Student obligations

Students must attend the lecture and participate in the continuous practical work. To get the predicted ECTS credits, students must pass the final exam.

8. Monitoring of student work⁵⁹

Attendance	2	In-class activity	Seminar	Experimental work
Written exam		Oral exam	Essay	Research
Project		Continuous knowledge assessment	Report	Practical work
Portfolio	1			2

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Besides continuously attending the lectures, students must do three written translations which they will put in their portfolio. In this way, they will get one part of the total credit. The final work in practice will be evaluated electronically. The total number of credits that a student can achieve is 100 (activities marked in the table are graded). (I1 – I6)

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

- Different text types (scientific articles, professional texts) depending on their translation

⁵⁹ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

practice and student needs and interests

- English-Croatian and Croatian-English dictionaries
- Monolingual English and Croatian dictionaries
- Monolingual and bilingual professional dictionaries (depending on topics)
- Collocation dictionaries
- Other electronic sources

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

A list of additional literature will be submitted in the course syllabus.

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
The lecturer will ensure the required number of literature copies for the students.		

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

The quality assurance method is regulated by the mechanisms that are developed and applied at the Institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences) At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is foreseen and done by the students, which will include their assessment of the acquired knowledge, skills and competences The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Manuela Svoboda Ph.D.	
Course title	<i>Translation Exercises IV</i> (German)	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours(L+E+S)	0+60+0

1. Course objectives

The aim of this course is to introduce students to the application of acquired theoretical knowledge and actions and procedures of translating in practice. Students will learn to use printed and online dictionaries, reference resources and literature with the purpose of producing and revising their own translations from certain professional areas.

2. Course enrollment requirements

Enrollment in the 2nd year of study.

3. Expected learning outcomes for the course

After the course, students are expected to be able to:

1. Recognize and use professional vocabulary of the language of the certain profession in the given context.
2. Recognize and analyse the complex grammatical structures in a German/Croatian text.
3. Make and use a glossary from a processed professional area in a German and Croatian language.
4. Recognize and use reliable sources in the electronic and printed form.
5. Research independently and find relevant professional ideas.
6. Interpret and translate professional text from Croatian into German language and from German into Croatian language.

4. Course content

- Processing professional texts in tourism and economy (1-6);
- Practical work (translation) that is connected to the theoretical courses (1-6);
- Using monolingual and bilingual printed and online dictionaries and other available translation tools (I 1-6);
- An analysis and interpretation of translations (I 1-6);
- Revising translations (I-6);
- Applying the criteria to value a translation (I 1-6).

<i>5. Manner of instruction</i>	<input type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input checked="" 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. Student obligations

Students must attend lecture and participate in a continuous and practical course work and do all the tasks in the form of glossaries and professional translations .

Students must pass the final exam to achieve the predicted ECTS credits.

8. Monitoring of student work⁶⁰

Attendance	2	In-class activity		Seminar		Experimental work	
Written exam	2	Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

⁶⁰**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Over the duration of the course, students must submit translations and glossaries which will be graded. In addition to that, students must pass the final written exam which consists of all the predicted contents by this program.

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

1. Current professional translation practice texts
2. German-Croatian and Croatian-German dictionaries (printed and online)
3. Monolingual German and Croatian dictionaries (printed and online)
4. Monolingual and bilingual professional dictionaries (printed and online)
5. German-Croatian universal dictionary, Nakladni zavod Globus, Zagreb, 2005. (group of authors)

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

1. Roelcke, Thorsten (1999). Fachsprachen. Erich Schmidt Verlag GmbH, Berlin.
2. Hoffmann, Lothar (1985). Kommunikationsmittel Fachsprache. Eine Einführung. Bd. 2, Tübingen
3. Svoboda, M., Žagar-Šošćarić, P. (2013): Abweichungen von der Normsprache und mögliche Anpassungen an kulturspezifische Ausdrucksweisen im Bereich des Tourismus u: Sammelband des Internationalen Symposiums: Neue Methoden beim Fremdsprachenerwerb, dargestellt am Blended Learning, Süleyman Demirel University, Faculty of Sciences and Arts, German Language and Literature Department, p. 119-137
4. Svoboda, M., Žagar-Šošćarić, P. (2014): Leicht gedacht und schwer gemacht - Zur Problematik des literarischen Übersetzens (zajedno s doc. dr. sc. Petra Žagar-Šošćarić), Translation und Transkulturelle Kommunikation, Univerzitet u Beogradu, p. 217-237

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
German-Croatian and Croatian-German dictionaries	unlimited (e-book)	15
Monolingual German and Croatian dictionaries	unlimited (e-book)	15
Monolingual and bilingual professional dictionaries	unlimited (e-book)	15
German-Croatian universal dictionary	5	15

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

The quality assurance method is regulated by the mechanisms that are developed and applies at the Institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social sciences). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is foreseen and done by students, which will include their assessment of the acquired knowledge, skills and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION



Course instructor	Assoc. prof. Dolores Miškulin Ph.D.	
Course title	<i>Translation Exercises IV (Italian)</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (L+E+S)	0+60+0

1. Course objectives

The aim of this course is for students to improve their translation competence, individually or in a group practical work, in terms of translating written texts from Italian to Croatian and from Croatian to Italian language and language analysis of their own and someone else's translations.

2. Course enrollment requirements

Passed exams in the courses *Translation Exercises I* and *Translation Exercises II (Italian)*.

3. Expected learning outcomes for the course

General learning outcomes:

- Apply theoretical knowledge on translating concrete examples of translation;
- Approach critically and analytically the concrete texts;
- Develop language, textual and research competence;
- Successfully cooperate with other students;
- Individually do their tasks;
- Responsibly approach the tasks;
- Construct a feeling of responsibility to work as an author.

Specific learning outcomes:

11. Analyse textual and non-textual facts necessary for quality text translating.
12. Use available tools, dictionaries, data base and other resources for text translating.
13. Approach translating literary prose works.
14. Predict possible problems of translating literary prose works.
15. Use appropriate strategies and actions during translation of literary works.
16. Use appropriate techniques and guidelines of profession in audiovisual translation.
17. During audiovisual translation, adjust the translation according to technical demands and aimed culture.
18. Critically approach the analysis of the translated text and give arguments for the opinion.
19. Apply learned translating insights and strategies in concrete texts.



I10. Apply creative thinking in the translation process

I11. Discuss and cooperate constructively with other students during the translation and analysis of a text.

4. Course content

- Language text analysis (I3, I4, I8, I11)
- Translating text from Italian into Croatian language and from Croatian into Italian language. A special attention will be dedicated to literary work (prose) and audiovisual translation from Italian into Croatian language. (I1-I7, I9-I11)

5. Manner of instruction	<input type="checkbox"/> lectures	X independent tasks
	<input type="checkbox"/> seminars and workshops	X multimedia and network
	X exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	<input type="checkbox"/> field experience	X other: consultation

6. Comments

7. Student obligations

Students must attend and participate actively in the course and regularly perform the required tasks. They must translate specific, priorly determined number of text pages, analyse in a written form their own translating experience of the required text, and pass one written exam (text translation from the in-class area).

There is no final exam.

8. Monitoring of student work⁶¹

Attendance	2,5	In-class activity		Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	0,5	Report		Practical work	2
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

The text translation from Italian into Croatian language (I1-I7, I9, I10);

The text translation from Croatian into Italian language (I1-I7, I9, I10);

An analysis of their own translation (I1, I8, I11);

Written knowledge assessment: text translation from Italian into Croatian and from Croatian into Italian language (I1-I7, I9, I10).

⁶¹**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

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

Bilingual (Croatian-Italian, Italian-Croatian) and monolingual (Croatian, Italian) dictionaries.
Italian language grammar and grammar and orthography of the Croatian language.

- Baker M., *In other words. A coursebook on translation*, Routledge, Abingdon, 2011.
- Scarpa F., *La traduzione specializzata. Un approccio didattico professionale*, Hoepli, Milano, 2008.
- Stojić A., Brala-Vukanović M., Matešić M. (ur.), *Priručnik za prevoditelje: prilog teoriji i praksi*, Filozofski fakultet – Sveučilište u Rijeci, Rijeka, 2014.

* A current list of literature is submitted for each academic year in the syllabus.

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

- Bassnett S., *Translation studies*, Rutledge, London-New York, 2008.
- Eco U., *Dire quasi la stessa cosa. Esperienze di traduzione*, Bompiani, Milano, 2010.
- Fruttero C., Lucentini F., *I ferri del mestiere. Manuale involontario di scrittura con esercizi svolti*, ur. Scarpa D., Einaudi, Torino, 2003.
- Venuti, L., *The translation studies reader*, Rutledge, London-New York, 2000.

12. A number of required literature copies in relation to the number of students currently attending the course

Title	Number of copies	Number of students
<i>In other words. A coursebook on translation</i>	1	15
<i>La traduzione specializzata. Un approccio didattico professionale</i>	1	15
<i>Priručnik za prevoditelje: prilog teoriji i praksi</i>	10	15

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

The quality assurance method is regulated by the mechanisms that are developed and applied at the Institution level (dominated within the activities of the Quality Committee of the Faculty of Humanities and Social Sciences). At the course level, besides the success results of the course (the percentage of students who have passed the course and the average of their grades), the evaluation is foreseen and done by the students, which will include their assessment of the acquired knowledge, skills and competences. The course will be revised in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Agnieszka Rudkowska M.Ed. / Lector for Polish Language	
Course name	<i>Polish Language for Translators IV</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	0+30+30
1. Course objectives		
<p>The core objective of the course is to extend the knowledge gained within the course <i>Polish Language for Translators III</i>, in accordance with the transitional and independent level of language knowledge according to the CEFR, practicing different techniques of analysis and interpretation of texts using language tools.</p>		
2. Course enrolment requirements		
Having successfully completed <i>Polish Language for Translators III</i> .		
3. Expected learning outcomes for the course		
<p>Upon completing the course and fulfilling all obligations, the students will be able to:</p> <ul style="list-style-type: none"> - Understand the main thoughts of a complex text on concrete and abstract topics (I-1), - Produce a clear, detailed text on a large number of topics, and explain their views on a current subject, citing the advantages and disadvantages of various options (I-2), - Understand complex texts with sufficient time and language aids (dictionaries, language corpus, internet sources) (I-3), - Identify the functional style and genre of text (I-4), - With sufficient time and use of language aids, to translate texts from selected areas to Croatian language (I-5). 		
4. Course content		
<p>Learning the Polish language within the framework of the Diploma Supplementary Course includes 4 semesters, during which students gradually adopt the Polish language from a preparatory to an independent degree, according to the CEFR. Each semester, the students receive translation assignments in accordance with the level of mastering and using the Polish language. (I-1 to I-5)</p> <p><i>Polish Language for Translators IV</i> is a continuation of the course <i>Polish Language for Translators III</i>. Language topics will be selected according to the interests and needs of students. The subject topics of the course are related to vocabulary, grammar, syntax, morphology and communication skills, and the role of appropriate transition and independent level of language knowledge in accordance with the CEFR and the document “Programy uczenia języka polskiego jako obcego. Poziomy A1-C2” A. Rabiej, A. Seretny, E. Lipińska, E. Janowska.</p>		

Special emphasis is placed on the extension of the vocabulary in accordance with the functional styles of the Polish language.

Detailed course content will be shown in the course's syllabus.

5. Manner of instruction	<input type="checkbox"/> lectures	X independent tasks		
	X seminars and workshops	X multimedia and networks		
	X 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. Student obligations				
<ul style="list-style-type: none"> - regular attendance - active participation in class - independent preparation for teaching 				
8. Monitoring of student work ⁶²				
Attendance	2	In-class activity	Seminar	Experimental work
Written exam	2	Oral exam	Essay	Research
Project		Continuous knowledge assessment	1 Report	Practical work
Portfolio				
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam				
<p>Learning outcome assessment 1: Exercises during classes involving certain communication situations.</p> <p>Learning outcome assessment 3: Exercises during class that require communication with the application of acquired knowledge.</p> <p>Learning outcomes assessment 2 - 4: Continual written verification.</p> <p>Learning outcome assessment 5: Tasks and exercises including written translation using language aids.</p>				
10. Mandatory literature (at the time of submitting the study program proposal)				
<ol style="list-style-type: none"> 1. M. Małolepsza, A.Szymkiewicz, <i>Hurra!!! Po polsku 3. Podręcznik studenta</i>, Kraków 2010. 2. M. Małolepsza, A.Szymkiewicz, <i>Hurra!!! Po polsku 3. Zeszyt ćwiczeń</i>, Kraków 2010. 3. Dembińska K., Fastyn-Pleger K., Małycka, A., Ułańska, M., <i>Gramatyka dla praktyka. Fleksja i słowotwórstwo. Funkcjonalne ćwiczenia gramatyczne z języka polskiego dla obcokrajowców na poziomie A1, A2, B1</i>, Potsdam 2017. 4. Moguš, M., Pintarić, N., <i>Poljsko – hrvatski rječnik</i>, Zagreb 2000. 5. P. E. Gębał <i>Od słowa do słowa toczy się rozmowa. Repetytorium leksykalne z języka polskiego jako obcego dla poziomów B1 i B2</i>, Universitas, Kraków 2009. 				

⁶²**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

6. A. Seretny, *Słownictwo polskie w ćwiczeniach dla obcokrajowców*, Kraków 2016.
7. www.pwn.pl
8. <http://nkjp.pl/poliqarp/>
9. <https://www.synonimy.pl/>
10. Dictionaries of the Polish language from the Publisher PWN.
11. B. Kryžan-Stanojević, I. Maslač, J. Sychowska-Kavedžija, D. Kaniecka, *Poljski pravopis za početnike*, Zagreb 2008.

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

1. Madelska L. (2014), *Polnisch entdecken. Eine Lerngrammatik*, Prolog, Kraków.
2. Madelska L., Warchoł-Schlottman M. (2013), *Odkrywamy język polski. Gramatyka dla uczących (się) języka polskiego*, Prolog, Kraków.
3. Madelska L., Schwarz G. (2010), *Discovering Polish. A Learner's Grammar*, Prolog, Kraków
4. <http://www.popolskupolsce.edu.pl/>
5. <http://fundacjareja.eu/polak-potrafi-spis-tresci/>
6. Cienkowska H., *Polish Without Tears. Grammar Tables for Foreigners*, Wydawnictwo Uniwersytetu Warszawskiego, Warszawa 2006.

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

Title	Number of copies	Number of students
The required number of mandatory literature copies for the students will be provided by the course teacher.		

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

Student evaluation, continuous collection of feedback (teacher - student, student - teacher), success in the exam.

COURSE DESCRIPTION

Course instructor	Biljana Stojanovska M.Sc. / Lector for Macedonian Language	
Course name	<i>Macedonian Language for Translators IV</i>	
Study program	Double major graduate university translation study	
Course status	Compulsory	
Year	2nd	
ECTS credits and manner of instruction	ECTS koeficijent opterećenosti studenata	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	0+30+30

1. Course objectives



<p>The basic goal of the course is to expand the knowledge gained within the course of the <i>Macedonian Language for Translators III</i>, in accordance with the transitional and independent level of knowledge of the language according to the CEFR, practicing different techniques of analysis and interpretation of translations using language aids.</p>							
<p>2. Course enrolment requirements</p>							
<p>Having successfully completed <i>Macedonian Language for Translators III</i></p>							
<p>3. Expected learning outcomes for the course</p>							
<p>After attending the course and fulfilling all the obligations of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the essence of demanding, longer texts on concrete and abstract topics (I-1); 2. Express themselves fluently and spontaneously (I-2); 3. Produce related texts on different topics and explain their opinions on a topic (I-3); 4. Understand demanding texts using language aids (dictionaries, web resources) (I-4); 5. Translate texts from different functional styles from Macedonian to Croatian (I-5). 							
<p>4. Course content</p>							
<p>Learning the Macedonian language within the Diploma Supplementary Course includes 4 semesters, during which students gradually adopt the Macedonian language from a preparatory to an independent degree according to the CEFR. Within each semester, students receive translation assignments in accordance with their degree of mastery and service with the Macedonian language. <i>Macedonian Language for Translators 4</i> is the continuation of <i>Macedonian Language for Translators 3</i>. The topics covered in the course are related to vocabulary, grammar and communication skills and roles that correspond to the passing and autonomous level of language knowledge in accordance with the CEFR. (I-1 to I-5)</p>							
5. Manner of instruction	<input type="checkbox"/> lectures		<input checked="" type="checkbox"/> independent tasks				
	<input checked="" type="checkbox"/> seminars and workshops		<input checked="" type="checkbox"/> multimedia and networks				
	<input checked="" 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. Student obligations							
<ul style="list-style-type: none"> • regular attendance • active participation in class • independent preparation for teaching 							
8. Monitoring of student work ⁶³							
Attendance	2	In-class activity		Seminar		Experimental work	
Written exam	2	Oral exam		Essay		Research	
Project		Continuous	1	Report		Practical work	

⁶³ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

		knowledge assessment													
Portfolio															
<p>9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam</p> <p>Learning outcome assessment 1: Exercises during class that include reading and analyzing texts and answering questions that arise from specific texts.</p> <p>Learning outcome assessment 2: Exercises during class that include communication on specific topics.</p> <p>Learning outcome assessment 3: Self-preparation on a specific topic and giving a presentation prepared for teaching.</p> <p>Learning outcome assessment 4: Language analysis of certain texts and expressing opinions on these texts.</p> <p>Learning outcome assessment 5: Self-translating and translating exercises that include translation production and a contrast analysis of these translations.</p> <p>Learning outcomes assessment 3 - 5: Continuous written evaluation. Written exam.</p>															
<p>10. Mandatory literature (at the time of submitting the study program proposal)</p> <ul style="list-style-type: none"> • Aleksova, Gordana. 2013: Dzunica, sredno ramnište. Skopje: Filološki fakultet „Blaže Koneski“, Univerzitet „Sv. Kiril i Metodij“. • Dučevska, Aneta i Sazdov, Sumon. 2012: Vinožito, naprednato ramnište. Skopje: Filološki fakultet „Blaže Koneski“, Univerzitet „Sv. Kiril i Metodij“. 															
<p>11. Additional literature (at the time of submitting the study program proposal)</p> <ul style="list-style-type: none"> • Gočkova-Stojanovska, Tatjana. 2008: Praktikum po morfologija na makedonskiot literaturnen jazik. Skopje: Filološki fakultet „Blaže Koneski“. • grupa autora. 2015: Pravopis na makedonskiot jazik. Skopje: Institut za makedonski jazik „Krstе Misirkov“. (https://kultura.com.mk/prodavnica/pravopis-na-makedonskiot-jazik-vtoro-izdanie/) • Digitalni rječnik makedonskoga jezika - http://www.makedonski.info/ • Mihajlovski, Dragi. 2008: Pod Vavilon: zadačata na preveduvačot. Skopje: Kaprikornus. • Pavlovski, Borislav i Stefanija, Dragi. 2006: Mali makedonsko-hrvatski i hrvatsko-makedonski rječnik. Pula: Zavičajna naklada „Žakan Juri“. • Vlatković, Dijana i Prošev-Oliver, Borjana. 2015: Hrvatsko-makedonski rječnik. Zagreb: Matica Makedonaca u Hrvatskoj. 															
<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>The required number of mandatory literature copies for the students will be provided by the course teacher.</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>							Title	Number of copies	Number of students	The required number of mandatory literature copies for the students will be provided by the course teacher.					
Title	Number of copies	Number of students													
The required number of mandatory literature copies for the students will be provided by the course teacher.															
<p>13. Quality assurance methods that ensure the acquisition of knowledge, skills and competences</p>															

Student evaluation, continuous collection of feedback (teacher - student, student - teacher), success in the exam.

COURSE DESCRIPTION		
Course instructor	Asst. prof. Antonija Primorac Ph.D.	
Course name	<i>Literature Translation – Prose</i> (English)	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	15+0+15
1. Course objectives		
<p>Course objectives: to introduce students to theoretical and practical approaches to literary translation, to give a brief overview of the history of literary translation in Croatia and to explicate the historical development of the translation approach to the literary work; to familiarize students with examples of quality translations (examples of good practice), give insight into the most common translation problems and dilemmas, and to introduce students to translation strategies. The focus is on shorter, prominent forms with an additional focus on drama, but where relevant, students will be familiarised with the translation strategies applicable to longer prose forms (novellas and novels).</p>		
2. Course enrolment requirements		
Being enrolled in the 2nd year of the double major graduate university translation study.		
3. Expected learning outcomes for the course		
<p>After successfully completing the course, students will be able to:</p> <ol style="list-style-type: none"> 1 explain the theoretical differences in approaches to the translation of a literary work; 2 explain the practical implications of different approaches to the translation of a literary work; 3 name the most important translators and provide examples of quality translations; 4 describe, explain and apply translation strategies in practice; 5 be able to translate short prose forms independently (short stories, narratives). 		
4. Course content		
<ol style="list-style-type: none"> 1. Access the translation of the literary text (1-5), 2. Literary translation in Croatia (1-5), 3. Short form translation: short (screen) story (pair-work in class, ENG-CRO) (4.5), 4. Analysis of independent short stories (ENG-CRO) (4.5), 5. Short translation: short (Screen) story (pair-work in class, CRO-ENG) (4.5), 6. Individual short translation analysis (CRO-ENG) (4.5), 7. Translation of culture: dilemmas and translation strategies (1-5), 		

8. Translating more demanding literary forms: narrative with cultural elements (ENG-CRO) (4,5),
9. Analysis of independent story translation (ENG-CRO) (4,5),
10. Translating more demanding literary forms: drama with cultural elements (ENG-CRO) (4,5),
11. Analysis of independent translation of the drama fragment (ENG-CRO) (4,5),
12. Field experience (1-5),
13. Short translation: narrative with cultural elements (CRO-ENG) (4,5),
14. Analysis of independent translation of narrative with cultural elements (CRO-ENG) (4,5),
15. Final considerations (1-5).

<i>5. Manner of instruction</i>	X lectures	X independent tasks
	X seminars and workshops	<input type="checkbox"/> multimedia and networks
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	<input type="checkbox"/> mentorship
	X field experience	<input type="checkbox"/> other _____

6. Comments
Field teaching is realized through cooperation with the Festival of European short stories held every year at the end of May / early June in Croatia, and the Program for the Development of the Audience of the Croatian National Theater in Rijeka.

7. Student obligations

Students are required to attend classes regularly, to actively participate in classroom discussions, to attend field lectures, and to provide translations on time.

8. Monitoring of student work⁶⁴

Attendance	1	In-class activity	0,5	Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	0,5	Report		Practical work	
Portfolio	3						

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

Continuous knowledge assessment in the form of interviews. (I-1 to I-3)
Creating a portfolio. (I-4, I-5)

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

1. Venuti, Lawrence. *The Translation Studies Reader*. London & New York: Routledge, 2002 (ulomci).

⁶⁴**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

2. The selection of contemporary English prose text will be changed periodically.

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

1. Baker, Mona (ur.) *Routledge Encyclopedia of Translation Studies*. London & New York: Routledge, 2001.
2. Bassnett, Susan, *Translation Studies*, London: Routledge, 2002.
3. Bonačić, M. (1999) *Tekst, diskurs, prijevod*, Split: Književni krug.
4. Eco, Umberto. *Otprilike isto*. Prev. Nino Raspudić. Zagreb: Algoritam, 2006.
5. Schulte, Rainer i John Biguenet (ur.) *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. Chicago: University of Chicago Press, 2012.

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

Title	Number of copies	Number of students
<i>The Translation Studies Reader</i> (all relevant excerpts will be made available via Merlin)	1	10
All relevant texts will be made available via Merlin	unlimited	10

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

The method to monitor the program quality is regulated by the mechanisms developed and applied at the level of the institution (dominantly within the scope of activities performed by the Quality Committee of the Faculty of Philosophy in Rijeka). At the subject level, along with the results of the course (percentage of students who passed the subject and the average of their assessment), it is envisioned that the course will be evaluated by the students, who will include their assessment of the acquired knowledge, skills and competences. The course will be reviewed in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Sintija Čuljat Ph.D.	
Course name	<i>Poetry Translation</i> (English)	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	30+0+30

1. Course objectives

The object of this course is to describe, interpret and apply the methods of transferring verbal and non-verbal compositions of poetic text from English into Croatian, and vice versa.

2. Course enrolment requirements

To have enrolled in the 2nd year of study. The course is intended for students who have already mastered complementary knowledge in the field of theory and history of literature.

3. Expected learning outcomes for the course

Upon completing the course, students are expected to be able to:

1. Identify the verbal and non-verbal characteristics of poetic literature.
2. Distinguish the stylistic features of the poem, and unlock the verse of the poem in prose.
3. Distinguish the denotative and connotative layers of the meaning of poetic literature.
4. Identify the poetry-translator process of impersonation.
5. Form an poem piece of significant value in another language medium.
6. Translate poetry and unlock the verse of the poem in prose from English to Croatian, and vice versa, according to the principles of fidelity and acceptability.

4. Course content

- Creating meaning in poetry literature (1,2,3),
- Translation of poetry - permanent poetic forms (1-6),
- Poetry -translator - Prepatch methods (4.5),
- Poetry-translator - Principles of loyalty, equivalence, acceptability (3-6),
- Methods of activating verbal and non-verbal components in the meaning of network of poetry literature (4,5,6),
- Implementation of the whole purpose of poetic literature (5,6).

<i>5. Manner of instruction</i>	X lectures	x independent tasks
	X seminars and workshops	<input type="checkbox"/> multimedia and networks
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory
	<input type="checkbox"/> distance learning	x mentorship
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____
<i>6. Comments</i>		

7. Student obligations

Students are required to regularly attend classes and continually participate in poetry-translating work. In order to obtain the predetermined number of ECTS credits, students are required to make two written translations (one given by the lecturer, and one they select). The type of translation task is aligned with the student's individual interests.

8. Monitoring of student work⁶⁵

Attendance	2	In-class activity	0,5	Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1,5	Report		Practical work	1

⁶⁵ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Portfolio																											
<p>9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam</p> <p>Throughout the course, practical work is evaluated, which increases the translator's ability to recognise and interpret the meaning of poetry literature, apply poetry-translating procedures, and responsibly transfer of the whole meaning of the poem and unlock the verse from English to the Croatian language, and vice versa. (I1 to I6)</p>																											
<p>10. Mandatory literature (at the time of submitting the study program proposal)</p> <p>1. Bonačić, M. (1999) <i>Tekst, diskurs, prijevod: o poetici prevođenja</i>. Književni krug Split.</p> <p>2. Brala Vukanović, M, Stojić, A., Matešić, M. (2014), <i>Priručnik za prevoditelje: Prilog teoriji praksi</i>. Poglavlje 4: Književno prevođenje, str. 99-133. Filozofski fakultet Sveučilišta u Rijeci.</p> <p>3. Brogan, T.V.F. (1993) <i>The New Princeton Encyclopedia of Poetry and Poetics</i>. Princeton University Press.</p> <p>4. Grgić, K. (2017), <i>Trajni dijalog. Komparativna književnostu djelu Ivana Slamniga</i>. Literary translations as a comparative venture, 134-214; 412-429., Matica hrvatska Zagreb.</p> <p>5. Lefevre, A. (ur.)(1975) <i>Translating Poetry: Seven Strategies and a Blueprint</i>: Van Gorcum.</p>																											
<p>11. Additional literature (at the time of submitting the study program proposal)</p> <p>1. Bassnett, S., Lefevre, A. (UR.) <i>Constructing Cultures: Essays on Literary Translation (Topics in Translation)</i>: Multilingual Matters.</p> <p>2. Forrester, S. (1994) „Prijevod kao reinkarnacija: očuvanje razlike u tekstualnim tijelima“, Književna smotra 26.</p> <p>3. Grgić, I. (ur.) (1998) <i>Poetike prevođenja</i>, Kolo, Časopis Matice hrvatske 8.</p> <p>4. Raffel, B. (1988) <i>The Art of Translating Poetry</i>. Pennsylvania University Press.</p> <p>5. Suško, M. (2005) „O književnom prevođenju“, Časopis Konture, broj 5.</p>																											
<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><i>Priručnik za prevoditelje</i></td> <td>15</td> <td>15</td> </tr> <tr> <td>Tekst, diskurs, prijevod: o poetici prevođenja</td> <td>3</td> <td>15</td> </tr> <tr> <td><i>The New Princeton Encyclopedia of Poetry and Poetics</i></td> <td>2</td> <td>15</td> </tr> <tr> <td><i>Trajni dijalog</i></td> <td>2</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>							Title	Number of copies	Number of students	<i>Priručnik za prevoditelje</i>	15	15	Tekst, diskurs, prijevod: o poetici prevođenja	3	15	<i>The New Princeton Encyclopedia of Poetry and Poetics</i>	2	15	<i>Trajni dijalog</i>	2	15						
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<p>13. Quality assurance methods that ensure the acquisition of knowledge, skills and competences</p> <p>The method to monitor the program quality is regulated by the mechanisms developed and applied at the level of the institution (dominantly within the scope of activities performed by the Quality Committee of the Faculty of Philosophy in Rijeka). At the subject level, along with the results of the</p>																											

course (percentage of students who passed the subject and the average of their assessment), it is envisioned that the course will be evaluated by the students, who will include their assessment of the acquired knowledge, skills and competences. The subject will be reviewed in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Assoc. prof. Suzana Jurin Ph.D.	
Course name	<i>Cognitive Processes of Text Understanding in Translation (German)</i>	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	0+0+30
1. Course objectives		
<p>Obtaining an insight into cognitive linguistic theory and its interpretation of the cognitive processes involved in reading texts for translating and understanding the translated text, as well as the translation process itself. Adopting contemporary notions of translating into cognitive linguistic science, developing the ability of critically approaching scientific texts. The acquired knowledge will enable students to develop the ability of independent and argued conclusion based on acquired knowledge (seminar form), and will serve as an aid in identifying potential translation problems, especially in German.</p>		
2. Course enrolment requirements		
To have enrolled in the 2nd year of study.		
3. Expected learning outcomes for the course		
<p>Students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Interpret the instruments of cognitive-linguistic analysis (I-1), 2. Demonstrate terminological competence in the field of cognitive linguistics (I-2), 3. Argue translation decisions using the metaesthetic and conceptual apparatus of cognitive linguistics (I-3), 4. Identify the cognitive value of the text (I-4), 5. Apply knowledge of the cognitive value of the text to the translation process and translated text (I-5). 		
4. Course content		
<ol style="list-style-type: none"> 1. Introduction to Cognitive Linguistics (I 1-2), 2. The theory of translation through the prism of cognitive linguistics (I 2-4), 3. Methods, terminology and applicability of the principle of cognitive linguistics to the translation process (I 4-5), 4. Analysis of translated texts (I 3), 		

5. Analysis of texts and the translation process by the instrument of cognitive linguistics (I 3-5).							
5. Manner of instruction	<input type="checkbox"/> lectures		× independent tasks				
	× seminars and workshops		<input type="checkbox"/> multimedia and networks				
	<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. Student obligations							
Students are obliged to attend class, to actively participate in discussions and to carry out the tasks entrusted to them for independent research. The results of the independent research on a given topic will be presented by students in the form of lectures, group commentary, and finally submitted in the form of a written assignment.							
8. Monitoring of student work ⁶⁶							
Attendance	1	In-class activity	0,5	Seminar	1	Experimental work	
Written exam		Oral exam		Essay		Research	1
Project		Continuous knowledge assessment		Report	1,5	Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
<p>The student's work on the course will be assessed and evaluated during the course.</p> <p>Learning outcome assessment 1: Exercises during classes involving certain communication situations.</p> <p>Learning outcome assessment 2: Exercises during class that require communication with the application of acquired knowledge.</p> <p>Learning outcomes assessment 3 - 5: Continuous written evaluation</p> <p>Learning outcome assessment 5: Tasks and exercises including written translation using language aids.</p> <p>Detailed elaboration of the method of monitoring and evaluating students' work will be presented in the curriculum.</p>							
10. Mandatory literature (at the time of submitting the study program proposal)							
1. Schwarz, M. (2008): Einführung in die Kognitive Linguistik. 3. Aufl. A. Francke, Tübingen. Basel.							
11. Additional literature (at the time of submitting the study program proposal)							
1. Kupsch- Losereit, S. (1996): Kognitive Verstehensprozesse beim Übersetzen. In: Lauer, A, Gerzymisch- Arbogast, H. et. Al. (Hrsg.): Übersetzungswissenschaft im Umbruch. Narr,							

⁶⁶IMPORTANT: Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.



Tübingen.

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

Title	Number of copies	Number of students
Einführung in die Kognitive Linguistik	3	15

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

The method to monitor the program quality is regulated by the mechanisms developed and applied at the level of the institution (dominantly within the scope of activities performed by the Quality Committee of the Faculty of Philosophy in Rijeka). At the subject level, along with the results of the course (percentage of students who passed the subject and the average of their assessment), it is envisioned that the course will be evaluated by the students, who will include their assessment of the acquired knowledge, skills and competences. The subject will be reviewed in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Corinna Gerbaz Giuliano Ph.D.	
Course name	<i>Critical Approach to Italian Literature Works</i> (Italian)	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	15+15+30

1. Course objectives

The aim of the course is to familiarize students with the historical development of dominant types in Italian literature, their conventions and qualities, with the possibility of critically reading these literary texts.

2. Course enrolment requirements

No special requirements

3. Expected learning outcomes for the course

General learning outcomes:

- Apply basic theoretical knowledge of literature in concrete examples.
- Develop language competence.
- Collaborate successfully with other students.

<ul style="list-style-type: none"> • Perform tasks independently. • Responsible approach to tasks. <p>Specific learning outcomes:</p> <p>I1. Define basic concepts of literary theory, I2. specify all the features of a writer's theme / period / literary opus, I3. describe the basic features of individual literary criticisms, I4. analyze literary texts, I5. analyze the literary template using different interpretative paradigms.</p>							
4. Course content							
<ul style="list-style-type: none"> • Basic concepts of literary theory (I1), • Monographs of selected Italian writers (I2), • School foundations and directions in literary criticism (I2, I3, I5), • Methods of analysis and interpretation of literary texts, by working on texts of Italian literature (I4, I5). 							
5. Manner of instruction	X lectures			X independent tasks			
	X seminars and workshops			<input type="checkbox"/> multimedia and networks			
	X exercises			<input type="checkbox"/> laboratory			
	<input type="checkbox"/> distance learning			<input type="checkbox"/> mentorship			
	<input type="checkbox"/> field experience			X other: consultations			
6. Comments		Course is held in Italian.					
7. Student obligations							
<i>Students are required to attend and actively participate in class, and to regularly perform their assigned tasks. They are required to successfully pass one written midterm exam, complete a project assignment, and pass the final oral exam.</i>							
8. Monitoring of student work⁶⁷							
Attendance	2	In-class activity		Seminar	1	Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Seminar paper (I4, I5), Written midterm (I1-I5),							

⁶⁷ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Final Exam (I1-I5).

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

Relevant history of Italian literature according to the choice of Course instructor:

- Luperini, R., Cataldi P., Marchiani L., Marchese F: *La scrittura e l'interpretazione. Storia e antologia della letteratura italiana nel quadro della civiltà europea. Tomo I, Dalle origini al Manierismo 1200-1610*, G.B. Palumbo editore, Palermo, 2008.
- Petronio G., Savona E., Cossuta F., *La letteratura degli italiani*, Palermo, Palumbo, 2009.
- Siviero C., Spada A., *Nautilus – Alla scoperta della letteratura italiana. Manuale di storia della letteratura* (a cura di C. Bertorelle), Bologna, Zanichelli, 2000.
- Relevant titles of books and journals that deal with certain segments of creativity of a particular writer, or selected literary theme
- Journals published in Italy and „La battana“, EDIT, Rijeka
- Literary achievements of the writer / period depending on the actual content of the course.

* The list of literature is provided for each academic year in the course syllabus.

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

- Asor Rosa A., *Storia europea della letteratura italiana*, Einaudi, Torino, 2009.
- Baldi G., Giusso S., Razetti M., Zaccaria G., *Dal testo alla storia dalla storia al testo. Volumi 1A-1B*, Torino, Paravia, 2000.
- Eco U., *Sulla letteratura*, Bompiani, Milano, 2002.
- Eco U., *Opera aperta*, Bompiani, Ebook, Milano, 2011.

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

Title	Number of copies	Number of students
<i>La scrittura e l'interpretazione. Storia e antologia della letteratura italiana nel quadro della civiltà europea. Tomo I, Dalle origini al Manierismo 1200-1610</i>	5	15
<i>La letteratura degli italiani</i>	5	15
<i>Nautilus – Alla scoperta della letteratura italiana. Manuale di storia della letteratura</i>	3	15

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

The method to monitor the program quality is regulated by the mechanisms developed and applied at the level of the institution (dominantly within the scope of activities performed by the Quality Committee of the Faculty of Philosophy in Rijeka). At the subject level, along with the results of the course (percentage of students who passed the subject and the average of their assessment), it is

envisioned that the course will be evaluated by the students, who will include their assessment of the acquired knowledge, skills and competences. The subject will be reviewed in accordance with the relevant evaluation results.

COURSE DESCRIPTION		
Course instructor	Asst. prof. Anna Rinaldin Ph.D.	
Course name	<i>Corpus Linguistics</i> (Italian language)	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	30+30+0
<i>1. Course objectives</i>		
The aim of this course is to introduce students to the basics of corpus linguistics.		
<i>2. Course enrolment requirements</i>		
No special requirements.		
<i>3. Expected learning outcomes for the course</i>		
General learning outcomes: <ul style="list-style-type: none"> • Critically and analytically approach specific texts, • Develop research competence, • Perform tasks independently, • Responsible access to tasks. 		
Specific learning outcomes: <ol style="list-style-type: none"> I1. Define the underlying concepts of corpulent linguistics, I2. Explain the historical development of discipline, I3. List and describe the types of corps, I4. Describe the process of planning, compiling and processing the corpus, I5. Describe the possibilities of using corpus in translation work, I6. Search and analyze a specific corpus. 		
<i>4. Course content</i>		
<ul style="list-style-type: none"> • Core terms of corpus linguistics (I1), • Historical review of the development of corpus linguistics (I2), • Corpus types (I3), • Planning, assembly and processing of corpora (I4), • Corpus linguistic tools (I4, I5, I6), 		

<ul style="list-style-type: none"> • Available corpora for Italian and Croatian (I5), • Corpus search (I6), • Examples of corpus analysis in translation work (I6). 							
5. Manner of instruction	X lectures			X independent tasks			
	<input type="checkbox"/> seminars and workshops			X multimedia and networks			
	X exercises			X laboratory			
	<input type="checkbox"/> distance learning			<input type="checkbox"/> mentorship			
	<input type="checkbox"/> field experience			X other: consultations			
6. Comments		Course is held in Italian.					
7. Student obligations							
Students are obliged to attend and actively participate in class, and to regularly perform their assigned tasks. They are required to successfully pass one written mid-term exam, complete a project assignment, and pass the final oral exam.							
8. Monitoring of student work ⁶⁸							
Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project	1	Continuous knowledge assessment	1	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Written midterm (I1-I4), Project assignment (I5, I6), Final oral exam (I1-I5).							
10. Mandatory literature (at the time of submitting the study program proposal) *							
<ul style="list-style-type: none"> • M. Barbera, <i>Linguistica dei corpora e linguistica dei corpora italiana. Un'introduzione</i>, Milano, Qu.A.S.A.R. s.r.l., 2013. • E. Cresti, A. Panunzi, <i>Introduzione ai corpora dell'italiano</i>, Bologna, Il Mulino, 2013. • M. Freddi, <i>Linguistica dei corpora</i>, Roma, Carocci, 2014. • I. Lalli Pačelat, <i>Priprema usporedivih korpusa za usporedbu</i>, u T. Erjavec, D. Fišer (ur.), «Zbornik konference Jezikovne tehnologije in digitalna humanistika/ Proceedings of the Conference on Language Technologies & Digital Humanities», Znanstvena založba Filozofske fakultete v Ljubljani / Ljubljana University Press, Faculty of Arts, Ljubljana, 2016. • A. O'Keeffe, M. McCarthy (ur.), <i>The Rutledge Handbook of Corpus Linguistics</i>, Abingdon, Routledge, 2010. • A. Riccio, <i>Gli strumenti per la ricerca linguistica. Corpora, dizionari e database</i>, Roma, Carocci, 							

⁶⁸ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

2016.

* The list of literature is provided for each academic year in the course syllabus.

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

- N. Calzolari i dr. (ur.), *The Italian language in the digital age / La lingua italiana nell'era digitale*. Berlin, Springer, 2012.
- I. Chiari I., *Introduzione alla linguistica computazionale*, Bari, Laterza, 2007.
- M. Cortelazzo, A. Tuzzi, *Metodi statistici applicati all'italiano*, Bologna, Zanichelli, 2008.
- A. Lenci i dr., *Testo e computer. Elementi di linguistica computazionale*, Roma, Carocci, 2005.
- T. McEnery, A. Hardy, *Corpus linguistics: Method, Theory and Practice*, Cambridge, Cambridge University Press, 2011.
- R. Rossini Favretti (ur.), *Linguistica e informatica. «Corpora», multimedia e percorsi di apprendimento*, Roma, Bulzoni, 2000.
- S. Spina, *Fare i conti con le parole. Introduzione alla linguistica dei corpora*, Perugia, Guerra edizioni, 2001.
- M. Tadić, *Jezične tehnologije i hrvatski jezik*, Zagreb, Exlibris, 2003.

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

Title	Number of copies	Number of students
<i>Linguistica dei corpora e linguistica dei corpora italiana. Un'introduzione</i>	1	15
<i>Introduzione ai corpora dell'italiano</i>	1	15
<i>Linguistica dei corpora</i>	1	15
<i>Priprema usporedivih korpusa za usporedbu</i>	unlimited (e-book)	15
<i>The Rutledge Handbook of Corpus Linguistics</i>	unlimited (e-book)	15
<i>Gli strumenti per la ricerca linguistica. Corpora, dizionari e database</i>	1	15

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

The method to monitor the program quality is regulated by the mechanisms developed and applied at the level of the institution (dominantly within the scope of activities performed by the Quality Committee of the Faculty of Philosophy in Rijeka). At the subject level, along with the results of the course (percentage of students who passed the subject and the average of their assessment), it is envisioned that the course will be evaluated by the students, who will include their assessment of the acquired knowledge, skills and competences. The subject will be reviewed in accordance with the relevant evaluation results.

COURSE DESCRIPTION

Course instructor	Asst. prof. Željka Macan Ph.D.
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Course name	<i>Audiovisual Translating</i>	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	30+0+30
1. Course objectives		
The aim of the course is to familiarize students with the area, the techniques and the legalities of audiovisual translation, and the application of the acquired knowledge in the translation practice, with emphasis on audiovisual subtitling and audiodispersion.		
2. Course enrolment requirements		
To have enrolled in the 2nd year of study.		
3. Expected learning outcomes for the course		
<p><i>It is expected that upon completing all obligations envisaged in the curriculum, students will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Describe the types and characteristics of some types of audiovisual translation,</i> <i>2. Apply the techniques learned of audiovisual translation in practice (subtitling and audio dispersion),</i> <i>3. Be introduced to computer programs intended for subtitling, and to develop the ability to actively use the "Subtitle Workshop" program,</i> <i>4. Develop affective or intercultural sensitivity,</i> <i>5. Develop the ability to summarize text in the flow of the target language,</i> <i>6. Analyze their own translation work and thoroughly report their thoughts about it.</i> 		
4. Course content		
Types of audiovisual translation: interviews (subtitling, dubbing, commentary or voiceover, interpretation), intrinsically (subtitling and interpretation for hearing impaired, audiodispersion) and inter-semiotic (change of sign system). (I-1)		
Subtitling and audiodispersion of selected audiovisual works. (I-2, I-3, I-4, I-5)		
Computer programs for audio-visual subtitling (focus on Subtitle Workshop). (I-2, I-3, I-4, I-5)		
Build the foundations to critically review their own translation work. (I-6)		
5. Manner of instruction	<input checked="" type="checkbox"/> lecture	<input checked="" type="checkbox"/> independent tasks
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks
	<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. Student obligations							
<i>Student obligations include regular attendance, completion of assignments within agreed deadlines, and a positive result within each continuous assessment of knowledge.</i>							
8. Monitoring of student work ⁶⁹							
Attendance	2	In-class activity		Seminar		Experimental work	
Written exam		Oral exam		Essay	0,5	Research	
Project		Continuous knowledge assessment		Report	0,5	Practical work	2
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
Learning outcome assessment 1. Description and application of acquired theoretical knowledge in creating essays and papers.							
Learning outcome assessment 2. Application of acquired theoretical knowledge in practice: subtitling and (or) audiodispersing as part of the selected audiovisual achievement (group work).							
Learning outcome assessment 3. Active use of the subtitling computer program (the Subtitle Workshop program is recommended at the moment of making a subject description).							
Learning outcome assessment 4. Reporting and presenting a Translatorship.							
Learning outcome assessment 5. Reporting and presenting a Translatorship.							
Learning outcome assessment 6. Essay and report.							
10. Mandatory literature (at the time of submitting the study program proposal)							
Audiovisual translation(2015), ur. Jorge Díaz Cintas and Josélia Neves. Cambridge Scholars Publishing.							
Babić, Zrinka (1991): "Filmski prijevodi". U <i>Prožimanje kultura i jezika</i> , ur. Andrijašević, Marin i Vrhovac, Yvonne. Zagreb. Hrvatsko društvo za primijenjenu lingvistiku. Zagreb, str. 183-189.							
Macan, Željka; Primorac Aberer Zrinka (2014): "Audiovizualno prevođenje". U: <i>Priručnik za prevoditelje</i> . Stojić, Aneta ; Brala, Marija ; Matešić, Mihaela (ur.).Rijeka: Filozofski fakultet, str. 181-201.							
11. Additional literature (at the time of submitting the study program proposal)							
Doering, Sigrun (2006): <i>Kulturspezifika im Film: Probleme ihrer Translation</i> . Frank & Timme GmbH							
Juenst, Heike Elisabeth (2010): <i>Audiovisuelles Uebersetzen: Ein Lehr- und Arbeitsbuch</i> . Tuebingen: Narr Francke Attempto Verlag.							
Perego, Elisa; Taylor, Christopher (2012): <i>Tradurre l'audiovisivo</i> . Carocci editore S. p. A.. Roma / Rim. Dostupno u e-obliku, Slobodan pristup:							
https://www.researchgate.net/publication/257765340 Tradurre l'audiovisivo.							
Perego, Elisa (2008): „ <i>Subtitles and line-breaks: Towards improved readability</i> ”. Dostupno u e-obliku, slobodan pristup: https://www.researchgate.net/publication/257763212 Subtitles and line-							

⁶⁹ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

breaks Towards improved readability.

Perego, Elisa(2004) „*Subtitling culture by the means of explication*“. Dostupno u e-obliku, slobodan pristup:

https://www.researchgate.net/publication/262165309_Subtitling_Culture_by_Means_of_Explicitati_on_Different_Ways_of_Facing_Otherness.

Žanić, Ivo (2009): *Kako bi trebali govoriti hrvatski magarci? O sociolingvistici animiranih filmova*. Zagreb: Algoritam.

* The list of literature is provided for each academic year in the course syllabus.

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

Title	Number of copies	Number of students
<i>Audiovisual translation</i> (2015), ur. Jorge Díaz Cintas and Josélia Neves. Cambridge Scholars Publishing.	unlimited (e-book)	15
Babić, Zrinka (1991): “Filmski prijevodi”. U <i>Prožimanje kultura i jezika</i> , ur. Andrijašević, Marin i Vrhovac, Yvonne. Zagreb. Hrvatsko društvo za primijenjenu lingvistiku. Zagreb, str. 183-189.	The required number of copies for the students will be provided by the course's lecturer. The collection has been submitted to the University's Library to be purchased from the library's fund, at the time of registering the course.	15
Macan, Željka; Primorac Aberer Zrinka (2014): <i>Audiovizualno prevođenje // Priručnik za prevoditelje / Stojić, Aneta ; Brala, Marija ; Matešić, Mihaela (ur.).Rijeka: Filozofski fakultet, str. 181-201.</i>	10	15

13. *Quality assurance methods that ensure the acquisition of knowledge, skills and competences*

Monitoring activities in teaching, task execution within deadlines, essay and referral in the form of autoreflection on the course of a given translation task, difficulties encountered, solutions offered and explanations for choosing them. Self-evaluating your own work as a translator. Continuous assessment of knowledge, cognitive skills, psychomotoric skills, social skills and the associated autonomy and responsibility that a student gains through learning is proven, and after the learning process demonstrated to have acquired them. All information on monitoring the effectiveness of acquiring knowledge, skills and competences is collected and considered within the framework of the Croatian Language Department (which is the closest expert council, and relevant to the content of the subject). The observed deviations from the desired results are analyzed periodically during

the course (after each continuous check), and are eliminated by changes in course (enhanced work on content that is more demanding, more complex and hence more flexible for students).

COURSE DESCRIPTION

Course instructor	Asst.prof. Diana Stolac Ph.D.	
Course name	<i>Syntactostylistics</i>	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	30+0+15

1. Course objectives

The aim of the course is to develop competency in recognising stylistic elements at the level of syntax, with special attention devoted to the deviation from the syntactic norm of the Croatian language.

The objective is achieved through the selection of corpus in which experimental analyses are carried out, which make texts of different functional styles from the standardization periods of the history of the Croatian literary language (18th, 19th and 20th century) and their contemporary original and translated texts.

2. Course enrolment requirements

To have enrolled in the 2nd year of study.

3. Expected learning outcomes for the course

Upon completing the course by attending lectures and seminars, students will be able to:

- 1. Interpret the relationship between stylogenic and nonstylogenic, general and individual in the texts of written and oral communication.*
- 2. Observe and interpret stylistic elements at the syntactic level in written and oral communication.*
- 3. Rank the linguistic facts at a syntactic stylistic level in written and oral communication.*
- 4. Interpret the elements for determining the syntactic stylistic standards of the Croatian standard language.*
- 5. Analyze the texts of all functional styles with regard to syntactic stylistics.*
- 6. Decide on the possibilities of applying standard-rules and examples that are not elaborated in normative manuals.*
- 7. Search the linguistic manuals and online pages independently and interpret the collected data.*

4. Course content

Introduction to the study of syntactic stylistics, the principles of practical stylistics, the basic concepts, and linguistic stylistics (I1, I7). Syntactic synonyms; syntactic polysemies (I2, I3, I4, I7). Language organization and speech organization, written and spoken sentences, values of spoken language (I1, I2, I3, I4). The word sequence in the sentence; (I1, I2, I3, I4, I7). These are the most commonly used elements of the speech.

The experimental analysis corpus is variable, but always includes original and translatable texts (I5, I6, I7).

5. Manner 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 networks
	<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. Student obligations

Student obligations include regular attendance, completion of assignments within agreed deadlines and teaching activities.

8. Monitoring of student work ⁷⁰

Attendance	1,5	In-class activity	1	Seminar	1,5	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	1	Report		Practical work	
Portfolio							

9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam

- Writing of a seminar (I1, I2, I3, I4, I7).
- Written exercises composed of different types of tasks (I4, I5, I6, I7).
- Successfully conducted workshop on the syntactic stylistic challenges in the original and translated texts of different styles, and periods of origin (I1, I2, I3, I7).

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

Bagić, K., *Rječnik stilskih figura*, Zagreb 2012.

Katnić-Bakaršić, M., *Stilistika*, Sarajevo, 2001.

Pranjić, K., *Jezik i književno djelo*, Zagreb 1968.

Pranjić, K., *Stil i stilistika*, u: Škreb, Z. i Stamać, A., *Uvod u književnost. Teorija, metodologija*, Zagreb 1983., str. 253-302.

Silić, J. *Funkcionalni stilovi hrvatskoga jezika*, Zagreb 2006.

⁷⁰ **IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Stolac, D., *Metodologija sintaktostilističkih istraživanja*. u: Vidjeti Ohrid (XIV. Međunarodni slavistički kongres), Zagreb 2008., str. 287-301.

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

- Antoš, A., *Osnove lingvističke stilistike*, Zagreb 1972.
- Bagić, K. (ur.) *Važno je imati stila* (zbornik) Disput, Zagreb, 2002.
- Bonačić, M., *Tekst - diskurs - prijevod (O poetici prevođenja)*, Split 1999.
- Coulthard, M., *An Introduction to Discourse Analysis*, London 1997.
- Čehová, M. i sur., *Současná česká stylistika*, Prag 2003.
- Frančić, A. – Hudeček, L. – Mihaljević, M., *Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku*, Zagreb 2005.
- Guberina, P., *Povezanost jezičnih elemenata*, Zagreb 1952.
- Guberina, P., *Zvuk i pokret u jeziku*, Zagreb 1967.
- Inovacije u slavenskim jezicima*, Srednja Europa, Zagreb 2011. (ur. Barbara Kryžan-Stanojević)
- Kovačević, M. – Badurina, L., *Raslojavanje jezične stvarnosti*, Rijeka 2001.
- Ljubičić, M., *Studije o prevođenju*, Zagreb 2000.
- Maretić, T., *Gramatika i stilistika hrvatskoga ili srpskoga književnog jezika*, Zagreb ¹1899., ²1931.
- Mistrík, J., *Štylistyka*, Bratislava 1989.
- Pranjić, K., *Jezikom i stilom kroza književnost*, Zagreb 1986.
- Riffaterre, M., „Kriteriji za stilsku analizu“ (preveo G. Rukavina), u: *Quorum*, 5/6, 1989., 524–537.
- Silić, J., *Od rečenice do teksta*, Zagreb 1984.
- Stolac, D., *Sintaktostilistika kajkavskoga književnog jezika*, u: *Croatica*, 37/38/39, 1993., str. 333–340.
- Stolac, D., *Sintaktostilistički pristup Marulićevoj Juditi*, u: *Colloquia Maruliana*, 11, 2002., str. 235–250.
- Stolac, D., *Sintaktička sinonimija*. u: *Sintaktičke kategorije*, Osijek 2007., str. 241–252.
- Stolac, D., Bogović, S. i Brus, S., *Sintaktostilističke napomene uz prozu Slobodana Novaka*, u: *Slobodan Novak, život i djelo*, Rijeka 1996., str. 29–35.
- Tošović, B. *Funkcionalni stilovi*, Institut fuer Slawistik der Karl-Franzens-Universitaet, Graz 2002.
- Vuletić, B., *Lingvistika govora*, Zagreb 2002.

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

Title	Number of copies	Number of students
Bagić, K., <i>Rječnik stilskih figura</i> , Zagreb 2012.	10	20
Katnić-Bakaršić, M., <i>Stilistika</i> , Sarajevo, 2001.	4	20
Pranjić, K., <i>Jezik i književno djelo</i> , Zagreb 1968.	6	20
Pranjić, K., <i>Stil i stilistika</i> , u: Škreb, Z. i Stamać, A., <i>Uvod u književnost. Teorija, metodologija</i> , Zagreb 1983., str. 253-302.	4	20
Silić, J. <i>Funkcionalni stilovi hrvatskoga jezika</i> , Zagreb 2006.	5	20
Stolac, D., <i>Metodologija sintaktostilističkih istraživanja</i> . u: Vidjeti Ohrid (XIV. Međunarodni slavistički kongres), Zagreb 2008., str. 287–301.	3	20

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

Continuous assessment of knowledge, cognitive skills, psychomotoric skills, social skills and the associated autonomy and responsibility that a student gains through learning is proven to have acquired them from the learning process. All information on monitoring the effectiveness of acquiring knowledge, skills and competences is collected and considered within the framework of the Croatian Language Department (which is the closest expert council, relevant to the content of the subject). The observed deviations from the desired results are analyzed periodically during the course (after each continuous check), and changes are eliminated from the module (enhanced work on content that is more demanding, more complex and hence more flexible for students).

COURSE DESCRIPTION		
Course instructor	Asst. prof. Borana Morić-Mohorovičić Ph.D.	
Course name	<i>English as a Global Language</i>	
Study program	Double major graduate university translation study	
Course status	Elective	
Year	2nd	
ECTS credits and manner of instruction	ECTS student load coefficient	5
	Number of hours (Lectures (L) +Exercises (E) +Seminars (S))	30+0+30
1. Course objectives		
The aim of the course is to analyze the influence of the English language on different language levels in the Croatian language.		
2. Course enrolment requirements		
To have enrolled in the 2nd year of study.		
3. Expected learning outcomes for the course		
Upon completing all the obligations of the course, the student will be able to:		
1. Appropriately apply changes to normative manuals;		
2. Perceive and consider the influence of the English language on the different language levels of the Croatian language		
3. Observe and consider the influence of the English language on the Croatian language in texts;		
4. Determine and analyze the reasons for borrowing words from English language;		
5. Analyze whether all English language borrowers are unnecessary in the Croatian language;		
6. Critically evaluate the relevant literature.		
4. Course content		
English as a Global Language. Language borrowing. Reasons for using English expressions in the Croatian Language. Exploring the possibility of replacing Englishisms in the Croatian language. Language purism. (I-1 to I-6)		

5. Manner 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 networks					
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory					
	<input checked="" type="checkbox"/> distance learning	<input type="checkbox"/> mentorship					
	<input type="checkbox"/> field experience	<input type="checkbox"/> other _____					
6. Comments							
7. Student obligations							
Students are required to attend classes regularly, to participate actively in the discussions, to develop a research task and to achieve a positive result during the semester from each continuous assessment of the knowledge.							
8. Monitoring of student work ⁷¹							
Attendance	2	In-class activity	1	Seminar		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous knowledge assessment	2	Report		Practical work	
Portfolio							
9. Procedures and examples of individual learning outcomes evaluation during the course and at the final exam							
<ul style="list-style-type: none"> • Completing a research task (I1, I2, I5). • Written exercises composed of different types of tasks (I3, I4, I5). • Proof-reading various types of texts written in the Croatian language, or of translations of the said texts (I1, I2, I3, I6). 							
10. Mandatory literature (at the time of submitting the study program proposal)							
Badurina, L., Marković, I., Mićanović, K., Hrvatski pravopis, MH, 12007. ili 22008.							
Barić, E. i dr., Hrvatska gramatika, Zagreb 1995. (ili koje kasnije izdanje)							
Correct Spelling Institute of the Croatian Language and Lettering: http://pravopis.hr/							
Silić, J. i Pranjković, I., Gramatika hrvatskoga jezika, Zagreb 2005. (ili koje kasnije izdanje)							
11. Additional literature (at the time of submitting the study program proposal)							
Anić, V., Veliki rječnik hrvatskoga jezika, Zagreb 42008. (ili koje ranije izdanje)							
Anić, V. i Goldstein, I., Rječnik stranih riječi, Zagreb, 1999.							
Babić, Stjepan, Opet o kambeku, Jezik, 25, 1977/78., br. 4, str. 118.							
Babić, S., Finka, B. i Mogaš, M., Hrvatski pravopis, Zagreb, 41996.							
Babić, S., Hrvanja hrvatskoga: hrvatski u koštacu sa srpskim i u klinču s engleskim, Školska knjiga,							

⁷¹**IMPORTANT:** Next to each type of student monitoring enter the corresponding part in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course. Use a blank field for additional activities.

Zagreb 2004.

Barbarić, T., Odnos hrvatskih medija prema engleskom jeziku: snobovi ili trendsetteri?, *MediAnali*, 5, 10, 2011, 93–106.

Barić, E. i dr., *Hrvatski jezični savjetnik*, Zagreb, 1999.

Barić, E. – Dragica M., O problemu polusložnica. *Jezik* 3–4, Zagreb, 90–104, 1986.

Bauer, I. Neke sintaktičke osobitosti u američkom novinskom tiskuna hrvatskom jeziku.

Interferencija na planu rekcije, *Filologija*, 14, Zagreb, 1986, 41–52.

Bhatia, Tej K., *Language Mixing in Global Advertising, The Three Circles of English*, UniPress, Singapore, 2001., 195–215.

Drljača MArgić, B., Latentno posuđivanje u hrvatskome i drugim jezicima – posljedice i otpori, *Rasprave Instituta za hrvatski jezik i jezikoslovlje*, 35, 2009, 53–71.

Drljača MArgić, B., Leksički paralelizam: je li opravdano govoriti o nepotrebnim posuđenicama (engleskoga podrijetla)?, *Fluminensia*, 23, 1, 2011, 53–66.

Filipović, R., *Teorija jezika u kontaktu*, Zagreb 1986.

Frančić, A. – Hudeček, L. – Mihaljević, M., Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku, *Hrvatska sveučilišna naklada*, Zagreb, 2005.

Govorimo hrvatski (jezični savjeti), www.hrt.hr.

Hrvatski jezični portal, *Novi Liber*, <http://hjp.novi-liber.hr/index.php?show=baza>.

Hudeček, L. – Mihaljević, M., *Jezik medija: publicistički funkcionalni stil*, HSN, Zagreb, 2009.

Hudeček, L. i dr., *Jezični savjeti*, Institut za hrvatski jezik i jezikoslovlje, Zagreb 2010.

Maček, D., 1991. Between language contact and language development. *Languages in Contact and Contrast: Essays in Contact Linguistics*. V. Ivir, D. Kalogjera (ur.). Berlin – New York: Mouton de Gruyter, 1991, 281–288.

Mihaljević, Milica, Semantičke posuđenice, *Suvremena lingvistika*, 33, 1992., br. 1, 33–43.

Mihaljević, Milica, Ljiljana Šarić, Metaforizacija kao terminološki postupak u engleskom i hrvatskom, *Suvremena lingvistika*, 41/42, 1996., 1/2, 437–449.

Muhvić-Dimanovski, V., 1992. Prevedenice – jedan oblik neologizama, *Rad Hrvatske akademije znanosti i umjetnosti*, knj. 446. Zagreb, 1992, 94–205.

Muljačić, Žarko, Tri težišta u proučavanju jezičnih elemenata 'stranog' porijekla, *Rasprave Instituta za hrvatski jezik i jezikoslovlje*, 23/24, 1998., 265–280.

Morić-Mohorovičić, B. – Vlastelić, A., O pojavama u hrvatskoj sintaksi na prijelomu tisućljeća, *Zbornik radova Petoga hrvatskog slavističkog kongresa*, Rijeka 2012., 473–484.

Norme i normiranje hrvatskoga standardnoga jezika, priredio M. Samardžija, Zagreb 1999.

Opačić, N., (Hrvatski) u zagradama : globalizacijske jezične stranputice, Zagreb, 2006.

Opačić, N., 2007. Hrvatski jezični putokazi. Od razdraganosti preko straha do ravnodušnosti, *Hrvatska sveučilišna naklada*, Zagreb, 2007.

Opačić, N., *Reci mi to kratko i jasno: hrvatski za normalne ljude*, *Novi Liber*, Zagreb, 2009.

Opačić, N., Riječi s nahtkasna i kantunala (preko noćnog ormarića), Zagreb, 2009.

Pranjeković, I., Ogleđi o jezičnoj pravilnosti, Disput, Zagreb 2010.

Silić, J., Funkcionalni stilovi hrvatskoga jezika, Disput, Zagreb 2006.

Starčević, A., 2006. Imenice kao atributi – nove strukture u hrvatskom jeziku, Jezik i mediji – jedan jezik: više svjetova. J. Granić (ur.), Hrvatsko društvo za primijenjenu lingvistiku, Zagreb – Split, 2006, 645–656.

Škarić, Ivo, Hardware je zapravo željezarija, Jezik, 30, 1983., 4, 101–103.

Veliki rječnik hrvatskoga standardnog jezika, Školska knjiga, 2015.

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

Title	Number of copies	Number of students
Badurina, L., Marković, I., Mićanović, K., Hrvatski pravopis, MH, 12007. ili 22008.	5	25
Barić, E. i dr., Hrvatska gramatika, Zagreb 1995. (ili koje kasnije izdanje)	8	25
Pravopis Instituta za hrvatski jezik i jezikoslovlje: http://pravopis.hr/	online-edition freely available	25
Silić, J. i Pranjeković, I., Gramatika hrvatskoga jezika, Zagreb 2005. (ili koje kasnije izdanje)	5	25

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

Continuous assessment of knowledge, cognitive skills, psychomotoric skills, social skills and the associated autonomy and responsibility that a student gains through learning is proven and acquired through the course. All information on monitoring the effectiveness of acquiring knowledge, skills and competences are collected and considered within the framework of the Croatian Language Department (which is the closest expert council, relevant to the content of the subject). The observed deviations from the desired results are analyzed periodically during the course (after each continuous check) and are eliminated by changes in module (enhanced work on content that is more demanding, more complex and hence more flexible for students).

FORM II. - DESCRIPTION OF SPATIAL AND STAFFING CONDITIONS FOR THE STUDY PROGRAM
1. SPACE AND EQUIPMENT
1.1. University Buildings
(specify existing buildings, buildings under construction and planned construction)

Identification of the building	Location of the building	Year of construction	Year of extension or reconstruction	Total surface area in m ²
Faculty of Humanities and Social Sciences and Teacher Education	Sveučilišna avenija 4	2010.	-	21020 m ²

1.2. Lecture halls

Identification of the building	Ordinal Number or lecture hall sign	Surface in m ²	Number of seats for students	Number of hours used for lectures per week	Equipment assessment * (from 1-5)
Faculty of Humanities and Sciences and Teacher Education	F-006	218,80 m ²	198	20	5
Faculty of Humanities and Sciences and Teacher Education	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
Faculty of Humanities and Sciences and Teacher Education	F-106, F-107, F-138, F-139, F-206, F-207, U-240, U-241	71,50 m ²	68	40	5
Faculty of Humanities and Sciences and Teacher Education	F-230	152,00 m ²	145	30	5
Faculty of Humanities and Sciences and Teacher Education	F-301, F-401, F-501, F-601, F-801/802	70,30 m ²	35	40	5
Faculty of Humanities and Sciences and Teacher Education	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
Faculty of Humanities and Sciences and Teacher Education	F-348, F-450	67,50 m ²	25	35	5
Faculty of Humanities and Sciences and Teacher Education	F-325, F-412, F-470, F-504,	30,70 m ²	15	15	5
Faculty of Humanities and Sciences and Teacher Education	F-701, F-702, F-901, F-902	44,40 m ²	20	15	5

**Under equipment of lecture halls, the quality of furniture, technical and other equipment is also considered.*
1.3. Laboratories / Practicums used in teaching

Identification of the building	Ordinal Number or lecture hall sign	Surface in m ²	Number of seats for students	Number of hours used for lectures per week	Equipment assessment * (from 1-5)
Faculty of Humanities and Sciences and Teacher Education	F-102 (inf. "classroom")	40,60 m ²	15	20	5
Faculty of Humanities and Sciences and Teacher Education	F-201/202	81,90 m ²	30	40	5



Faculty of Humanities and Sciences and Teacher Education	U-222, U-233	47,00 m ²	20	20	5
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1.4. Educational bases (workshops) for practical teaching

Identification of the building	Name of the educational base	Number of students attending a particular educational base	Number of lessons (per week) held in a particular educational base

1.5. Computer classroom equipment

(specify data about computers in computer labs / used in teaching)

Number of new computers (up to 3 years)	Number of computers older than 3 years	Functionality assessment (from 1-5)	Maintenance assessment (from 1-5)	Ability to use outside class assessment (from 1-5)
45	15	4	4	3

1.6. Teaching staff's offices

Identification of the building	Number of teaching offices	Average surface in m ²	Equipment assessment (od 1-5)	Average surface in m ² for full time lecturers / associates *
Faculty of Humanities and Sciences and Teacher Education	150	15,00 m ²	5	1 to 2 staff maximum

* or number of lecturers / associates who share an office

1.7. Space used only for scientific and research work

Identification of the building	Internal hall sign or laboratory sign	Surface (in m ²)	Number of hours used per week	Equipment assessment (from 1-5)

1.8. Capital equipment

(provide information on the available capital equipment of this higher education institutions, where the purchase value exceeds 200.000,00 kuna)

Name of the instrument (equipment)	Purchase value	How old (years)

1.9. Library space and its equipment

a) provide information about the library space



Total surface (in m ²)	Number of staff	Number of seats	Number of students who use this library	Is there a computer database of your books and journals
Faculty of Humanities and Sciences and Teacher Education	5	12	1442	YES

b) Provide information on library equipment availability

Number of book titles	Number of textbooks	Assessment of Contemporary books and textbooks (from 1-5)	Number of titles of international journals	Number of titles of national journals	Evaluating the functionality of book and magazine catalogs (from 1-5)	Equipment assessment (from 1-5)**	Availability of electronic content assessment ***
76391	76391	4			5	4	3

* The "number of textbooks" means all titles regardless of the number of copies.

** Copying options for teachers and students, purchase of copies from other libraries, teacher catalogs.

*** Electronic content includes electronic editions of books, journals, databases, as well as catalogs of our own and external libraries.

1.10. Student office

Total surface (in m ²)	Number of staff	Working hours
80,00 m ²	5	Undergraduate and graduate study Mon, Tue, Thurs., Fri from 10 ⁰⁰ to 12 ⁰⁰ Wed from 12 ⁰⁰ to 14 ⁰⁰ Other studies Mon and Fri from 12 ⁰⁰ to 14 ⁰⁰ Wed from 10 ⁰⁰ to 12 ⁰⁰ Tue and Thurs. from 12 ⁰⁰ to 17 ⁰⁰

2. DESCRIPTION OF THE STUDYING CONDITIONS

2.1. List and load of employed lecturers participating in the study program	Table 2.1
2.2. List and load of external associates participating in the study program	Table 2.2
2.3. Analysis of Coverage of the Study Program for Lecturers in Higher Education Institutions in relation to the total number of Lecturers needed to conduct the study program (in %)	
97%	
2.4. Curriculum Vitae of Employed Lecturers and Associates participating in the Study Program ⁷²	Enclosed

IMPORTANT: if the lecturer is not employed at the Higher Education Institution which is submitting the study proposal, the following written statements should be enclosed: 1. Statement from the lecturer that they are prepared to hold the lectures.

2. Permission from the Head of the Institution in which the lecturer is employed for the said course, and the period of time for which this permit is issued . .



<i>2.5. Optimal number of students who can enroll in the course in terms of spatial and human resources</i>	15 for each module of English Language, German Language, General Module and Italian Language. Total: 50 students.
<i>2.6. List and qualifications of staff from institutions under item 1.4. who will participate in the activities (lectures, research and vocational training) of the study program</i>	Table 2.6
<i>2.7. Students to teachers ratio</i>	Table 2.7

Table 2.1

List and workload of the teaching staff participating in the study program

LECTURERS EMPLOYED AT THE HIGHER EDUCATION INSTITUTION												
Scientific Academic Title	Name and Surname	Subject	Sem.	Plan			Execution			Quota of hours	Total workload in the course	Total workload in the Higher Education Institution ⁷³
				L	E	S	L	E	S			
FULL-TIME LECTURERS	Full prof. Marija Brala Vukanović Ph.D.	International Communication in Practice (English)	1.	15	0	30	30	0	45	75	75	315
	Full prof. Lada Badurina Ph.D.	Text and Translation ⁷⁴	2.	15	0	15	30	0	22,5	52,5	52,5	352,5
	Full prof. Aneta Stojić Ph.D.	Intercultural Communication (German)	1.	15	0	15	30	0	22,5	52,5	52,2	322,5
	Full prof. Diana Stolac Ph.D.	Language of Advertisements	4.	30	0	15	60	0	22,5	82,5	165	367,5
		Syntactostylistics	4.	30	0	15	60	0	22,5	82,5		
Full prof. Silvana	Croatian Dialects in Translating	4.	30	0	30	60	0	45	105	105	277,5	

⁷³The Elective courses are also included in the total workload at the Higher Education Institution. By activating or not activating them in the current academic year, the individual teaching workload is adjusted to that in the regulations.

⁷⁴A course instructor with Asst. prof. Nikolino Palašić Ph.D. The load is therefore divided into half, each of them has one hour of lectures and one hour of seminars.



	Vranić Ph.D.												
PART-TIME LECTURERS	Assoc. prof. Tihana Kraš Ph.D.	Bilingualism (English)	2.	30	0	15	60	0	22,5	82,5	82,5	270	
	Asoc. prof. Mihaela Matešić Ph.D.	Norm and the Croatian Language Use 1	1.	30	0	30	60	0	45	105	105	307,5	
	Assoc. prof. Suzana Jurin Ph.D.	Language and Culture	2.	30	0	30	60	0	45	105	150	330	
		Cognitive Processes of Text Understanding in Translation	4.	0	0	30	0	0	45	45			
LECTURERS	Asst. prof. Sintija Čuljat Ph.D.	Poetry Translation (English)	4.	30	0	30	60	0	45	105	105	337,5	
	Asst. prof. Anita Memišević Ph.D.	Languages for the professions (English)		30	0	30	60	0	45	105	113	330	
		Translation Practice	3.	1	0	4	2	0	6	8			
	Asst. prof. Aidan O' Malley Ph.D.	Cultural Translation Theories (English)	4.	30	0	0	60	0	0	60	60	345	
	Asst. prof. Antonija Primorac Ph.D.	Language and Culture (English)			30	0	30	60	0	45	105	157,5	315
		Literature Translation – Prose (English)	2.	15	0	15	30	0	22,5	52,5			

Asst.prof. Manuela Svoboda Ph.D.	Theory of Translating	1.	30	0	15	60	0	22,5	82,5	127,5	255
	Translation Exercises III (German)	3.	0	12 0	0	0	0 ⁷⁵	0	0		
	Translation Exercises IV (German)	4.	0	12 0	0	0	0	0 ⁷⁶	0		
	Translation of Complex Texts Types (German)	2.	0	0	30	0	0	45	45		
Asst. prof. Petra Žagar- Šoštarić Ph.D.	Languages for the Professions	1.	30	0	30	60	0	45	105	150	322,5
	Literary Translation	2.	0	0	30	0	0	45	45		
Asst. prof. Cecilija Jurčić Katunar Ph.D.	Semantics	1	30	0	30	60	0	45	105	210	315
	Idiomatic Expressions and Stylistics of the Croatian Language	2.	30	0	30	60	0	45	105		
Asst. prof. Željka Macan Ph.D.	Norm and the Croatian Language Use 3	3.	30	0	30	60	0	45	105	292,5	360
	Audiovisual Translating	4.	30	0	30	60	0	45	105		
	Phraseology and Translation	2.	30	0	15	60	0	22,5	82,5		
Asst. prof. Borana	Norm and the Croatian Language Use 2	2.	30	0	30	60	0	45	105	210	322,5

⁷⁵For the delivery of the course, Translation Exercises III (German), an external associate will be engaged (N. G.).

⁷⁶For the delivery of the course, Translation Exercises IV (German), an external associate will be engaged (N. G.).

Morić-Mohorovičić Ph.D.	English as a Global Language	4.	30	0	30	60	0	45	105		
Asst. prof. Nikolina Palašić Ph.D.	Pragmatic Aspects of Translating	3.	30	0	30	60	0	45	105	330	322,5
	Texts and Translations ⁷⁷	2.	15	0	15	60	0	45	105		
	Translation Exercises I (German)	1.	0	60	0	0	60	0	60		
	Translation Exercises II (German)	2.	0	60	0	0	60	0	60		
Asst. prof. Sanja Tadić-Šokac Ph.D.	Metatextuality in the Croatian novel	4.	30	0	15	60	0	22,5	82,5	82,5	292,5
Asst. prof. Anastazija Vlastelić Ph.D.	Croatian Language in Translation	1.	30	0	30	60	0	45	105	187,5	367,5
	Language of Electronic Media	2.	30	0	15	60	0	22,5	82,5		
Asst. prof. Anna Rinaldin Ph.D.	Languages for the Professions (Italian)	1.	30	0	30	60	0	45	105	637,5	285
	Oral and Written Competence of the Translator (Italian)	2.	15	30	15	30	30	22,5	82,5		
	General Linguistics (Italian)	2.	30	30	0	60	30	0	90		

⁷⁷Explained in footnote 91.



		Italian Linguistics (Italian)	1	30	30	0	60	30	0	90		
		Italian Lexicography (Italian)	1.	30	30	0	60	30	0	90		
		Terminology and Terminography (Italian)	2.	30	30	0	60	30	0	90		
		Corpus Linguistics (Italian language)	4.	30	30	0	60	30	0	90		
	Asst. prof. Corinna Gerbaz Giuliano Ph.D.	Critical Approach to Italian Literature Works (Italian)	4.	15	15	30	30	15	45	90	90	310
Senior Lecturers	Senior lecturer Tatjana Vukelić, Ph.D.	Translation Exercises II (English)	2.	0	60	0	0	60	0	60	120	435
		Translation Exercises III (English)	3.	0	60	0	0	60	0	60		
Post-docs	Senior Assistant Nikola Tutek, Ph.D.	Translation Exercises I	1.	0	60	0	0	60	0	60	240	150
		Research Seminar – Translation of Text Samples in Agglutinative Languages (English language)	4.	0	0	60	0	0	90	90		

		The Translation of Multimodal Literary Texts (English)	2.	0	0	60	0	0	90	90		
Lectors	Jadranka Kim Musa, lector	Translation Exercises IV (English)	4.	0	60	0	0	60	0	60	60	427,5
	Agnieszka Rudkowska, lector	Polish Language for Translators I	1.	0	30	30	0	30	45	75	300	705 ⁷⁸
		Polish Language for Translators II	2.	0	30	30	0	30	45	75		
		Polish Language for Translators III	3.	0	30	30	0	30	45	75		
		Polish Language for Translators IV ⁷⁹	4.	0	30	30	0	30	45	75		
	Biljana Stojanovska, lector	Macedonian Language for Translators I	1.	0	30	30	0	30	45	75	300	412,5
		Macedonian Language for Translators II	2.	0	30	30	0	30	45	75		
		Macedonian Language for Translators III	3.	0	30	30	0	30	45	75		
		Macedonian Language for Translators IV ⁸⁰	4.	0	30	30	0	30	45	75		

⁷⁸Total norm quota includes the elective courses. The actual norm is in accordance with regulations.

⁷⁹For part of the lecture of the course Polish Language for Translators (I, II, III, IV) an external associate will be contracted.

⁸⁰For part of the lecture of the course Macedonian Language for Translators (I, II, III, IV) an external associate will be contracted.

Table 2.2.
List and workload of external collaborators participating in the study program

EXTERNAL COLLABORATORS											
Scientific Academic Title	Name and Surname	Subject	Sem.	Plan			Execution			Quota of hours	Total workload in the course
				L	E	S	L	E	S		
Part-time lecturers	Assoc. prof. Dolores Miškulin Ph.D. ⁸¹	Translation Exercises I (Italian)	1.	0	60	0	0	0 ⁸²	0	0	0
		Translation Exercises II (Italian)	2.	0	60	0	0	0 ⁸³	0	0	0
		Translation Exercises III (Italian)	3.	0	60	0	0	0 ⁸⁴	0	0	0
		Translation Exercises IV (Italian)	4.	0	60	0	0	0 ⁸⁵	0	0	0
LECTURERS	Asst. prof. Stefano Ondelli Ph.D. ⁸⁶	Language and Culture (Italian)	2.	30	0	30	60	0	45	105	105

⁸¹Consent for the course instructor at another institution will be delivered with the English Language Program Proposal for the Translation Study.

⁸²For delivering Translation Exercises I (Italian) an external associate will be contracted.

⁸³For delivering Translation Exercises II (Italian) an external associate will be contracted.

⁸⁴For delivering Translation Exercises III (Italian) an external associate will be contracted.

⁸⁵For delivering Translation Exercises IV (Italian) an external associate will be contracted.

⁸⁶Consent for the course instructor at another institution will be delivered with the English Language Program Proposal for the Translation Study.



	Asst. prof. Marija Brkić Bakarić Ph.D.	Computer-Assisted Translation	2.	30	0	30	60	0	45	105	285
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Table 2.7
Teachers to Students ratio

<i>Table showing total number of lectures and students</i>						
		Year of Implementing the Study Program				
		1.	2.	3.	4.	5.
1.	Total number of Lecturers	30	30	30	30	30
1.1.	Continuously employed lecturers	27	27	27	27	27
1.2.	30% contractual relationship	3	3	3	3	3
1.3.	50% contractual relationship	0	0	0	0	0
2.	Total number of full-time students	60	60	60	60	60
2.1.	With the support of MZOŠ (Ministry of Science and Education)	60	60	60	60	60
2.2.	Self-financing of students	0	0	0	0	0
3.	Total number of part-time students	0	0	0	0	0
4.	Total number of students (2+3)	60	60	60	60	60



FORM III. - FINANCIAL ANALYSIS OF HIGHER EDUCATION INSTITUTION

1. TABLE OF INCOME AND EXPENDITURES OF HIGHER EDUCATION INSTITUTION						
		Year of Implementing the 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 to fund regular budget user activities	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 Expenses (employee compensations, materials, energy, service expenses and other expenses)	9.089.036	9.432.325	9.432.325	9.432.325	9.432.325
2.3.	Financial expense (interest and other financial expenses)	40.638	40.942	40.942	40.942	40.942
2.4.	Subsidies					
2.5.	Compensation to citizens and households on the grounds of insurance and other fees	20.000	20.000	20.000	20.000	20.000
2.6.	Other expenditures	15.000	15.000	15.000	15.000	15.000
3.	Excess / Loss of Business Revenue (1-2)					
3.1.	Income from sale of financial assets and borrowing					
3.2.	Expenditures for the acquisition of nonfinancial assets (construction facilities, general facilities, equipment, means of transport, books, etc.)	809.470	825.180	825.180	825.180	825.180



4.	Excess / Loss of Income from Nonfinancial Assets (3.1.-3.2.)					
4.1.	Receipts from financial assets and borrowings					
4.2.	Expenditure on financial assets and loan repayments					
5.	Excess / Loss of Receivables 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 expenses 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 SOURCES OF THE STUDY PROGRAM						
		Year of Implementing the Study Program				
		1.	2.	3.	4.	5.
1.	Government	5.500,00 (x 60)	5.500,00 (x 60)	5.500,00 (x 60)	5.500,00 (x 60)	5.500,00 (x 60)
1.1.	Budget MZOŠ (Ministry of Science and Education)					
1.2.	Other competent ministries and state institutions					
1.3	Units of local and regional administration					
2.	Own revenue					
2.1.	Tuition fees					
2.2.	Research projects					
2.3.	Publishing activities					
2.4.	Other business activities					
3.	Donations					
4.	Other					
5.	Total (1+2+3+4)	330.000,00	330.000,00	330.000,00	330.000,00	330.000,00

Note: For the sake of justifying the purpose of this program, part of the quota from the existing university undergraduate and graduate study programs of the Department of English, German, Croatian and Italian Studies at the Faculty of Philosophy, University of Rijeka, has been applied for the proposed Graduate Translation Course.



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

1. Description of evaluation procedures to evaluate/monitor the quality of the study program's performance (for each procedure it is necessary to describe the method in detail, specify the conductors, the way of processing the results and information, and the implementation schedule)

1.1. Procedures for evaluating the work of lecturers and assistants

The process of teaching quality evaluation is the same as that which is applied at all regular studies at the Faculty of Humanities and Social Sciences in Rijeka. The evaluation process is carried out by the Quality Improvement Board at the Faculty of Humanities and Social Sciences in Rijeka in the last week of teaching of a particular subject, and before completing the final exam. (Please see: Rulebook on Quality Assurance at the Faculty of Humanities and Social Sciences in Rijeka).

1.2. Procedures for monitoring the learning outcomes evaluation process, and compliance with the learning outcomes evaluation

The lecturers of each course are familiar with the evaluation procedures under the Regulations on Undergraduate and Graduate Studies at the Faculty of Humanities and Social Sciences in Rijeka (2009). They participated in education programs, and future employees will be educated about the assessment process. Lecturers are provided with a Learning Outcome Manual. Accordingly, the assessment procedures must be listed and described in the document of the performance curriculum of each course. The Head of Department will periodically conduct an analysis of the performance curricula (before the beginning of each semester), and inform the lecturers about the need to revise them for necessary auditing procedures.

1.3. Procedures for aligning awarded ECTS credits with a realistic estimation of the student's quantity of work

The course lecturers are familiar with the procedures for awarding ECTS credits in accordance with the allowed workload of students. Accordingly, the procedures for awarding ECTS credits within each subject must be stated and described in course's syllabus.

The Head of Department will periodically perform an analysis of the performance curricula (before the beginning of each semester), and inform the lecturers about the need to revise them for the necessary audit procedures. Lecturers are then obliged to re-issue a course's syllabus within one week of receiving a notice.

1.4. Procedures for evaluating the availability of appropriate resources (spatial, human, information) for the learning and teaching process

Prior to the beginning of the academic year, a feasibility study will be carried out to launch the graduate study program. The provisions of legal documents governing and regulating the launch of a Master's Degree in the Republic of Croatia (MZO, AZVO) will be introduced.

The Library will be regularly checked to ensure that there are sufficient books available for the graduate study, and also to enable research work. An analysis will be conducted by the Council of the Graduate Translation Study Commission in co-operation with the Dean of General Affairs and / or the Dean of Science.



1.5. Student support evaluation procedures (mentoring, tutoring, counseling) and student oriented learning and teaching

The evaluation process of the lecturer will be conducted, and the students will report on their progress through the course work.

1.6. Procedures for tracking student success / student failure

In addition to the application of all standards and aforementioned student success monitoring methods, a survey of the quality of the course and its relevance for the entire study program, i.e. the acquisition of professional competences, will be conducted for each course.

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

Cooperation with employers will be intensified in order to address the current problems, especially in the field of international relations, economy and tourism, which require finding new professional approaches and solutions (aligning the Diploma Translation Study Program with market needs, and improving and intensifying practice during the study itself).

Information on advancement in the professional career will be tracked through the alumni.

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

Periodically, the quality and usefulness of acquired competences will be evaluated through the performance of regular teaching activities. The program will be continuously improved in line with recent scientific findings from relevant scientific disciplines, and on the basis of results of research on labor market needs (periodic examination of students' opinions on acquired competences and job requirements is planned).

2. Description of the procedures for monitoring the performance and improving the course

2.1. Action plan according to the results of the evaluation procedures (from 1.1. to 1.8.)

Ad 1.1: The results of quality evaluation will be analyzed each year. Teachers whose results do not indicate qualitative work will be interviewed by the Head of Department.

Ad 1.2 and 1.3: After a periodic analysis of the performance curricula, the lecturers who need to review their content will have to review the documents in accordance with the recommendations made, within one month.

Ad 1.4: After a feasibility study will be performed, a decision will be made regarding employing new lecturers, if necessary.

Ad 1.8. The results of the analysis will be used periodically to revise and update the content of the program.



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

The effectiveness of the action according to the results of the evaluation procedures will be monitored by the following procedures:

The effectiveness of the work of recommendations made after the evaluation procedures have been carried out will be monitored by the Head of Department. In accordance with the results of the evaluation of the students, the Head of Department will, with the Study Council, fine-tune, update and modify the program in accordance with the needs that have become necessary on the basis of an analysis of the evaluation process conducted among the students.

3. Analysis of the success of cooperation with external partners

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

There will be an opportunity to apply for recognition of outstanding attendees' participation in scientific or professional international projects, and other extracurricular activities, in order to recognize ECTS credits in part of the program that can be linked to the acquired competences in the mentioned projects.

3.2. Description of procedures for monitoring the success by participating in student mobility programs

Monitoring the success of participation in student mobility programs will be carried out through the recognition of acquired ECTS credits at other related institutions.

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

There will be an opportunity to apply for recognition of work of attendees participating at scientific or professional meetings, vocational domestic and international projects, and other extracurricular activities in order to recognize ECTS credits in the part of programs related to elective subjects, i.e. that part of the program that can be linked to competences surrounding these activities.

4. Description of the student's information about the study program (students, employers, alumni)

Users will be informed in the following ways:

The users of the Double major graduate university translation study will be informed via the web pages of the Faculty of Humanities and Social Sciences in Rijeka and the web portal "Become a Student" (www.postanistudent.hr), the web pages of the Double major graduate university translation study (at the time of application). All relevant information will be available to interested users, and adverts at the Faculty of Humanities and Social Sciences in Rijeka and in the secretariats of the Department of English, the Department of German Language and Literature, the Department of Croatian Language and Literature and the Department of Italian Language and Literature.