**Department of Romance languages and literature - French language**

Academic year 2021 / 2022

Date: 24.10.2021

# Studies

## University undergraduate double major study French Language and Literature

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35936 | French Language 1 | 5 | 30/0/60 | | 35938 | French Literature: History and Periodization | 4 | 30/0/0 | | 46817 | French Orthoepy 1 | 2 | 15/0/15 | | 39622 | Physical Education 1 | 0 | 0/0/30 | |
| **Elective courses - choose 4 ECTS credits (1803)** |
| |  |  |  |  | | --- | --- | --- | --- | | 64881 | French Corrective Phonetic Exercises 1 | 1 | 0/0/15 | | 36650 | French Language Exercises 1 | 3 | 0/0/30 | |

**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 35939 | French Language 2 | 5 | 30/0/60 | | 35941 | French Literature of the 17th Century | 4 | 15/15/0 | | 46818 | French Orthoepy 2 | 2 | 15/0/15 | | 87809 | Introduction to the Theory of Literature | 2 | 30/0/0 | | 39624 | Physical Education 2 | 0 | 0/0/30 | |
| **Elective courses - choose at least 4 ECTS credits (1804)** |
| |  |  |  |  | | --- | --- | --- | --- | | 133723 | France and its everyday lifestyles | 2 | 0/15/15 | | 46820 | French Corrective Phonetic Exercises 2 | 1 | 0/0/15 | | 36652 | French Language Exercises 2 | 3 | 0/0/30 | | 102116 | Methodology of Reading and Writing | 2 | 15/0/15 | |

**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 66355 | French Language 3 | 4 | 15/0/45 | | 52045 | French Linguistics 1 | 4 | 15/15/0 | | 184206 | French Literature of the 18th century | 4 | 30/0/0 | | 97919 | Latin for Students of Romance Languages 1 (French) | 2 | 15/0/0 | | 50927 | Physical Education 3 | 0 | 0/0/30 | |
| **Elective courses - choose at least 3 ECTS credits (3862)** |
| |  |  |  |  | | --- | --- | --- | --- | | 52458 | French Language Exercises 3 | 3 | 0/0/30 | | 97210 | Reading Quignard | 5 | 15/15/0 | |

**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 52049 | French Language 4 | 4 | 15/0/45 | | 52050 | French Linguistics 2 | 4 | 15/15/0 | | 86423 | French literature: 19th century (fiction - autobiography) | 2 | 30/0/0 | | 86424 | French literature: 19th Century (poetry - drama) | 2 | 30/0/0 | | 97927 | Latin for Students of Romance Languages 2 (French) | 2 | 15/0/0 | | 50932 | Physical Education 4 | 0 | 0/0/30 | |
| **Elective courses - choose at least 3 ECTS credits (3863)** |
| |  |  |  |  | | --- | --- | --- | --- | | 133723 | France and its everyday lifestyles | 2 | 0/15/15 | | 52460 | French Language Exercises 4 | 3 | 0/0/30 | |

**5. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 52048 | French Language 5 | 4 | 15/0/45 | | 86421 | French literature: 20th century (fiction - autobiography) | 2 | 30/0/0 | | 52047 | Introduction to French Syntax | 4 | 30/15/0 | | 66954 | Romance languages and Vulgar Latinity | 2 | 30/0/0 | |
| **Core courses - choose at least 2 ECTS credits (3864)** |
| |  |  |  |  | | --- | --- | --- | --- | | 66953 | Francophone Civilisations 1 | 2 | 30/0/0 | | 78543 | French Romanticism | 3 | 15/15/0 | | 86386 | Semantic Seminar 1 | 2 | 0/30/0 | |
| **Elective courses - choose at least 3 ECTS credits (3865)** |
| |  |  |  |  | | --- | --- | --- | --- | | 118573 | Morphology and Poetics of Short Fiction | 3 | 15/15/0 | | 118575 | Postures, gestures and facial expressions: parts of multimodal utterance | 3 | 30/0/0 | | 60139 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 1 | 3 | 0/30/0 | |

**6. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 70024 | Final Exam | 6 | 0/0/0 | | 125828 | French Language 6 | 4 | 15/0/45 | | 52462 | French Literature of the Middle Ages | 2 | 15/15/0 | | 86422 | French literature: 20th Century (poetry - drama) | 2 | 30/0/0 | | 52052 | Syntax of Compound Sentences | 4 | 30/15/0 | |
| **Core courses - choose at least 2 ECTS credits (3866)** |
| |  |  |  |  | | --- | --- | --- | --- | | 52463 | From Latin to French | 2 | 30/0/0 | | 81537 | From Romanticism to Symbolism | 3 | 15/15/0 | | 60146 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 2 | 3 | 0/30/0 | | 86387 | Semantic Seminar 2 | 2 | 0/30/0 | |
| **Elective courses - choose at least 5 ECTS credits (3867)** |
| |  |  |  |  | | --- | --- | --- | --- | | 69847 | Francophone Civilisations 2 | 2 | 0/30/0 | | 142511 | French Lexicology and Lexicography | 3 | 15/15/0 | | 184216 | Introduction to Translation studies | 2 | 0/30/0 | | 90625 | Linguistic Theory of Petar Guberina and its applications | 3 | 15/15/0 | | 142498 | Linguistics of Enunciation and Pragmatics | 3 | 15/15/0 | | 52468 | Physical and Symbolic Aspects of space in the Novel | 3 | 15/15/0 | | 52469 | Textual Practices: Barthes, Foucault, Deleuze | 4 | 0/30/0 | |

## University graduate double major study French Language and Literature with Emphasis on Scholarly Research

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117518 | French language 7 | 3 | 15/0/30 | | 184215 | Theory and Methodology of Literature | 2 | 30/0/0 | |
| **Mandatory elective courses - Choose at least 6 ECTS credits (10660)** |
| |  |  |  |  | | --- | --- | --- | --- | | 78543 | French Romanticism | 3 | 15/15/0 | | 118001 | Late 20th century's French Prose | 3 | 15/15/0 | | 60139 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 1 | 3 | 0/30/0 | | 97210 | Reading Quignard | 5 | 15/15/0 | |
| **Internal elective courses - Choose at least 2 ECTS credits (10661)** |
| |  |  |  |  | | --- | --- | --- | --- | | 117993 | Belgian Literature in French Language 1 | 3 | 0/30/0 | | 198909 | Contemporary francophone film | 4 | 15/15/0 | | 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 | | 78542 | French Phonetics 1 | 3 | 15/15/0 | | 118195 | Linguistic Description of a Selected Romance Language | 3 | 0/30/0 | | 184207 | Linguistics for Romanicists | 3 | 15/15/0 | | 118575 | Postures, gestures and facial expressions: parts of multimodal utterance | 3 | 30/0/0 | | 86386 | Semantic Seminar 1 | 2 | 0/30/0 | |

**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124282 | French language 8 | 3 | 15/0/30 | |
| **Mandatory elective courses - Choose 6 ECTS credits (11828)** |
| |  |  |  |  | | --- | --- | --- | --- | | 81537 | From Romanticism to Symbolism | 3 | 15/15/0 | | 125539 | Linguistic Description of the French Language | 3 | 0/30/0 | | 60146 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 2 | 3 | 0/30/0 | |
| **Internal elective courses - Choose at least 6 ECTS credits (11829)** |
| |  |  |  |  | | --- | --- | --- | --- | | 125535 | Belgian Literature in French Language 2 | 3 | 0/30/0 | | 125537 | French Literature of the 21th century | 3 | 15/15/0 | | 60146 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 2 | 3 | 0/30/0 | | 86387 | Semantic Seminar 2 | 2 | 0/30/0 | | 52469 | Textual Practices: Barthes, Foucault, Deleuze | 4 | 0/30/0 | |

**3. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117523 | French language 9 | 3 | 15/0/30 | |
| **Elective courses - choose at least 12 ECTS credits (10762)** |
| |  |  |  |  | | --- | --- | --- | --- | | 198909 | Contemporary francophone film | 4 | 15/15/0 | | 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 | | 118001 | Late 20th century's French Prose | 3 | 15/15/0 | | 118195 | Linguistic Description of a Selected Romance Language | 3 | 0/30/0 | | 184207 | Linguistics for Romanicists | 3 | 15/15/0 | | 60139 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 1 | 3 | 0/30/0 | | 97210 | Reading Quignard | 5 | 15/15/0 | | 118008 | Translation of literary texts | 3 | 0/30/0 | |

**4. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124562 | Master's Thesis in French language and literature | 15 | 0/0/0 | |

## University graduate double major study French Language and Literature with Emphasis on Teaching

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117518 | French language 7 | 3 | 15/0/30 | | 117622 | Second Language Acquisition | 4 | 30/0/0 | |
| **Mandatory elective courses - Choose at least 3 ECTS credits (10664)** |
| |  |  |  |  | | --- | --- | --- | --- | | 78542 | French Phonetics 1 | 3 | 15/15/0 | | 118010 | Learning French Language at Early Age | 3 | 0/30/0 | | 184210 | Translation exercises 1: Croatian - French | 3 | 0/15/15 | | 184209 | Translation exercises 1: French - Croatian | 3 | 0/15/15 | |
| **Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)** |
| |  |  |  |  | | --- | --- | --- | --- | | 120083 | Didactics | 6 | 30/30/0 | | 120082 | Educational psychology | 6 | 30/30/0 | | 120085 | Systematic pedagogy | 6 | 30/30/0 | |
| **Elective courses - Choose at least 5 ECTS credits (10665)** |
| |  |  |  |  | | --- | --- | --- | --- | | 198909 | Contemporary francophone film | 4 | 15/15/0 | | 118575 | Postures, gestures and facial expressions: parts of multimodal utterance | 3 | 30/0/0 | | 60139 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 1 | 3 | 0/30/0 | | 86386 | Semantic Seminar 1 | 2 | 0/30/0 | |
| **Teacher education module - Elective courses - elective choice of a course (12628)** |
| |  |  |  |  | | --- | --- | --- | --- | | 118009 | Classroom discourse | 3 | 0/30/0 | | 225408 | Croatian Language for the Teacher | 4 | 15/15/0 | | 120099 | Information Technology in Education | 4 | 15/0/15 | | 118010 | Learning French Language at Early Age | 3 | 0/30/0 | | 198896 | Philosophy of Education - Studium Generale | 4 | 30/0/0 | | 120101 | Public speaking for teachers | 4 | 0/15/15 | |

**2. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124282 | French language 8 | 3 | 15/0/30 | | 124283 | Glottodidactics | 4 | 15/15/0 | | 124285 | Practice 1 | 5 | 0/15/45 | |
| **Mandatory elective courses - Choose 3 ECTS credits (11926)** |
| |  |  |  |  | | --- | --- | --- | --- | | 125545 | Measuring Linguistic and Communicative Competence | 3 | 0/30/0 | | 184212 | Translation exercises 2: Croatian - French | 3 | 0/15/15 | | 184211 | Translation exercises 2: French - Croatian | 3 | 0/15/15 | |
| **Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)** |
| |  |  |  |  | | --- | --- | --- | --- | | 120083 | Didactics | 6 | 30/30/0 | | 120082 | Educational psychology | 6 | 30/30/0 | | 120085 | Systematic pedagogy | 6 | 30/30/0 | |
| **Elective courses - Choose at least 2 ECTS credits (11927)** |
| |  |  |  |  | | --- | --- | --- | --- | | 125539 | Linguistic Description of the French Language | 3 | 0/30/0 | | 161635 | Methodology of reading and writing for teachers | 2 | 15/0/15 | | 60146 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 2 | 3 | 0/30/0 | | 86387 | Semantic Seminar 2 | 2 | 0/30/0 | |
| **Teacher education module - Elective courses - elective choice of a course (12628)** |
| |  |  |  |  | | --- | --- | --- | --- | | 120105 | Evaluation of educational interventions | 4 | 30/0/0 | | 125545 | Measuring Linguistic and Communicative Competence | 3 | 0/30/0 | | 161635 | Methodology of reading and writing for teachers | 2 | 15/0/15 | | 225407 | Phonetic correction | 4 | 15/15/0 | | 225409 | Sociology of education | 4 | 30/30/0 | | 120104 | Speech production | 4 | 0/15/15 | | 120103 | Teaching gifted students | 4 | 30/0/0 | |

**3. semester**

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| --- |
| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117523 | French language 9 | 3 | 15/0/30 | | 117530 | Practice 2 | 5 | 0/15/45 | | 117529 | Teaching French as a foreign language | 4 | 0/30/0 | |
| **Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)** |
| |  |  |  |  | | --- | --- | --- | --- | | 120083 | Didactics | 6 | 30/30/0 | | 120082 | Educational psychology | 6 | 30/30/0 | | 120085 | Systematic pedagogy | 6 | 30/30/0 | |
| **Elective courses - choose at least 3 ECTS credits (10764)** |
| |  |  |  |  | | --- | --- | --- | --- | | 118009 | Classroom discourse | 3 | 0/30/0 | | 198909 | Contemporary francophone film | 4 | 15/15/0 | | 118195 | Linguistic Description of a Selected Romance Language | 3 | 0/30/0 | |
| **Teacher education module - Elective courses - elective choice of a course (12628)** |
| |  |  |  |  | | --- | --- | --- | --- | | 118009 | Classroom discourse | 3 | 0/30/0 | | 225408 | Croatian Language for the Teacher | 4 | 15/15/0 | | 120099 | Information Technology in Education | 4 | 15/0/15 | | 118010 | Learning French Language at Early Age | 3 | 0/30/0 | | 198896 | Philosophy of Education - Studium Generale | 4 | 30/0/0 | | 120101 | Public speaking for teachers | 4 | 0/15/15 | |

**4. semester**

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| --- |
| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124562 | Master's Thesis in French language and literature | 15 | 0/0/0 | |
| **Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)** |
| |  |  |  |  | | --- | --- | --- | --- | | 120083 | Didactics | 6 | 30/30/0 | | 120082 | Educational psychology | 6 | 30/30/0 | | 120085 | Systematic pedagogy | 6 | 30/30/0 | |
| **Teacher education module - Elective courses - elective choice of a course (12628)** |
| |  |  |  |  | | --- | --- | --- | --- | | 120105 | Evaluation of educational interventions | 4 | 30/0/0 | | 125545 | Measuring Linguistic and Communicative Competence | 3 | 0/30/0 | | 161635 | Methodology of reading and writing for teachers | 2 | 15/0/15 | | 225407 | Phonetic correction | 4 | 15/15/0 | | 225409 | Sociology of education | 4 | 30/30/0 | | 120104 | Speech production | 4 | 0/15/15 | | 120103 | Teaching gifted students | 4 | 30/0/0 | |

## University graduate double major study French language and literature with Emphasis on Translation

**1. semester**

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| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117518 | French language 7 | 3 | 15/0/30 | | 160830 | Traductology | 3 | 30/0/0 | | 184210 | Translation exercises 1: Croatian - French | 3 | 0/15/15 | | 184209 | Translation exercises 1: French - Croatian | 3 | 0/15/15 | |
| **Internal elective courses - Choose at least 2 ECTS credits (10663)** |
| |  |  |  |  | | --- | --- | --- | --- | | 117993 | Belgian Literature in French Language 1 | 3 | 0/30/0 | | 198909 | Contemporary francophone film | 4 | 15/15/0 | | 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 | | 78542 | French Phonetics 1 | 3 | 15/15/0 | | 78543 | French Romanticism | 3 | 15/15/0 | | 118001 | Late 20th century's French Prose | 3 | 15/15/0 | | 184207 | Linguistics for Romanicists | 3 | 15/15/0 | | 118575 | Postures, gestures and facial expressions: parts of multimodal utterance | 3 | 30/0/0 | | 97210 | Reading Quignard | 5 | 15/15/0 | | 86386 | Semantic Seminar 1 | 2 | 0/30/0 | |

**2. semester**

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| --- |
| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117525 | Croatian for translators | 4 | 15/0/15 | | 124282 | French language 8 | 3 | 15/0/30 | | 184212 | Translation exercises 2: Croatian - French | 3 | 0/15/15 | | 184211 | Translation exercises 2: French - Croatian | 3 | 0/15/15 | |
| **Computer science for translators - choose 5 ECTS credits (11989)** |
| |  |  |  |  | | --- | --- | --- | --- | | 140253 | Translator and the computer | 5 | 30/15/0 | |
| **Internal elective courses - choose at least 2 ECTS credits (11890)** |
| |  |  |  |  | | --- | --- | --- | --- | | 125535 | Belgian Literature in French Language 2 | 3 | 0/30/0 | | 142500 | Consecutive translation form French to Croatian | 3 | 0/15/15 | | 125537 | French Literature of the 21th century | 3 | 15/15/0 | | 81537 | From Romanticism to Symbolism | 3 | 15/15/0 | | 125539 | Linguistic Description of the French Language | 3 | 0/30/0 | | 125546 | Poetics of translation | 3 | 15/15/0 | | 60146 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 2 | 3 | 0/30/0 | | 86387 | Semantic Seminar 2 | 2 | 0/30/0 | | 52469 | Textual Practices: Barthes, Foucault, Deleuze | 4 | 0/30/0 | |

**3. semester**

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| --- |
| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 117536 | Terminology | 3 | 15/0/15 | | 184214 | Translation exercises 3: Croatian - French | 3 | 0/15/15 | | 184213 | Translation exercises 3: French - Croatian | 3 | 0/15/15 | |
| **Internal elective courses - choose at least 6 ECTS credits (10763)** |
| |  |  |  |  | | --- | --- | --- | --- | | 198909 | Contemporary francophone film | 4 | 15/15/0 | | 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 | | 117523 | French language 9 | 3 | 15/0/30 | | 118001 | Late 20th century's French Prose | 3 | 15/15/0 | | 184207 | Linguistics for Romanicists | 3 | 15/15/0 | | 118575 | Postures, gestures and facial expressions: parts of multimodal utterance | 3 | 30/0/0 | | 60139 | Reading and Interpretation of Prominent Texts in Modern French Linguistics 1 | 3 | 0/30/0 | | 97210 | Reading Quignard | 5 | 15/15/0 | | 118008 | Translation of literary texts | 3 | 0/30/0 | |

**4. semester**

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| --- |
| **Mandatory courses** |
| |  |  |  |  | | --- | --- | --- | --- | | 124562 | Master's Thesis in French language and literature | 15 | 0/0/0 | |

# Courses

## Belgian Literature in French Language 1

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| --- | --- |
| **Name** | Belgian Literature in French Language 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 117993 |
| **Semesters** | Winter |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) Nicolas Hanot |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Through analysis and interpretation of literary works, provide insights into their relation to the world of arts. Identify the scope of the literary phenomena underlying Belgian literature in the French language and their close relation to painting. Emphasise the strong identity-related dimension of these phenomena. |
| **Teaching methods** | Lectures, reading with students’ participation, audio-visual documents |
| **Assessment methods** | Conditions for taking the oral exam: attendance of at least 70% of lectures and submission of all the homework assignments |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 2. | Efficiently use a dictionary with the purpose of expanding vocabulary as well as edit and summarise simple texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication | | 3. | Learn the elements of and acquire familiarity with French and Francophone civilisations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | 4. | Familiarise oneself with geographical, historical and cultural circumstances of Belgium | | 5. | Recognize connections between Belgian literature in French and the world of arts; above all, identify relevant data in order to understand how painting and literature are interwoven | | 6. | Acquire the ability of noticing important elements of a literary text | | 7. | Acquire the ability of logical interpretation of the meaning of a literary text | | 8. | Use methodology in the research of twofold messages (text/painting) | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Présentation | | 2. | Introduction : naissance problématique d’une littérature et mythe pictural. | | 3. | Uylenspiegel revue des ébats artistiques et littéraires. | | 4. | De Coster, La légende d'Ulenspiegel. | | 5. | La génération symboliste: rôle des arts dans la société. | | 6. | Verhaeren, « Les vieux maîtres» (Les Flamandes). | | 7. | La poésie à l’ère de la transposition littéraire, 1ère partie. | | 8. | La poésie à l’ère de la transposition littéraire, 2ème partie. | | 9. | Maeterlinck, Le massacre des innocents : au-delà de la transposition, 1ère partie. | | 10. | Maeterlinck, Le massacre des innocents : au-delà de la transposition, 2ème partie. | | 11. | Maeterlinck, Le massacre des innocents : au-delà de la transposition, 3ème partie. | | 12. | Félicien Rops : Nubilité, deux arts - une oeuvre. En marge du dessin, le texte, 1ère partie. | | 13. | Félicien Rops : Nubilité, deux arts - une oeuvre. En marge du dessin, le texte, 2ème partie. | | 14. | Félicien Rops : Nubilité, deux arts - une oeuvre. En marge du dessin, le texte, 3ème partie. | | 15. | Bilan, discussion. | | |
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## Belgian Literature in French Language 2

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| --- | --- |
| **Name** | Belgian Literature in French Language 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 125535 |
| **Semesters** | Summer |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) Nicolas Hanot |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Through analysis and interpretation of literary works, provide insights into their relation to the world of arts. Identify the scope of the literary phenomena underlying Belgian literature in the French language and their close relation to painting. Emphasise the strong identity-related dimension of these phenomena. |
| **Teaching methods** | Lectures, reading with students’ participation, audio-visual documents |
| **Assessment methods** | Conditions for taking the oral exam: attendance of at least 70% of lectures and submission of all the homework assignments |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 2. | efficiently use a dictionary with the purpose of expanding vocabulary as well as edit and summarize simple texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication | | 3. | learn the elements of and acquire familiarity with French and Francophone civilizations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | 4. | Identify relevant data for the understanding of Belgian literature and autonomously interpret relations between texts and paintings in Belgian literature | | 5. | Express one’s one opinion about an unknown Belgian literary text in French | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction : la Grande guerre et son influence sur la conception de l'art au XXe siècle. | | 2. | la Grande guerre et son influence sur la conception de l'art au XXe siècle. | | 3. | René Magritte. | | 4. | Paul Nougé. | | 5. | René Magritte et Paul Nougé: la poésie visible et la révolution invisible. | | 6. | Dotremont et COBRA: des poèmes-peints. | | 7. | Dotremont et COBRA. Matérialité du langage et logogramme. 1ere partie | | 8. | Dotremont et COBRA. Matérialité du langage et logogramme. 2eme partie | | 9. | Michaux, écrire, peindre de façons de voyager. Peindre pour «se déconstruire» | | 10. | Michaux, écrire, peindre de façons de voyager. | | 11. | Michaux, écrire. Peindre pour «se déconstruire» | | 12. | La bande dessinée. | | 13. | Hergé. | | 14. | Hergé, L’affaire Tournesol | | 15. | Bilan, discussion. | | |
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## Classroom discourse

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| --- | --- |
| **Name** | Classroom discourse |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 118009 |
| **Semesters** | Winter |
| **Teachers** | Ivana Franić, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Enable the students to gain detailed insights into specificities of the didactic situation in the classroom when teaching foreign languages with regard to communicative approach to language teaching |
| **Teaching methods** | Discussion, individual research |
| **Assessment methods** | Seminar paper, oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Identify and explain basic characteristics of communication in the classroom | | 2. | Define the key concepts on which classroom discourse is based | | 3. | Familiarise oneself with research techniques in foreign language teaching | | 4. | Describe and compare the teacher’s and the student’s role in the classroom dialogue | | 5. | Understand and apply appropriate metalinguistic activities in a didactic environment | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction, content of the course, students’ obligations | | 2. | Basic characteristics of communication | | 3. | Presentation of a classroom situation as a specific communication environment | | 4. | Interaction as an important characteristic of classroom communication | | 5. | Classroom environment and classroom dialogue | | 6. | Research and analysis of the classroom dialogue – diachronic perspective | | 7. | Analysis of classroom conversation based on transcripts of communication in foreign languages in a didactic environment | | 8. | Analysis of classroom conversation based on transcripts of communication in foreign languages in a didactic environment | | 9. | Analysis of the teacher’s and the student’s role in contemporary language learning | | 10. | Analysis of the teacher’s and the student’s role in contemporary language learning | | 11. | Overview and typology of metalinguistic activities in a didactic environment | | 12. | Overview and typology of metalinguistic activities in a didactic environment | | 13. | Research of the classroom discourse | | 14. | Revision, conclusions | | 15. | Revision, conclusions | | |
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## Consecutive translation form French to Croatian

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| **Name** | Consecutive translation form French to Croatian |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 142500 |
| **Semesters** | Summer |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) Marta Petrak, Assistant |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 15 | |
| **Prerequisites** | None |
| **Goal** | The goal of the course is to give an overview of consecutive interpreting and its specific features in comparison with translation. Students will be introduced to consecutive interpreting techniques and note-taking methods indispensable for consecutive interpreting. The course will familiarize students with topics and terminology recurrent in the translation market (of law, finance, economy), with an emphasis on the EU and its institutions. |
| **Teaching methods** | Seminars, workshops, exercises. |
| **Assessment methods** | Regular class attendance, active participation in seminars, completion of assignments (preparation of speeches, mastering of concepts related to a given topic) and a final exam (consecutive interpreting of a speech). |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Students will be able to define specific characteristics of consecutive interpreting. | | 2. | Students will be able to take notes while listening to speeches in French. | | 3. | Students will be able to successfully interpret speeches into their mother tongue (Croatian) on the basis of the notes taken. | | 4. | Students will be able to make a thorough preparation for a particular consecutive interpreting occasion. | | 5. | Students will be able to use contemporary digital technologies in an efficient manner and apply them while interpreting. | | 6. | Students will be able to apply knowledge and understanding of the structure of the EU and international organizations in the context of interpreting. | | 7. | Students will be able to communicate with clients and adapt documents to ensure faithful transfer of meaning for the users of the interpreting. | | 8. | Students will be to efficiently use dictionaries with the purpose of expanding their vocabulary as well as to edit and summarize texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to conference interpreting, with an emphasis on consecutive interpreting. Differences between translation and interpreting. | | 2. | Professionalism and ethics in consecutive interpreting (dress code, behavior, nonverbal communication, impartiality etc.). | | 3. | Memory exercises. Skills in active listening and deverbalization (current topics). | | 4. | Note-taking techniques in consecutive interpreting. | | 5. | Differences in tools used by consecutive interpreters in comparison with translators. Interpreting students' speeches. | | 6. | How to prepare a structured speech specifically for consecutive interpreting. Interpreting of speeches on topics related to current topics. | | 7. | Chuchotage. Interpreting of speeches on a given topic (EU) with note-taking. | | 8. | Preparation of a specialized glossary. Interpreting of speeches on a given topic (law, economy) with note-taking. | | 9. | A vista translation. Paraphrasing and reformulation exercises in target areas. | | 10. | Visualization technique. Interpreting of speeches on a given topic with note-taking. | | 11. | A vista translation. Paraphrasing and reformulation exercises in target areas. | | 12. | Professional standards and consecutive interpreters' professional associations. Interpreting of students' speeches. | | 13. | Professional behavior of consecutive translators and their work with clients. Interpreting of students' speeches. | | 14. | The state of consecutive interpreting in the Croatian market. Interpreting of speeches. | | 15. | Final recapitulation. | | |
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## Contemporary francophone film

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| **Name** | Contemporary francophone film |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 198909 |
| **Semesters** | Winter |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) Vanja Kulaš |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the most important tendencies in contemporary Francophone cinematographies, their representative authors and works |
| **Teaching methods** | Lectures, seminars and workshops, assignments for autonomous completion |
| **Assessment methods** | Regular class attendance, active participation in seminars, completion of assignments, midterm exam and final written exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Connect the newly acquired knowledge of films with the previously acquired knowledge from the field of French literature as well of traductology (intersemiotic translation) and linguistic methods | | 2. | Gain insights into contemporary tendencies in Francophone cinematographies, be able to autonomously analyse and evaluate films | | 3. | Identify important elements in an unfamiliar text, interpret and summarise the meaning of texts in French which belong to different types of discourse and functional styles | | 4. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Constitution of the course, familiarisation with the literature, filmography, working methods and students’ obligations. A short overview of the topics. | | 2. | An overview of stylistic tendencies in French cinematography since the1990s, contextualisation of the observed phenomena and characteristics in the wider, European context. | | 3. | New realistic tendencies in French film. Heritage, determining factors, significant poetics of certain authors. | | 4. | New social realism. Return of the “political” film, emphasis on the “engagement” in films in the 1990s and later. Guédiguian. | | 5. | Young French film. Film of the French North. Mathieu Kassovitz. Xavier Beauvois, Bruno Dumont. | | 6. | Belgian Francophone film. Jean-Pierre and Luc Dardenne, Chantal Akerman, Jaco van Dormael. | | 7. | Revision and testing of knowledge. | | 8. | Film of the new French extremity. Gaspar Noé, Claire Denis, François Ozon. | | 9. | French authors of North African origin; the issues of identity, roots, periphery, margin. Suburban films and “cinéma beur”. Abdellatif Kechiche. | | 10. | New wave authors in the 1990s and 2000s. Documentaries. Essay films. Agnès Varda, Jean-Luc Godard. | | 11. | Canadian Francophone cinematography. Xavier Dolan. | | 12. | Animated films. | | 13. | Relation between a literary text and a film adaptation as a form of intersemiotic translation. | | 14. | Film music. Vladimir Cosma. | | 15. | Revision and testing of knowledge. | | |
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## Contrastive Romance Linguistics

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| **Name** | Contrastive Romance Linguistics |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 184208 |
| **Semesters** | Winter |
| **Teachers** | Gorana Bikić-Carić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Identification of the common properties of Romance idioms and the properties which distinguish certain idioms and groups of idioms from the rest of the Roman World or, possibly, differentiate them from languages belonging to other language families |
| **Teaching methods** | Lectures (with students’ active participation), seminars, autonomous work |
| **Assessment methods** | Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to analyse autonomously the contemporary linguistic situation in the Roman World | | 2. | Be able to apply the acquired knowledge in the contrastive analysis of the selected Romance language in relation to other Romance languages | | 3. | Be able to analyse specificities of the Romance language family and compare them with other language families (with an emphasis on Croatian) | | 4. | Be able to develop strategies for understanding other Romance languages | | 5. | Students will be able to integrate knowledge and discover linguistic proof of relevance of differentiating between levels of linguistic analysis from a synchronic and diachronic perspective, interrogate similarities and differences in their recognition | | 6. | Students will be able to analyze characteristics of language on all linguistic levels | | 7. | Students will be able to identify the specificities of Iberian Romance idioms, especially Portuguese, in the context of Romance fields and Romance linguistics | | 8. | Students will be able to describe and explain within the framework of diverse contemporary grammatical and linguistic approaches all phonetic/phonological, morphological, and syntactic categories in the Romanian language and compare them and connect them to the linguistic system of Croatian | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction – course description, students’ obligations; current situation in the Roman World | | 2. | Historical circumstances and the development of Romance idioms | | 3. | Comparison of Latin with the development of phonetic and phonological properties of Romance idioms | | 4. | Comparison of Latin with the development of morphological properties of Romance idioms | | 5. | Comparison of Latin with the development of syntactic properties of Romance idioms | | 6. | Comparison of Latin with the development of lexical properties of Romance idioms | | 7. | Semantic level of description of the selected Romance idioms | | 8. | Summarisation and revision | | 9. | Application of the acquired knowledge to the phonological description of the selected Romance language | | 10. | Application of the acquired knowledge to the morphosyntactic description of the selected Romance language | | 11. | Application of the acquired knowledge to the lexical description of the selected Romance language | | 12. | Possible classifications of Romance idioms | | 13. | Comparison of Romance and other languages (with an emphasis on Croatian) | | 14. | Possibility of mutual understanding of speakers of Romance languages; presentation of students’ seminar papers | | 15. | Presentation of students’ seminar papers | | |
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## Croatian for translators

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| **Name** | Croatian for translators |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 117525 |
| **Semesters** | Summer |
| **Teachers** | Lidija Orešković Dvorski, PhD, Assistant Professor (primary) Tomislava Bošnjak Botica, PhD |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 15 | |
| **Prerequisites** | None |
| **Goal** | The goal of the course is to expand students’ knowledge of orthographic, grammatical and stylistic properties of Croatian on the basis of general rules and concrete examples, with a special emphasis on translators’ needs. The course points out similarities and differences in orthographic and syntactic solutions in Croatian and French. Problems encountered when translating into Croatian are also studied in the class, especially those relating to translation of terminology and of lexicalised language structures and phrasemes. The goal is to enable autonomous and successful adaptation of the translated text to all the requirements of the Croatian standard language norm, to develop the sense of refined use of linguistic material with regard to functional styles and to incite the students to use accessible linguistic reference books. |
| **Teaching methods** | Lectures, PowerPoint presentations, exercises with active students’ participation |
| **Assessment methods** | Written exam; regular class attendance and active participation in the class will also contribute to the final grade |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Expand knowledge related to the Croatian language | | 2. | Integrate knowledge of Croatian into the basic translation skills | | 3. | Approach one’s own writing in Croatian in a more critical and analytical manner | | 4. | Approach the assignments more responsibly | | 5. | Create the sense of authorial responsibility towards one’s own work (an original text or translation) | | 6. | Recognize and correct basic errors in the use of Croatian while translating | | 7. | Use dictionaries, reference books and other tools necessary for accurate use of Croatian in the translation process | | 8. | connect and integrate theoretical knowledge and translation skills with those already acquired | | 9. | approach a concrete text in a critical and analytical manner and successfully analyze textual and extra-textual facts necessary for good translations | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Basic concepts: literary language, standard language, dialects, groups of dialects; grammar, orthography, orthoepy, norm and style; linguistic reference books used by translators | | 2. | Orthography: capitalisation, abbreviations and marks | | 3. | Foreign words: orthographic adaptation, pronunciation, declination | | 4. | Compound words: open, closed, hyphenated (principles of word formation); sound changes, č, ć, dž, đ | | 5. | Punctuation marks, bibliographical units, citations, instructions for composing papers; language advice (selection) | | 6. | The diphthong ie (je/je), sound j; orthoepy: accent and intonation | | 7. | Grammatical analysis according to the parts of speech: declination of nouns and adjectives; agreement and congruence | | 8. | Declination and use of pronouns and numbers; correct use of prepositions and adverbs | | 9. | Overview of the system of verbs; verb valency | | 10. | Basic syntactic norms: conjunctions, passive and active, sequence of words, direct and indirect speech | | 11. | Temporal, regional and functional lexical stratification; domestic and foreign words with a special emphasis on French loanwords, internationalisms, synonyms, homonyms; principles of word formation in Croatian | | 12. | Influence of the source language: calques, the explicit and implicit in language, false friends, phrasemes, pleonasms; bilingual terminology | | 13. | Functional styles in Croatian: literary and colloquial styles with corresponding templates for translation | | 14. | Functional styles in Croatian: administrative, scientific and journalistic styles | | 15. | Typology of errors in translations from French; features of a good translation; preparation for the exam | | |
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## Final Exam

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| **Name** | Final Exam |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 6 |
| **ID** | 70024 |
| **Semesters** | Summer |
| **Teachers** | Nenad Ivić, PhD, Full Professor (primary) Bogdanka Pavelin Lešić, PhD, Full Professor (primary) Dražen Varga, PhD, Full Professor (primary) Darja Damić Bohač, PhD, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | None |
| **Goal** | Testing the students’ acquired knowledge of French literature and the ability to express themselves in French. Testing the students’ familiarisation with basic descriptive and methodological concepts relevant for linguistic description of the French language with regard to various levels of linguistic description. Testing the students’ acquired knowledge from the fields of French morphology and syntax, their metalanguage, manner of expression and structuring of texts in French. |
| **Teaching methods** | Composing a written exam/essay on the assigned topic. |
| **Assessment methods** | Evaluation of the content and expression. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to demonstrate the competence of expressing oneself in French. | | 2. | Be able to demonstrative one’s active operative knowledge of French literature. | | 3. | Be able to describe and explain French grammatical structures | | 4. | On the basis of various contemporary linguistic and grammatical approaches and theories, describe and explain relevant phonological, phonetic, morphological and syntactic categories in French | | 5. | Be able to compose an original written text in French according to the assigned elements or by autonomous use of French within the assigned topic of the paper | | 6. | Be able to state and explain the most important concepts related to Romance linguistics with an emphasis on French | | 7. | Be able to categorise functional parts of French sentences and create a communicative effect of variously structured sentences. | | 8. | Be able to explain and apply basic methods and terminology of linguistic description at various language teaching levels from synchronic and diachronic perspectives and apply them in the analysis of phonetics, phonology, morphosyntax, semantics and pragmatics of the French language. | | 9. | Be able to collect and interpret relevant data from the field of French literature necessary for making conclusions related to various social, scientific or ethical issues | | 10. | Be able to estimate one’s own interests and competences and to select appropriate fields for further studies at a higher level (MA degree). | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Written exam related to the assigned topic from the field French literature (within the scope determined by the curriculum of the study) | | 2. | Written exam related to the assigned topic from the field of French grammar studied in the courses French Language 1 – 6 (within the scope determined by the curriculum of the study). | | 3. | Written exam related to the assigned topic from the field of French linguistics within the scope determined by the curriculum of the study) | | |
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## France and its everyday lifestyles

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| **Name** | France and its everyday lifestyles |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 133723 |
| **Semesters** | Summer |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) Jean-Baptiste Bernard, PhD, Lector |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 15 | |
| **Prerequisites** | None |
| **Goal** | Enabling the students to better understand France and its lifestyles for the purpose of easier orientation when using French in France and in communication with French-speaking people; raising the level of linguistic and communication competences of the students participating in mobility programmes in France; acquiring communication skills in French (understanding and reading press articles, understanding and watching/listening to audio-visual media, taking notes, giving an oral presentation, writing a review, writing a seminar paper); facilitation of integration into a new university environment, i.e. in France |
| **Teaching methods** | Seminar and exercises |
| **Assessment methods** | Written and oral tests, final exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to better understand French culture and the culture of other Francophone countries, to understand and comment on cultural, social and historical patterns and phenomena in Francophone countries. | | 2. | Be able to estimate one’s own interests and competences and to select appropriate fields for further education. | | 3. | Be able to recognize and interpret relevant data in an authentic document in French. | | 4. | Be able to compare and comment on cultural, social and historical processes and their manifestations in everyday life in France and be able to compare and comment on basic characteristics of French politics and economy. | | 5. | Be able to autonomously study, characterise and comment on cultural elements in the French and Francophone context. | | 6. | Be able to recognize and analyse various spoken registers and communication levels in the French context | | 7. | Be able to express and argument one’s opinion on French culture and civilisation-related elements. | | 8. | Be able to interpret and summarise the sense of spoken and written discourses belonging to various functional styles in French. | | 9. | Be able to plan and realise the structure of one’s oral or written presentation in accordance with communication-related goals | | 10. | Be able to interpret, illustrate and apply communication effects of various types of expressions. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | France – Territory and geopolitics. | | 2. | Calendar - Festivities, traditions, religions | | 3. | Family - Names, structure and family policy | | 4. | Cooking and gastronomy - Meals, culinary traditions, products and chefs | | 5. | Healthcare system and demography | | 6. | Free time – Sports, activities and culture | | 7. | Media - Newspapers, radio, TV | | 8. | Money - Tax system, resources, gambling. | | 9. | Habitat - urban / rural France, housing crisis, shared appartments | | 10. | Means of transport and public transportation | | 11. | Schooling and university system. | | 12. | Jobs | | 13. | Fashion and luxury | | 14. | Science and technology | | 15. | Ecology | | |
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## Francophone Civilisations 1

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| **Name** | Francophone Civilisations 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 66953 |
| **Semesters** | Winter |
| **Teachers** | Sanja Šoštarić, PhD, Senior Lector (primary) Nicolas Hanot |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | In diverse authentic texts from the Francophone world, recognize, analyse and interpret issues related to its various aspects. Analyse newspaper articles, documentaries, radio shows, visual material from the media, fragments of literary texts, etc. Emphasise the relationship between a language and the national language, between the centre and the periphery as well as the relation to the “norm” of the French language, cultural diversity and language policies. |
| **Teaching methods** | Teaching, reading of selected texts with students’ participation, audio-visual documents |
| **Assessment methods** | Conditions for taking the exam: attendance of at least 70% of the lectures and submission of all the homework assignments. A positive grade both in the oral and in the written part of the exam is mandatory. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Interpret historical relations between France and other Francophone countries | | 2. | Identify diagonal relations between various researched domains | | 3. | Analyse common issues of the Francophone world at the global level | | 4. | Recognize data relevant for the understanding of the development of language policies | | 5. | Recognize differences between the French language in France and in other Francophone countries | | 6. | Learn about cultural specificities of Francophone countries | | 7. | Analyse and interpret authentic documents | | 8. | Prepare and conduct an interview on a selected topic | | 9. | Write an autonomous synthetic and critical review of a piece of information from different sources | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Francophonie(s) le mot et ses dérivés. Conception(s), identité(s), vision(s) du mondeIntroduction. Ambiguïté du terme « francophone » (langue maternelle, langue de culture, langue de communication, langue seconde,…) | | 2. | Différentes définitions du mot « (F)francophonie » : linguistique, géopolitique, philosophique, institutionnelle. Variations du français (variantes diatopiques, diastratiques et diaphasiques) | | 3. | Les grandes questions. Espace de la Francophonie et typologie des pays francophonesL’Organisation internationale de la Francophonie (OIF), ses objectifs, son organisation institutionnelle, ses états membres, ses étrangetés. Analyse d’une (autre) typologie, académique de la Francophonie, et mise en avant de ses limites de point de vue identitaire. | | 4. | L’idéal « francophone » et les réticences à son égard | | 5. | Identité francophone ou identités francophones ? | | 6. | Géographie historique de la « francophonie ». Origines, dispersion, expansion d’une langue. Pistes pour la compréhension de la diversité des postures identitairesEvolution et imposition de la langue française en France. Rappel historique | | 7. | L’expansion du français au XVIe s. | | 8. | Courte histoire du français au Québec et aux Antilles | | 9. | Le français à l’époque de l’expansion coloniale du XIXe s. | | 10. | Petit parcours historique. Maghreb et Afrique noire | | 11. | Comment se dire soi-même ? Identité(s) et langue(s) dans les littératures francophones. Cas des francophonies belge et suisse | | 12. | Essai d’approximation à l’identité belge francophone à travers la littérature. Etapes :Naissance problématique de la littérature belge : inadéquation avec les théories de la nation (textes de Baudelaire et Hugo). | | 13. | Trois piliers mythiques dont un fondamental pour les lettres celui de la « littérature picturale » (cf. Dotremont, Magritte, Hergé). Périodisation de la littérature belge (elle a au centre l’idée d’identité !) | | 14. | Essai d’approximation à l’identité suisse francophone à travers la littérature. Nous y constatons les mêmes problèmes qu’en Belgique (fragmentation du réel – histoire, langue, dialectes, etc). | | 15. | Trois solutions identitaires dans les postures littéraires (régionalisme : Ramuz; Internationnalisme; cosmopolitisme : Cendrars et Bouvier) | | |
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## Francophone Civilisations 2

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| **Name** | Francophone Civilisations 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 69847 |
| **Semesters** | Summer |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Nicolas Hanot |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | By reading diverse authentic texts from the Francophone world, recognize, analyse and interpret issues related to its various aspects. Analyse newspaper articles, documentaries, radio shows, visual material from the media, fragments of literary texts, etc. Emphasise the specificities of various identities, forms of expressing cultural diversity and contemporary tendencies within the Francophone world. |
| **Teaching methods** | Lectures, reading with students’ participation, audio-visual documents. |
| **Assessment methods** | Conditions for taking the exam: attendance of at least 70% of the lectures and submission of all the homework assignments. A positive grade both in the oral and in the written part of the exam is mandatory. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To learn the elements of and acquire familiarity with French and Francophone civilizations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | 2. | To create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology. | | 3. | Recognize elements of identity of the societies within the Francophone world. | | 4. | Prepare and conduct an interview related to the assigned topic. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Comment se dire soi-même ? Identité(s) et langue(s) dans les littératures francophones. Etude de quelques textes emblématiques | | 2. | La Martinique et la négritude: Aimé CESAIRE, Cahier d’un retour au pays natal (fragments) et Discours sur le colonialisme (fragments) | | 3. | La Martinique et la négritude: Aimé CESAIRE, Discours sur le colonialisme (fragments) | | 4. | Négritude, un nouvel humanisme : Jacques ROUMAIN, Les gouverneurs de la rosée (fragments) et Bois d’ébène (poème)Afrique noire (Sénégal) | | 5. | Négritude, un nouvel humanisme : Jacques ROUMAIN, Bois d’ébène (poème) | | 6. | Afrique noire (Sénégal) | | 7. | Entre deux eaux – traditionalisme musulman et rationalisme occidental | | 8. | Cheikh Amidou KANE, L’aventure ambiguë (fragments) | | 9. | Maghreb (Algérie) | | 10. | Le «genre» de la conquête d'Algérie. Opposition du masculin et du féminin comme principe de compréhension d'une rencontre culturelle | | 11. | Assia DJEBAR, L’amour, la fantasia (fragments) | | 12. | Afrique noire (Côte d’Ivoire) | | 13. | L'époque post-coloniale | | 14. | Ahmadou KOUROUMA, Les soleils des indépendances | | 15. | Conclusions | | |
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## French Corrective Phonetic Exercises 1

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| **Name** | French Corrective Phonetic Exercises 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 1 |
| **ID** | 64881 |
| **Semesters** | Winter |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) Vedrana Berlengi Kapušin, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Speech exercises | 15 | |
| **Prerequisites** | None |
| **Goal** | Achieve that the students who are beginners in French understand pronunciation of native French speakers at least approximately as well as the written text and that they are able, at least under intensified supervision of their articulation, to correctly pronounce all the French sounds in a connected text. |
| **Teaching methods** | Listening and speaking exercises; combination of the verbotonal method of phonetic correction and audio-proprioceptive approaches. |
| **Assessment methods** | Continuous tracking. The full completion of all the obligations is confirmed by the teacher’s signature. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to recognize open and closed syllables in spoken French and parse an expression into syllables. | | 2. | Be able to recognize liquid groups and achieve proper pronunciation of liquid groups surrounded by different sounds. | | 3. | Be able to pronounce French words by transferring the final consonant into the next syllable starting with a vowel (enchaînement). | | 4. | Be capable of audio-recognition and pronunciation of French sounds and of recognition and use of their phonetic symbols. | | 5. | Be able to understand a native speaker of French in oral communication. | | 6. | Be able to recognize words with and without “e caduc” and pronounce both variants with restructuring of syllables | | 7. | Be able to change nuances of the timbre of sounds by subtly moving the place of articulation. | | 8. | Be able to differentiate between vowel and consonant nasalisation | | 9. | Be able to distinguish, in listening and articulation, pairs of half-open and half-closed vowels. | | 10. | Be able to describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Overview of the course goals and main difficulties in acquisition of a foreign language phonetic system; perception of sounds of the native language and an unfamiliar language; working in a phonetics laboratory – practice. | | 2. | Practicing the understanding of native speakers, recognition of words with and without “e caduc”, pronunciation of both variants with restructuring of syllables. Expansion of the vowel space of the French basis of articulation as the framework of a new phonetic system. | | 3. | Changing nuances of the timbre of sounds by subtly moving the place of articulation. Practicing the anteriorisation of the place of articulation. Extremely frontal pronunciation of the sound /i/. | | 4. | Practicing the difference between nasalised vowels and consonants in French: practicing explosive sound pronunciation of nasalised consonants at the end of the syllable; practicing short and tense vowel nasalisation. | | 5. | Raising tenseness of articulation in order to pronounce four degrees on the scale of open/closed vowels in French: distinguishing, in listening and articulation, the pairs of half-open and half-closed vowels /e/ – /ε/ and /o/ – /د/; articulation of the dorso-uvular sound /R/, first in combination with back sounds, then in less favourable positions. | | 6. | Practicing pronunciation of front rounded vowels in opposition to front retracted vowels. The first preliminary exam. | | 7. | Rules of parsing into syllables in speech and their application; recognition of open and closed syllables; practicing identification and pronunciation of “e caduc” in opposition to front unrounded pairs of vowels: | | 8. | Practicing how to distinguish “e caduc” in reading. Recognition of liquid groups and their proper pronunciation depending on the sounds surrounding them. Practicing liaison by transferring the final consonant of a word into the first syllable of the next word starting with a vowel (enchaînement). | | 9. | Omittance of the facultative “e caduc” in various positions, especially in monosyllable words; pronunciation of “e caduc” after a final liquid group. Use of the phonetic alphabet. | | 10. | Practicing audio-recognition of sounds, their phonetic symbols and proper pronunciation. | | 11. | Pronunciation of closed vowels and corresponding semi-vowels, especially the opposition /y/ – /w/. | | 12. | Recognizing the difference between nasalised vowels by ear, especially nasal /a/ and /o/ and pronunciation exercises. | | 13. | Systematic exercises of pronunciation of nasalised vowels, front rounded vowels. Phonetic transcription of a text. | | 14. | Practicing omittance of “e caduc” in various positions, practicing pronunciation of half-closed vowels and /R/. | | 15. | Additional exercises of audio recognition, phonetic correction and text transcription including the analysis of errors. The second preliminary exam. | | |
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## French Corrective Phonetic Exercises 2

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| **Name** | French Corrective Phonetic Exercises 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 1 |
| **ID** | 46820 |
| **Semesters** | Summer |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) Vedrana Berlengi Kapušin, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Speech exercises | 15 | |
| **Prerequisites** | To enrol course it is necessary to attend course French Corrective Phonetic Exercises 1 |
| **Goal** | Achieve that the students who are beginners in French understand pronunciation of native French speakers at least approximately as well as the written text and that they are able, at least under intensified supervision of their articulation, to correctly pronounce all the French sounds in a connected text. |
| **Teaching methods** | Listening and speaking exercises; combination of the verbotonal method of phonetic correction and audio-proprioceptive approaches. |
| **Assessment methods** | Continuous tracking. The full completion of all the obligations is confirmed by the teacher’s signature. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to establish the vowel space of the French basis of articulation as the framework of a new phonetic system and differentiate between the French and the Croatian basis of articulation. | | 2. | Be able to recognize the distribution of the open and closed e in a stressed syllable and analyse the open and closed e in a text. | | 3. | Be able to speak French paying attention to the degrees on the scale of open/closed front retracted vowels and to the anteriorisation of articulation in general. | | 4. | Be able to recognize the distribution of the open and close o in a stressed syllable. | | 5. | Be able to recognize the distribution of the open and close o in an unstressed syllable. | | 6. | Be able to recognize the distribution of Œ and Ø in a stressed and an unstressed syllable. | | 7. | Be able to recognize and pronounce prosodial units: intonation unit, its content and auditive form | | 8. | Be able to recognize and pronounce liaison and enchainment. | | 9. | Be able to distinguish between nasalised vowels and consonants by practicing explosive sound pronunciation of nasalised consonants at the end of the syllable and by practicing short and tense vowel nasalisation. | | 10. | Be able to describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Phonetic correction – expansion of the vowel space of the French basis of articulation as the framework of a new phonetic system; differences between the French and the Croatian basis of articulation. Text transcription including the analysis of errors and the revision of the rules related to the parsing of words into syllables, types of syllables and recognition of “e caduc”. | | 2. | Phonetic correction especially focused on the distribution of the open and closed e in a stressed syllable. Analysis of the open and closed e in a text; practicing the anteriorisation of articulation. Extremely frontal pronunciation of the sound /i/; raising tenseness of articulation in order to pronounce four degrees on the scale of open/closed vowels in French. | | 3. | Phonetic correction with a special emphasis on the degrees on the scale of open/closed front retracted vowels and on the anteriorisation of articulation in general. Recognition of words with and without “e caduc”. Pronunciation of both variants with the restructuring of syllables. | | 4. | Distribution of the open and closed o in a stressed syllable. Phonetic correction with a focus on the degrees on the scale of open/closed vowels; practicing the articulation of the dorso-uvular sound /R/, first in combination with back sounds, then in less favourable positions. | | 5. | Distribution of the open and the close o in an unstressed syllable. Transcription and phonetic correction with a special emphasis on the distribution of the open and closed o; distinguishing, in listening and articulation, pairs of half-open and half-closed vowels. | | 6. | Distribution of Œ and Ø in a stressed and an unstressed syllable. Transcription and phonetic correction with a focus on the distribution of half-open and half-closed vowels. Practicing pronunciation of front rounded vowels in opposition to front retracted vowels. | | 7. | Transcription and phonetic correction with a special emphasis on the opposition of front retracted vowels and rounded vowels, including “e caduc”. Practicing the identification and pronunciation of “e caduc” in opposition to front unrounded pairs of vowels. | | 8. | Prosodic units: intonation unit, its content and auditive form. Phonetic correction with the focus on semi-vowels. Practicing recognition of “e caduc” in reading. Recognition of liquid groups and their proper pronunciation depending on the sounds surrounding them. Practicing liaison by transferring the final consonant of a word into the first syllable of the next word starting with a vowel (enchaînement). | | 9. | Phonetic correction with a special emphasis on liaison. Liaison analysis in a text. | | 10. | Transcription and phonetic correction of texts with a special emphasis on nasalised vowels; differentiation between vowel and consonant nasalisation. Practicing explosive sound pronunciation of nasalised consonants at the end of the syllable and by practicing short and tense vowel nasalisation. | | 11. | Phonetic dictation for the purpose of improvement of general listening comprehension and precise identification of sounds. Practicing pronunciation of vowels with a special emphasis on the formation of rhythm and intonation units. | | 12. | Overview of the French system of vowels, their distinctive features and articulation. | | 13. | Rhythm and intonation in classic poetry, omission of “e caduc” in declamation, practicing pronunciation in poetry declamation. | | 14. | Phonetic dictation, phonetic correction, analysis of errors in sound identification, overview of the orthoepic rules related to the distribution of vowels with two timbres. | | 15. | Transcription, practicing pronunciation, overview of orthoepic rules, definition of the vowel’s position in the system. | | |
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## French Language 1

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| **Name** | French Language 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 5 |
| **ID** | 35936 |
| **Semesters** | Winter |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Sanja Šoštarić, PhD, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Practical language | 60 | |
| **Prerequisites** | None |
| **Goal** | To develop listening, speaking, writing and reading language skills To enhance Grammar competence (basic sentence structure, morphology, the use of nouns, adjectives, articles, pronouns and adverbs) |
| **Teaching methods** | Direct instruction Communicative language teaching Inquiry-based learning Individual work |
| **Assessment methods** | Continuous assessment (3 partial exams) or a final test.  Regular class attendance is a condition for being admitted to the exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To categorize functional elements of the French sentence and create communication effects of differently constructed sentences within oral and written utterances and discourses | | 2. | To describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language | | 3. | To use efficiently a dictionary with the purpose of expanding vocabulary as well as edit and summarize simple texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication | | 4. | To notice important elements in an unknown text, interpret and summarize the meaning of French texts belonging to different types of discourse and functional styles | | 5. | To enhance students' ability to use grammar accurately in communication | | 6. | To understand grammatical rules and use them well | | 7. | To demonstrate one's orthographic competence | | 8. | To demonstrate the ability to express one's opinion, plans and ideas | | 9. | To demonstrate one's orthographic competence | | 10. | To demonstrate the ability to identify different parts of speech | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the French language | | 2. | Analyse de la phrase simple I | | 3. | Analyse de la phrase simple II | | 4. | Le nom: féminin | | 5. | L’adjectif: féminin | | 6. | Le nom: pluriel | | 7. | L’adjectif: pluriel, accord | | 8. | L’article défini/indéfini | | 9. | L’article partitif, omission des articles | | 10. | Les pronoms relatifs simples | | 11. | Les pronoms personnels I | | 12. | Les indéfinis I | | 13. | Les indéfinis I | | 14. | Les adverbes | | 15. | Révision | | |
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## French Language 2

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| **Name** | French Language 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 5 |
| **ID** | 35939 |
| **Semesters** | Summer |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Sanja Šoštarić, PhD, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Practical language | 60 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language 1 |
| **Goal** | To develop listening, speaking, writing and reading language skills To enhance Grammar competence (morphology, the use of main tenses, passive voice, indirect speech) |
| **Teaching methods** | Direct instruction Communicative language teaching Inquiry-based learning Individual work |
| **Assessment methods** | Continuous assessment (3 partial exams) or a final test.  Dictation Oral exam Regular' class attendance is a condition for being admitted to the exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To demonstrate one's orthographic competence | | 2. | To categorize functional elements of the French sentence and create communication effects of differently constructed sentences within oral and written utterances and discourses | | 3. | To describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language | | 4. | To use efficiently a dictionary with the purpose of expanding vocabulary as well as edit and summarise simple texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication | | 5. | To notice important elements in an unknown text, interpret and summarise the meaning of French texts belonging to different types of discourse and functional styles | | 6. | To demonstrate the ability to identify all the parts of a simple sentence | | 7. | To demonstrate the ability to explain verbal temporal morphology | | 8. | To demonstrate the ability to use grammatical rules well | | 9. | To demonstrate the ability to use grammar accurately in communication | | 10. | To demonstrate the ability to express one's opinion, plans and ideas | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Les noms composés; la place de l’adjectif | | 2. | Valeurs comparées des articles | | 3. | Le verbe; les temps du passé I. | | 4. | Les temps du passé II. | | 5. | Les temps du futur | | 6. | Le conditionnel; les phrases hypothétiques | | 7. | Le participe; l’infinitif; l’impératif | | 8. | Le subjonctif I. | | 9. | Le subjonctif II. | | 10. | La voix passive; l’analyse de la phrase simple III. | | 11. | Le discours indirect et l’interrogation indirecte | | 12. | Les pronoms personnels II. | | 13. | Les indéfinis II. | | 14. | Les pronoms relatifs composés | | 15. | Révision | | |
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## French Language 3

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| **Name** | French Language 3 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 66355 |
| **Semesters** | Winter |
| **Teachers** | Sanja Šoštarić, PhD, Senior Lector (primary) Marija Paprašarovski, PhD, Senior Lector (primary) Vedrana Berlengi Kapušin, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 45 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language 2 |
| **Goal** | To develop listening, speaking, writing and reading language skills To enhance Grammar competence: types of verbs, the use of Indicative verb tenses.  To expand the knowledge of the morphology of the French language and the use of nouns, adjectives, articles, pronouns (personal, possessive, demonstrative). |
| **Teaching methods** | Direct instruction Communicative language teaching Inquiry-based learning Individual work |
| **Assessment methods** | Continuous assessment (3 partial exams) or a final test Regular class attendance is a condition for being admitted to the exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To categorize functional elements of the French sentence and create communication effects of differently constructed sentences within oral and written utterances and discourses | | 2. | To explain and apply the basic linguistic methodology and terminology in the synchronous and diachronous study of language, apply it in the analysis of phonetics, phonology, morphology and syntax, semantics and pragmatics of French | | 3. | To describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language | | 4. | To translate long complex French sentences and short texts | | 5. | The use of dictation to develop listening and writing skills and within the latter to recognize a range of language structures. | | 6. | To identify different types of verbs and to compare them with Croatian verbs | | 7. | To explain how to identify and use verb tenses in the Indicative mood | | 8. | To tell the difference between tenses in French and Croatian | | 9. | To tell or write a story in past, present, or future tense(s) | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | P: Introduction: les constituants de la phrase simple (révision).V: Dictée ; Révision: le nom, l'adjectif, la conjugaison. | | 2. | P: La phrase simple: place du sujet.V: Dictée ; Place du sujet; phrase interrogative. | | 3. | P: Le verbe: espèces de verbes (V copule, V transitifs/intransitifs). V: Dictée ; Verbe + pluriel des noms (N étrangers, accidentels; N à double forme). | | 4. | P: Verbes impersonnels .Verbes pronominaux. V: Dictée ; Verbe + Noms à double genre. | | 5. | P: L’accord du participe passéV: Test 1;Verbe + L’adjectif (l’accord de certains adjectifs: demi, feu, fort…). | | 6. | P : L’accord du participe passé (suite)V : Dictée ; Verbe + La place de l’adjectif qualificatif | | 7. | P: Les formes du verbe: voix V : Dictée ; Le passif | | 8. | P : Les formes du verbe (suite): modes, temps, V auxiliaires.V : Dictée ; Verbe +Les pronoms personnels | | 9. | P : L’emploi de l’indicatif: présent V : Dictée ; Verbe + les pronoms personnels (suite) | | 10. | P : L’expression de l’avenir: futur simple, futur proche, futur antérieurV : Dictée ; Les temps du futur | | 11. | P : Les temps du passé: imparfaitV : Test 2; L’imparfait+ L’article | | 12. | P : Les temps du passé (suite): passé simple, passé composé, passé récentV : Dictée ; Les temps du passé + L’article (suite) | | 13. | P : Le plus-que-parfait; le passé antérieur; le passé surcomposéV : Dictée ; Les temps du passé + Les possessifs | | 14. | P : Les temps du passé en confrontationV : Dictée ; Les temps du passé + Les démonstratifs | | 15. | P : Révision générale des emplois de l’indicatifV : Test 3 ; Exercices de révision | | |
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## French Language 4

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| **Name** | French Language 4 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 52049 |
| **Semesters** | Summer |
| **Teachers** | Sanja Šoštarić, PhD, Senior Lector (primary) Vedrana Berlengi Kapušin, Senior Lector (primary) Marija Paprašarovski, PhD, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 45 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language 3 |
| **Goal** | To develop listening, speaking, writing and reading language skills To enhance Grammar competence: using verb tenses in sequence; using French language verb moods To expand the knowledge of the morphology of the French language and the use of indefinite pronouns, interrogative sentences, adverbs of manner. |
| **Teaching methods** | Direct instruction Communicative language teaching Inquiry-based learning Individual work |
| **Assessment methods** | Continuous assessment (3 partial exams) or a final test Dictation Oral exam Regular class attendance is a condition for being admitted to the exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To categorize functional elements of the French sentence and create communication effects of differently constructed sentences within oral and written utterances and discourses | | 2. | To explain and apply the basic linguistic methodology and terminology in the synchronous and diachronous study of language, apply it in the analysis of phonetics, phonology, morphology and syntax, semantics and pragmatics of French | | 3. | To describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language | | 4. | To translate long complex French sentences and short texts | | 5. | To combine complex sentences to form a short text | | 6. | The use of dictation to develop listening and writing skills and within the latter to recognize a range of language structures. | | 7. | To recognize different types of subordinate clauses in French and compare them with the syntax of Croatian | | 8. | To explain how to use French verb moods | | 9. | To illustrate a comparison of French and Croatian verb moods | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | P: La phrase complexe: division des propositions subordonnées.V: Dictée ; La mise en relief | | 2. | P : Les propositions temporelles.V : Dictée ; L’expression du temps | | 3. | P : Les propositions causales /comparatives V : Dictée ; L’expression de la comparaison; l’expression de la cause | | 4. | P : Les propositions consécutives / finales.V : Dictée ; L’expression de la conséquence; l’expression du but. + La négation | | 5. | P : Les propositions concessives.V : Test 1 ; L’expression de la concession (de l’opposition) + Les pronoms relatifs | | 6. | P : Les propositions relatives.V : Dictée ; Les propositions relatives + La phrase interrogative | | 7. | P : Les propositions complétives.V : Dictée ; L’expression de la pensée, de la volonté et des sentiments | | 8. | P : Révision générale des emplois du subjonctif.V : Dictée ; Le subjonctif + Les indéfinis | | 9. | P : Les propositions conditionnelles.V : L’expression de l’hypothèse et de la condition + Les indéfinis (suite) | | 10. | P : Le discours rapporté.V : Test 2 ; Le discours (in)direct | | 11. | P : Le participe présent; le gérondif.V : Dictée ; Le participe présent/ le gérondif +Les adverbes de manière | | 12. | P : L’infinitif. V : Dictée ; L’infinitif + l’accord du participe passé (révision) | | 13. | P : L’Impératif. V : Dictée ; L’impératif | | 14. | P : Synthèse des modes et des temps.V : Dictée ; Révision générale | | 15. | P : Les connecteurs. V : Test 3 ; Révision générale | | |
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## French Language 5

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| **Name** | French Language 5 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 52048 |
| **Semesters** | Winter |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Sanja Šoštarić, PhD, Senior Lector (primary) Darja Damić Bohač, PhD, Senior Lector |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 45 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language 4 |
| **Goal** | Development of linguistic and communication competences, acquisition of vocabulary and grammar, practice of structures in order to achieve advanced knowledge of French. Familiarisation with French and Francophone culture and civilisation. |
| **Teaching methods** | Interactive teaching in small groups. The students must attend the classes regularly (they may not be absent more than three times) and participate actively in them. They must keep up with the French media. The exercises are related to the weekly lectures and they build on the acquired knowledge, which is systematized and expanded with the aim of acquisition of speech automatism. Various approaches are used, with regular revisions and tests. Various authentic documents are analyzed, paying special attention to the difficulties encountered by Croatian-speaking students of French (tenses, verb moods, opposition of past tenses, use of subjunctive, sequence of tenses, etc.). Differences in the functioning of Croatian and French are analyzed as well as differences between the spoken and written French. |
| **Assessment methods** | In the course of the semester, students’ activities are continuously evaluated by means of written and oral testing of knowledge. Each student must give a presentation. The numerical grade is based on continuous tracking (several short written assignments, three comprehensive written assignments in the course of the semester, an autonomous presentation and weekly overview of news from the French media). The students who do not meet the conditions of continuous tracking or who are not satisfied with the grade take the written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | In the context of contemporary grammatical and linguistic approaches, explain the functioning of the system of verbs in French, identify and explain the related difficulties and use tenses and verb moods correctly. | | 2. | Explain the specificities of impersonal verbs and impersonal transformations and use them appropriately. | | 3. | Use linguistic structures of standard French correctly and explain the reasons for mistakes in writing and speech. | | 4. | Notice important elements in an unknown text, interpret and summarize the meaning of French texts belonging to different types of discourse and functional styles | | 5. | FR102 create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 6. |  | | 7. | Understand and explain elements of French and Francophone civilization and culture | | 8. | FJ106 evaluate one's interests and competences and select appropriate fields for the continuation of education; develop learning skills necessary for the continuation of the course of study on a higher level (MA degree) | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Transformation passive; Verbes pronominaux, Verbes auxiliaires et semi-auxiliaires | | 2. | Périphrases factitives | | 3. | Périphrases factitives (suite) | | 4. | Les temps du passé | | 5. | Les temps du passé en confrontation | | 6. | TEST | | 7. | Antériorité | | 8. | Antériorité / accomplissement | | 9. | TEST | | 10. | Découpage et transposition à l`écrit de la chaîne parlée | | 11. | Subjonctif | | 12. | Subjonctif (suite) | | 13. | Conditionnel | | 14. | Verbes impersonnels et transformation impersonnelle | | 15. | TEST | | |
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## French Language 6

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| **Name** | French Language 6 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 125828 |
| **Semesters** | Summer |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Sanja Šoštarić, PhD, Senior Lector (primary) Darja Damić Bohač, PhD, Senior Lector |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 45 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language 5 |
| **Goal** | Development of linguistic and communication competences, acquisition of vocabulary and grammar, practice of structures in order to achieve advanced knowledge of French. Development of the ability to identify mistakes and of strategies for autonomous improvement of one’s knowledge of the language. Familiarization with French and Francophone culture and civilization. |
| **Teaching methods** | Interactive teaching in small groups. The students must attend the classes regularly (they may not be absent more than three times) and participate actively in them. They must keep up with the French media. The exercises are related to the weekly lectures and they build on the acquired knowledge, which is systematized and expanded with the aim of acquisition of speech automatism. Various approaches are used, with regular revisions and tests. More demanding authentic documents are analyzed, paying special attention to the vocabulary, polysemy and synonym distribution and to the difficulties encountered by Croatian-speaking students of French (articles, prepositions, tenses, verb moods, use of subjunctive, sequence of tenses, differences in registers, etc.). Systematic differences between Croatian and French are analyzed, as well as structural differences between the seemingly equivalent elements. |
| **Assessment methods** | In the course of the semester, students’ activities are continuously evaluated by means of written and oral testing of knowledge. After the last class, the students take the final written and oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | In the context of contemporary grammatical and linguistic approaches, describe and explain the system of articles in French and use it correctly | | 2. | Describe constructions with verbs, i.e. rection of verbs, constructions and meanings of polyvalent verbs in French. | | 3. | Describe constructions of adjective and noun complements | | 4. | FR 107 describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language | | 5. | FR109 notice important elements in an unknown text, interpret and summarize the meaning of French texts belonging to different types of discourse and functional styles  FR 108 efficiently use a dictionary with the purpose of expanding vocabulary as well as edit and summarize simple texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication | | 6. | FR 102 create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 7. | Explain and compare elements, patterns and phenomena in French and Francophone civilization and culture. | | 8. | FR 106 evaluate one's interests and competences and select appropriate fields for the continuation of education; develop learning skills necessary for the continuation of the course of study on a higher level (MA degree) | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Adverbes | | 2. | Article grammatical | | 3. | Article grammatical (suite) | | 4. | Prépositions | | 5. | Prépositions (suite) | | 6. | Constructions verbales, Schémas de complémentation | | 7. | Plusieurs constructions d’un même verbe | | 8. | Verbes polyvalents | | 9. | Constructions adjectivales | | 10. | Démonstratifs, possessifs – remarques contrastives | | 11. | TEST | | 12. | Tendances: Féminisation des mots de métiers, fonctions, grades ou titres | | 13. | Anglicismes; Néologismes; Euphémismes et exagérations | | 14. | Sigles, accronymes Libertés syntaxiques | | 15. | TEST | | |
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## French language 7

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| **Name** | French language 7 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 117518 |
| **Semesters** | Winter |
| **Teachers** | Vedrana Berlengi Kapušin, Senior Lector (primary) Darja Damić Bohač, PhD, Senior Lector Jean-Baptiste Bernard, PhD, Lector |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 30 | |
| **Prerequisites** | None |
| **Goal** | Spontaneous, fluent and accurate expression, development of pragmatic competences, use of the acquired grammar, structures and vocabulary in order to achieve advanced knowledge of French. Development of the ability to identify mistakes and eliminate them, development of autonomous learning skills. |
| **Teaching methods** | Interactive teaching in small groups. The students must attend the classes regularly (they may not be absent more than three times) and participate actively in them. They must keep up with the French media. |
| **Assessment methods** | In the course of the semester, students’ activities are continuously evaluated by means of written and oral testing of knowledge. Each student must give a presentation. The numerical grade is based on continuous tracking. The students who do not meet the conditions of continuous tracking or who are not satisfied with the grade take the written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | In the context of contemporary grammatical and linguistic approaches, explain the functioning of linguistic structures of French and use them correctly. Compare French linguistic structures with the Croatian linguistic system and explain terminological differences | | 2. | Use various functional styles efficiently | | 3. | Structure and restructure texts of various levels of complexity and functional styles, making them grammatically, stylistically and functionally acceptable; write creatively | | 4. | FR208 present acquired knowledge and experience | | 5. | FR212 approach a concrete text in a critical and analytical manner and successfully analyze textual and extra-textual facts necessary for good translations | | 6. | Interpret patterns and phenomena in French and Francophone civilisation and culture | | 7. | FR213 explain language mistakes on the level of forms, explain the causes/origins of mistakes in the metalanguage of students and compare ways of correcting them | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | GRAMMAIRE : Les indéfinis / EXERCICES : Introduction au cours | | 2. | GRAMMAIRE : Les indéfinis (suite) / EXERCICES : Méthodologie du commentaire de texte. | | 3. | GRAMMAIRE : Constructions verbales – schémas de complémentation / EXERCICES : Expression et justification d’une opinion. | | 4. | GRAMMAIRE : L`infinitif ; L`infinitif nom ; L`infinitif verbe ; Proposition infinitive / EXERCICES : Méthodologie du résumé | | 5. | GRAMMAIRE :L`infinitif substitut du nom / L`infinitif substitut de la complétive / EXERCICES : Résumé (2) | | 6. | GRAMMAIRE : Infinitif ou complétive / EXERCICES : Résumé et synthèse | | 7. | GRAMMAIRE : Constructions attributives / EXERCICES : Synthèse (2) | | 8. | GRAMMAIRE : TEST / EXERCICES : Synthèse et argumentation | | 9. | GRAMMAIRE : Complémentation adjectivale / EXERCICES : TEST | | 10. | GRAMMAIRE : Article / EXERCICES : Argumentation et présentation | | 11. | GRAMMAIRE : Article (suite) / EXERCICES : Ecriture et image de soi | | 12. | GRAMMAIRE : Complémentation nominale : compléments déterminatifs (typologie et constructions) / EXERCICES : Multiplier les approches textuelles | | 13. | GRAMMAIRE : Complémentation nominale (suite) / EXERCICES : Réécriture, interprétation. | | 14. | GRAMMAIRE : TEST / EXERCICES : TEST | | 15. | Révision | | |
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## French language 8

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| **Name** | French language 8 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 124282 |
| **Semesters** | Summer |
| **Teachers** | Vedrana Berlengi Kapušin, Senior Lector (primary) Darja Damić Bohač, PhD, Senior Lector Jean-Baptiste Bernard, PhD, Lector |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French language 7 |
| **Goal** | Spontaneous, fluent and accurate expression, use of language for professional purposes, development of pragmatic competences, use of the acquired grammar, structures and vocabulary in order to achieve proficiency in French. Mastering standard and non-standard use of language, paying attention to nuances of expression, distinguishing functional styles, contrasting French and Croatian structures, identifying difficulties caused by interference, reformulating and summarising complex specialised texts. Autonomous presentations and discussions related to topics from contemporary life and various professions. Writing personal letters, business letters, reviews, creative writing. Development of the ability to identify mistakes and eliminate them, development of autonomous learning and improvement skills. |
| **Teaching methods** | Interactive teaching in small groups. The students must attend the classes regularly (they may not be absent more than three times) and participate actively in them. They must keep up with the French media. |
| **Assessment methods** | In the course of the semester, students’ activities are continuously evaluated by means of written and oral testing of knowledge and completion of the homework assignments. The numerical grade is based on continuous tracking. The students who do not meet the conditions of continuous tracking or who are not satisfied with the grade take the written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | In the context of contemporary grammatical and linguistic approaches, explain differences in the French and Croatian systems of verbs and differences in interpretation caused by selection of certain tenses and verb moods | | 2. | Use both standard and non-standard French linguistic structures correctly; use nuances of expression depending on functional styles | | 3. | FR212 approach a concrete text in a critical and analytical manner and successfully analyze textual and extra-textual facts necessary for good translations | | 4. | FR208 present acquired knowledge and experience | | 5. | Represent one’s own opinions in fluent, accurate and nuanced French, in accordance with the communication situation | | 6. | Research and interpret elements of French and Francophone culture and civilisation | | 7. | FR204 integrate knowledge and discover linguistic proof of relevance of differentiating between levels of linguistic analysis from a synchronic and diachronic perspective, interrogate similarities and differences in their recognition | | 8. | FR213 explain language mistakes on the level of forms and structures, explain the causes/origins of mistakes in the metalanguage of students and compare ways of correcting them  FR230 apply lifelong learning and development skills | | 9. | Be competent on the labour market | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | GRAMMAIRE : Temps et modes ; Valeurs temporelles des modes et valeurs modales des temps / EXERCICES : Introduction | | 2. | GRAMMAIRE : Valeurs temporelles des modes et valeurs modales des temps (suite) / EXERCICES : Description littéraire | | 3. | GRAMMAIRE : Logique du récit : valeur des temps; Expression du passé dans le passé / EXERCICES : Description littéraire | | 4. | GRAMMAIRE : Concordance des temps à l’indicatif / EXERCICES : Expressions idiomatiques | | 5. | GRAMMAIRE : Concordance des temps au subjonctif / EXERCICES : Texte et slam | | 6. | GRAMMAIRE : TEST / EXERCICES : Une chanson | | 7. | GRAMMAIRE : Logique du discours : les articulateurs logiques / EXERCICES : Une chanson | | 8. | GRAMMAIRE : Les degrés d’appréciations (formules d’atténuation et de renforcement) / EXERCICES : La correspondance et la correspondance électronique | | 9. | GRAMMAIRE : Les degrés d’intensité (superlatifs, adverbes, préfixes et suffixes) / EXERCICES : La correspondance et la correspondance électronique | | 10. | GRAMMAIRE : TEST / EXERCICES : La presse française et le numérique | | 11. | GRAMMAIRE : L`emphase : dislocation et extraction (procédés d`insistance ou de mise en relief des GN ou des GP / EXERCICES : La communication | | 12. | GRAMMAIRE : Dislocation et extraction (suite) / EXERCICES : Analyse d’une situation de communication | | 13. | GRAMMAIRE : Détachement des infinitifs et des complétives / EXERCICES : TEST | | 14. | GRAMMAIRE : TEST / EXERCICES : Extrait de film | | 15. | GRAMMAIRE : Révision / EXERCICES : TEST | | |
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## French language 9

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| **Name** | French language 9 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 117523 |
| **Semesters** | Winter |
| **Teachers** | Vedrana Berlengi Kapušin, Senior Lector (primary) Darja Damić Bohač, PhD, Senior Lector Jean-Baptiste Bernard, PhD, Lector |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French language 8 |
| **Goal** | Spontaneous, fluent and accurate expression, use of language for professional purposes, development of sociolinguistic and pragmatic competences, use of the acquired grammar, structures and vocabulary in order to achieve proficiency in French. Development of the ability to identify differences and interferences between languages and of the ability to identify and eliminate mistakes. Development of the ability of self-evaluation and of autonomous learning and improvement skills. |
| **Teaching methods** | Interactive teaching in small groups. The students must attend the classes regularly (they may not be absent more than three times) and participate actively in them. They must keep up with the French media. |
| **Assessment methods** | In the course of the semester, students’ activities are continuously evaluated by means of written and oral testing of knowledge. Each student must give a presentation. The numerical grade is based on continuous tracking. The students who do not meet the conditions of continuous tracking or who are not satisfied with the grade take the written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | In the context of contemporary grammatical and linguistic approaches, describe, explain and use French linguistic structures in accordance with the standard and non-standard uses of the language | | 2. | Depending on the context and functional style, estimate which dependent clause or construction is more appropriate for expressing circumstances | | 3. | Use functional styles and all forms of communication in French efficiently, with a special emphasis on the academic style of writing and speech; write creatively | | 4. | Connect and compare French structures with structures in Croatian or other languages | | 5. | FR208 present acquired knowledge and experience | | 6. | FR212 approach a concrete text in a critical and analytical manner and successfully analyze textual and extra-textual facts necessary for good translations | | 7. | FR213 explain language mistakes on the level of forms and structures, explain the causes/origins of mistakes in the metalanguage of students and compare ways of correcting them | | 8. | Be competent on the labour market | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | GRAMMAIRE : Expression du temps / EXERCICES : Introduction au commentaire de document. | | 2. | GRAMMAIRE : Expression du but / EXERCICES : Argumentation libre. | | 3. | GRAMMAIRE : Expression de la cause / EXERCICES : Méthodologie de la synthèse de document. | | 4. | GRAMMAIRE : Expression de la conséquence / EXERCICES : Synthèse (2) | | 5. | GRAMMAIRE : Expression de la conséquence (suite) / EXERCICES : Synthèse (conclusion) | | 6. | GRAMMAIRE : TEST / EXERCICES : Présentation et argumentation | | 7. | GRAMMAIRE : Expression de l’opposition, de la concession / EXERCICES : Varier les points de vue et les registres | | 8. | GRAMMAIRE : Expression de l’opposition, de la concession (suite) / EXERCICES : Registre, manipulation, interprétation | | 9. | GRAMMAIRE : Expression de la condition, de l`hypothèse, de la supposition / EXERCICES : TEST | | 10. | GRAMMAIRE : Expression de la condition, de l`hypothèse, de la supposition (suite) / EXERCICES : Langue standard et variantes régionales. | | 11. | GRAMMAIRE : Expression de la comparaison / EXERCICES : Milieu social et expression. | | 12. | GRAMMAIRE : Expression de la comparaison (suite) / EXERCICES : Multiplier les approches textuelles. | | 13. | GRAMMAIRE : TEST / EXERCICES : Exercices de styles. | | 14. | GRAMMAIRE : Constructions participiales et constructions infinitives / EXERCICES : Choisir son registre, maîtriser son style. | | 15. | Revision / TEST | | |
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## French Language Exercises 1

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| **Name** | French Language Exercises 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 36650 |
| **Semesters** | Winter |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Sanja Šoštarić, PhD, Senior Lector (primary) Nicolas Hanot |
| **Hours** | |  |  | | --- | --- | | Practical language | 30 | |
| **Prerequisites** | None |
| **Goal** | Development of the skills of oral and written expression and understanding, acquisition of vocabulary, familiarisation with components of French and Francophone civilisation. |
| **Teaching methods** | Methods: writing, reading, text analysis, discussion, oral presentation. Development of the following competences: reading comprehension, listening comprehension, oral and written expression. Individual and group work. |
| **Assessment methods** | Continuous tracking Active student participation in the classroom |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Manage everyday situations in order to satisfy simple, concrete needs (personal data, everyday activities, needs and desires, looking for information) | | 2. | Formulate a hypothesis | | 3. | Comment on the information found in authentic textual and visual materials | | 4. | Critically assess and evaluate promotional materials | | 5. | Compare cultural differences in French speaking countries | | 6. | Express and defend one’s opinion (regarding stereotypes, commercials, works of art, etc.) | | 7. | recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 8. | create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 9. | learn the elements of and acquire familiarity with French and Francophone civilizations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction et présentation. Civilisation: les stéréotypes français. | | 2. | Personnalités francophones (1): épeler un nom, donner des informations sur les personnes (description physique et morale, activités professionnelles, …) | | 3. | Personnalités francophones (2): présenter et identifier un personnage ou une personnalité francophone | | 4. | Dialogues (1): poser des questions, découvrir les expressions de la conversation et les caractéristiques du langage oral | | 5. | Dialogues (2): formuler des hypothèses, commenter des informations données par l’image, découvrir les expressions permettant de situer dans l’espace et dans le temps | | 6. | Pays membres de la Francophonie (1): comprendre des textes descriptifs | | 7. | Pays membres de la Francophonie (2): décrire et comparer des lieux (paysages, traditions, coutumes…) | | 8. | Pays membres de la Francophonie (2): décrire et comparer des lieux (paysages, traditions, coutumes…) | | 9. | Contrôle sur table | | 10. | Publicités francophones (1): nommer et présenter des produits (définir leurs caractéristiques principales), décrire et expliquer le fonctionnement et l’usage d’un objet | | 11. | Publicités francophones (2): débattre sur la fonction de la publicité, comprendre les slogans publicitaires, établir des relations entre le texte et l’image, exprimer une opinion personnelle | | 12. | Œuvres d’art (1): situer dans l’espace, décrire des personnages, des lieux et des objets | | 13. | Œuvres d’art (2): exprimer ses sensations et ses impressions, émettre et justifier un jugement de valeur, rédiger un commentaire sur une image | | 14. | Œuvres d’art (3): présenter oralement un document graphique | | 15. | Contrôle sur table final | | |
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## French Language Exercises 2

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| **Name** | French Language Exercises 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 36652 |
| **Semesters** | Summer |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Sanja Šoštarić, PhD, Senior Lector (primary) Nicolas Hanot |
| **Hours** | |  |  | | --- | --- | | Practical language | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language Exercises 1 |
| **Goal** | Development of the skills of oral and written expression and understanding, acquisition of vocabulary |
| **Teaching methods** | Methods: writing, reading, text analysis, discussion, oral presentation. Development of the following competences: reading comprehension, listening comprehension, oral and written expression. Individual and group work. |
| **Assessment methods** | Continuous assessment Active student participation in the classroom |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Connect the knowledge acquired in complementary courses (French Language 1, French Language Exercises 1) | | 2. | Use different speech acts successfully (suggesting, persuading, expressing desires, promises, statements, etc.) | | 3. | Be able to identify the main ideas (or the key words, expressions and sentences) in an authentic written or oral text | | 4. | Discuss various topics with each other | | 5. | Speak of past events | | 6. | Understand and analyse elements of various language registers | | 7. | Express and defend one’s opinion based on arguments (regarding a poem, film, exhibition, play, etc.) | | 8. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 9. | Create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 10. | Learn the elements of and acquire familiarity with French and Francophone civilizations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Décrire des activités | | 2. | Décrire et évaluer (un spectacle, un film, une exposition…)Saisir le sens global de plusieurs documents simples (sonores et écrits) | | 3. |  | | 4. | Raconter au passé | | 5. | Parler du sens et de la moralité d’un conte particulier. Dramatiser un conte | | 6. | Sélectionner des informations essentielles dans un document vidéo | | 7. | Justifier le classement d’un film dans un genre particulier | | 8. | Comprendre une critique de film | | 9. | Prendre la parole dans le but de convaincre | | 10. | Donner des explications sur ses opinions | | 11. | Rapporter l’opinion de quelqu’un | | 12. | Réagir à des arguments (les accepter ou les réfuter) | | 13. | Rechercher des informations | | 14. | Faire des hypothèses sur les paroles d’une chanson, le déroulement d’un film, etc. | | 15. | Analyser la langue et le registre utilisé | | |
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## French Language Exercises 3

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| **Name** | French Language Exercises 3 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 52458 |
| **Semesters** | Winter |
| **Teachers** | Sanja Šoštarić, PhD, Senior Lector (primary) Marija Paprašarovski, PhD, Senior Lector (primary) Vedrana Berlengi Kapušin, Senior Lector (primary) Jean-Baptiste Bernard, PhD, Lector |
| **Hours** | |  |  | | --- | --- | | Practical language | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language Exercises 2 |
| **Goal** | Development of the skills of oral and written expression, acquisition of vocabulary related to certain topics, familiarisation with components of French civilisation; development of communication capacities related to everyday situations |
| **Teaching methods** | Direct teaching (explanation of concepts, guided practice of structures, writing and reading, tracking performance, checking understanding) E-learning Autonomous learning |
| **Assessment methods** | Continuous tracking (testing of oral and written expression) Three midterm exams Autonomous presentation |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 2. | learn the elements of and acquire familiarity with French and Francophone civilizations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | 3. | recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 4. | Comment on various everyday situations (family, new technologies, press, media) | | 5. | Identify similarities and differences in French and Croatian reality | | 6. | Prepare autonomous presentations and written texts related to the assigned topics | | 7. | Develop self-confidence when speaking and writing in French by acquisition of new vocabulary and practice of language structures | | 8. | Connect knowledge acquired in the fields of grammar, orthoepy, literature, etc. | | 9. | Summarise and interpret the content of texts and other (audio/video) material in French | | 10. | Orally present a topic in French | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction, méthodologie de l’exposé | | 2. | La famille, vocabulaire de la famille et des sentiments | | 3. | Les nouvelles structures familiales | | 4. | La colocation, vocabulaire relatif au logement | | 5. | Devoir sur table | | 6. | La presse écrite, vocabulaire relatif aux médias | | 7. | La télévision et son influence | | 8. | Le téléphone, vocabulaire relatif aux nouvelles technologies | | 9. | Les nouvelles technologies | | 10. | Devoir sur table | | 11. | La photographie, description d’une œuvre picturale | | 12. | Le cinéma, vocabulaire relatif à la photographie et au cinéma | | 13. | Version originale ou sous-titrage ? | | 14. | Devoir sur table | | 15. | La chanson française | | |
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## French Language Exercises 4

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| **Name** | French Language Exercises 4 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 52460 |
| **Semesters** | Summer |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Vedrana Berlengi Kapušin, Senior Lector (primary) Sanja Šoštarić, PhD, Senior Lector (primary) Jean-Baptiste Bernard, PhD, Lector |
| **Hours** | |  |  | | --- | --- | | Practical language | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language Exercises 3 |
| **Goal** | Development of the skills of oral and written expression, acquisition and use of vocabulary related to certain topics, familiarisation with components of French civilisation; development of communication capacities related to everyday situations in France |
| **Teaching methods** | Direct teaching (explanation of concepts, guided practice of structures, writing and reading, tracking performance, checking comprehension) E-learning Autonomous learning |
| **Assessment methods** | Continuous tracking (testing of oral and written expression) Three midterm exams Autonomous presentation |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 2. | learn the elements of and acquire familiarity with French and Francophone civilizations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | 3. | recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 4. | Prepare autonomous presentations and written texts related to the assigned topics | | 5. | Develop self-confidence when speaking and writing in French by acquisition of new vocabulary (primarily related to the EU) and practice of language structures | | 6. | Connect knowledge acquired in the fields of grammar, orthoepy, literature, etc. | | 7. | Develop the habit of keeping track of the current events in France and the EU | | 8. | Summarise and interpret the content of texts and other (audio/video) material in French | | 9. | Express one’s opinion or viewpoint in French in one’s own words | | 10. | Be able to summarise the important elements | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Etudes en France, vocabulaire de la vie étudiante | | 2. | Etudes en France, vocabulaire de l'enseignement supérieur et de la recherche | | 3. | Le travail, vocabulaire sur le travail (B1 + B2), le CV | | 4. | Le travail | | 5. | Devoir sur table | | 6. | La citoyenneté, vocabulaire lié au sujet | | 7. | La citoyenneté, droit de vote en France | | 8. | La justice, vocabulaire sur la police, la justice, les crimes et les faits divers, civilisation : les costumes judiciaires | | 9. | Activités orales | | 10. | Devoir sur table | | 11. | L'Union européenne, vocabulaire lié au sujet. Discussion sur les élections (sujet d'actualité) | | 12. | L'union européenne + documents d'actualité | | 13. | La mondialisation, vocabulaire lié au sujet, vocabulaire sur la consommation et l'argent | | 14. | Devoir sur table | | 15. | Jeu sur les connaissances sur la France (activité orale de civilisation) | | |
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## French Lexicology and Lexicography

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| **Name** | French Lexicology and Lexicography |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 142511 |
| **Semesters** | Summer |
| **Teachers** | Ivana Franić, PhD, Associate Professor (primary) Sanja Šoštarić, PhD, Senior Lector |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language 4 |
| **Goal** | Familiarise the students with the basic concepts of French lexicology, mechanisms of lexical formation, organisation of the French lexical corpus. Familiarise the students with theoretical approaches and models of lexicographic treatment, emphasise the significance of a systematic presentation and treatment of lexical material from the general linguistic, sociolinguistic (normative), pragmatic and cultural perspective. |
| **Teaching methods** | Direct teaching Teaching by guided discovery and discussion Autonomous work |
| **Assessment methods** | Students’ success will be evaluated on the basis of the seminar paper and written exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Recognize and classify specificities of the French lexis | | 2. | Explain and use the basic linguistic apparatus at the level of French and apply it in the analysis of the French lexical corpus | | 3. | Autonomously research, categorise and comment on the French lexical corpus and its elements and compare the elements | | 4. | Within the framework of the designated traditional and contemporary methods of lexicographic treatment, collect, organise and describe a number of lexical units autonomously | | 5. | Create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 6. | Explain and apply the basic linguistic methodology and terminology in the synchronous and diachronous study of language, apply it in the analysis of phonetics, phonology, morphology and syntax, semantics and pragmatics of French | | 7. | Notice important elements in an unknown text, interpret and summarise the meaning of French texts belonging to different types of discourse and functional styles | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction. Lexicologie et lexicographie, notions de base. Bibliographie | | 2. | Lexicologie, une science carrefour. Constitution de la discipline. | | 3. | Le lexique dans le système de la langue. Systématicité du lexique. | | 4. | Le problème du mot. La lexie. | | 5. | La formation des mots. Formation savante et formation populaire. | | 6. | Mots construits, composition, dérivation. | | 7. | Les combinaisons de mots. Expression, collocation, locution. | | 8. | Phraséologie. | | 9. | Lexicographie. Sémasiologie et onomasiologie. | | 10. | La structure d'un article de dictionnaire. | | 11. | Typologie des dictionnaires. Nature des unités, l'ordre des unités. Métalangue des dictionnaires. | | 12. | La définition lexicographique. | | 13. | Lexicographie actuelle du français. Variétés et types. | | 14. | Dictionnaire et informatique. Corpus et dictionnaires. | | 15. | Examen final. | | |
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## French Linguistics 1

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| **Name** | French Linguistics 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 52045 |
| **Semesters** | Winter |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language 2 |
| **Goal** | Familiarisation with the basic descriptive and methodological concepts relevant for the linguistic description of French, in particular at the level of grammar. Thereby, raising the understanding of the manners in which one may consider linguistic issues. |
| **Teaching methods** | Lectures and seminar. |
| **Assessment methods** | Two written tests and the final exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to interpret the subject matter of general linguistics and of French linguistics. | | 2. | Be able to use the basic descriptive and methodological concepts relevant for the linguistic description of French. | | 3. | Be able to differentiate between the linguistic description of French and normative-grammatical description of French. | | 4. | Be able to distinguish language and its realisation (speech, discourse) in the context of modern linguistics. | | 5. | Be able to differentiate between the concept of sentence and the concept of utterance. | | 6. | Be able to integrate knowledge on the fundamental organisation of language and on the basic linguistic units. | | 7. | Be able to analyse and comment on texts related to the subject matter of linguistics. | | 8. | Be able to list and describe the key features of each level of linguistic analysis. | | 9. | Be able to formulate the basic grammatical units. | | 10. | Be able to demonstrate knowledge and understanding of French linguistics, based on the completed undergraduate study of French language and literature, and expand it, so as to provide a foundation or possibility for original development and application of ideas, often in the context of researching topics related to French linguistics. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: Explanation of the course plan and curriculum; literature; students’ obligations. | | 2. | Subject matter of linguistics: Distinguishing language and speech in modern linguistics. Illustration of the difference between language and speech: concept of sentence vs. concept of utterance. | | 3. | Analysis and commentary of texts related to the subject matter of linguistics. | | 4. | Fundamental organisation of language and basic linguistic units. Analysis and commentary of the Martinet’s text related to the double articulation of language. | | 5. | Units of the second articulation: Concept of phoneme vs. concept of sound. Analysis and commentary of a text related to the units of the second articulation of language. | | 6. | Units of the first articulation: Morphemes. Examples of analyses. Homework assignment: answering questions which summarise topics related to the subject matter of linguistics, fundamental organisation of language and the units of the first and second articulation of language. | | 7. | Levels of linguistic analysis. | | 8. | Linguistic confirmations of the relevance of distinguishing various levels of linguistic analysis; practicing recognition of those levels. | | 9. | Written test. | | 10. | Concept of grammar, grammatical rules and grammaticality. Analysis and commentary of a text related to the opposition of grammar and lexis. | | 11. | Grammatical units: Morpheme, word, syntagma, sentence. Word: linguistic definitions of the word. | | 12. | Analysis and commentary of texts related to linguistic definitions of words and differentiation between the concept of word and the concept of lexeme. | | 13. | Linguistic definitions of the sentence. | | 14. | Written test. | | 15. | Evaluation of all the students’ activities. | | |
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## French Linguistics 2

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| **Name** | French Linguistics 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 52050 |
| **Semesters** | Summer |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to attend course French Linguistics 1 |
| **Goal** | Familiarisation with the basic descriptive and methodological concepts relevant for the linguistic description of French, in particular at the level of grammar. Thereby, raising the understanding of the manners in which one may consider linguistic issues. |
| **Teaching methods** | Lectures and seminar. |
| **Assessment methods** | Two written tests and the final exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to understand and use the basic descriptive and methodological concepts relevant for the linguistic description of French. | | 2. | Be able to understand the basic descriptive and methodological concepts relevant for specific levels of the linguistic description of French: phonology, morphology, syntax, lexicology, lexicography, semantics, pragmatics. | | 3. | Be able to analyse, comment on, question and identify elements of structure of the French language both from the general linguistic perspective and from the perspective of a specific area of linguistic interest. | | 4. | Be able to use the acquired knowledge and connect and interpret individual linguistic phenomena and facts concerning various levels of linguistic analysis. | | 5. | Be able to summarise, explain and compare linguistic and normative-grammatical description in the field of French morphosyntax. | | 6. | Be able to critically evaluate approaches to description of linguistic phenomena, paying particular attention to the grammar of meaning and grammar of expression in relation to the traditional grammar. | | 7. | Be able to recognize, formulate and question words in French from the phonological, grammatical, semantic and pragmatic perspective. | | 8. | Be able to recognize, formulate and question sentences in French from the phonological, grammatical, semantic and pragmatic perspective. | | 9. | Be able to parse the French sentence, being familiar with the fundamental structure and types of sentences in French. | | 10. | Be able to autonomously analyse, parse, critically evaluate and comment on linguistic texts in French related to the subject matter of linguistics. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Levels of linguistic analysis. | | 2. | Phonetics and phonology – basic concepts. | | 3. | Lexicology and lexicography – basic concepts. | | 4. | Morphology – basic concepts. | | 5. | Syntax – basic concepts. | | 6. | Morphosyntax – basic concepts. | | 7. | Semantics – basic concepts; pragmatics – basic concepts. | | 8. | Written test. | | 9. | Word in French: phonological, grammatical, semantic and pragmatic aspects | | 10. | Word, sentence, utterance, discourse | | 11. | Fundamental structure and types of sentences in French. | | 12. | Immediate sentential components | | 13. | Structure of verbal syntagmas in French. | | 14. | Grammar of meaning and grammar of expression in relation to traditional . | | 15. | Written test. | | |
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## French Literature of the 17th Century

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| **Name** | French Literature of the 17th Century |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 35941 |
| **Semesters** | Summer |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) Nenad Ivić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Literature: History and Periodization |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. |  | | 2. |  | | 3. |  | | 4. |  | | 5. |  | | 6. |  | | 7. |  | | 8. |  | | 9. |  | | 10. |  | | 11. |  | | 12. |  | | 13. |  | | 14. |  | | 15. |  | | |
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## French Literature of the 18th century

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| **Name** | French Literature of the 18th century |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 184206 |
| **Semesters** | Winter |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Literature: History and Periodization |
| **Goal** | Insights into interdependence of the historical context and artistic expression on the example of the novel as the representative literary form in the period of Enlightenment and birth of civil society, i.e. as the intersection of the aesthetical, entertaining and moralistic-didactical dimension. Introducing the authors, their works and ideas that marked the epoch. Development of the students’ ability to read in French, to understand the authors’ intentions and extra-literary circumstances that influenced creation of the literary works as well as to express themselves in writing about the selected topic. |
| **Teaching methods** | Direct teaching (lectures), teaching by guided discovery and discussion |
| **Assessment methods** | Written or oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 2. | recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 3. | notice important elements in an unknown text, interpret and summarize the meaning of French texts belonging to different types of discourse and functional styles | | 4. | learn the elements of and acquire familiarity with French and Francophone civilizations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | 5. | Identify and interpret the key concepts and facts of the Age of the Enlightenment | | 6. | Analyse, describe and distinguish the worldview, poetics, central topics and reception of the relevant authors | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: history, culture, ideological and aesthetical tendencies in the early eighteenth century. Overview of the final period of Louis XIV’s reign and the Regency period; main events and spiritual climate. Intellectual, political and religious conflicts. Economic expansion and breakdowns. Rococo vs. Classicism and Baroque. Louis XV’s style. The rise of materialism, sensualism and deism/atheism. Salons and the art of conversation. Fundamental ideas of the Enlightenment. | | 2. | Literary context: period of fermentation without great works; echoes of Cartesianism, Classicism, Baroque and search for new possibilities; combination of entertainment and social criticism as the dominant concept; portraits of society, satires, philosophical elements in the novel. The early eighteenth century as the turning point in the modern novel development. Adjustment of literary pretensions, aesthetic orientations and narrative techniques to the expectations of the bourgeoisie. | | 3. | Adaptations of the baroque and picaresque novel and the “Spanish wave” in France in the first decades of the eighteenth century. Alain René Lesage as the standard-bearer. Alternation of serious and comical discourses: sociological, allegorical, satirical burlesque, didactical and philosophical elements. Pseudo-memoirs. Towards bildungsroman: different concepts of the novels Le diable boiteux and Histoire de Gil Blas de Santillane. Protagonists’ conformism, social and moral rise. Technique of imbedded stories. Fragment analysis with an emphasis on the motives and worldview typical for the picaresque novel or bildungsroman. | | 4. | Antoine François Prévost and the sentimental novel. Impact of the biographic factors and Richardson as a role model. L'Histoire du Chevalier des Grieux et de Manon Lescaut, the work which embodies the spirit and ideals of the period. Interpretation of poor reception of other Prévost's novels. Central topics of Prévost's opus in the context of the social environment. Manon Lescaut: between moralism and apology of passion; between pathos and realism; elements taken from literary tradition and originality; criticism of society and metaphysical dimensions of the novel. Fragment analysis as an introduction to the considerations of the behaviour and psychological profiles of the two main protagonists, conditioned by social conventions. | | 5. | Montesquieu: author, encyclopedist, philosopher and social reformer. Lettres persanes as the original literary form of the travelogue-philosophical epistolary novel, fictional illustration of the fundaments of the Enlightenment and an example of Rococo in literature. | | 6. | Lettres persanes. External, satirical and moralistic perspective of French mentality and customs, dialectical confrontation technique: East/West, old/new world, seriousness/frivolity. Diversity of tones, from dramatic to burlesque. Fiction as a pretext for the criticism of totalitarism, superstitions, prejudices and obsolete values. Fragment analysis with an emphasis on the identification of humorous and subversive elements. | | 7. | Voltaire in the context of enlightened despotism, neo-Classicism and the ascent of France. Literary beginnings in the light of epicurism, sensualism, deism and anti-Pascal optimism. Gradual darkening of his thought due to the historical circumstances and personal experience. Voltaire – a philosopher without a system, derisive patriot, sceptical progressist, cynical historian, conformist, idealist, elitist, humanist, landowner. Philosophical story: a literary form fitting perfectly Voltaire’s spirit after his attempts in other genres; poetics and worldview. | | 8. | Voltaire: Candide. Satire of excessive optimism, confidence in the Providence and fixed values. Condemnation of aristocracy, colonialism, human affinity to violence, greed, pessimistic passivity. Historical substrate of the story (wars, earthquake in Lisbon, religious persecutions, punishment of intellectuals). Virtues (clarity, conciseness, dynamics, vividness) and flaws (superficiality, lack of psychology, carelessness of construction) of Voltaire’s narration. Links to the literary tradition: elements of the oriental story, picaresque novel and bildungsroman. The central character as a paradigm of French nation; his development as the embodiement of reason, distancing from dogmas and extremisms, active approach to existence. Interpretation of the introductory and final chapters with an emphasis on the protagonist’s spiritual transformation. | | 9. | Jean-Jacques Rousseau. Convictions opposed to intellectual tendencies: condemnation of materialism and the cult of technical progress, equalising civilisation with decadence, vision of the original goodness of the primitive man. Rousseau’s pathetic enthusiasm, religious fervour, meditativity, relying on moralists from the Antiquity as a counterbalance to the sceptical, pragmatical spirit of the time. Rousseau as a pedagogue and forerunner of socialism. Author’s contradictions: romantic epiphanies / rationalism, contempt for literature / own literary activities, interest in the system of governance / fear of society, ideal of transparency / solitude and fears of persecution. Julie ou la La Nouvelle Héloïse as a sentimental counterbalance to his theoretical work and flight from deficient reality. | | 10. | Julie ou la La Nouvelle Héloïse. Autobiographic motivation, composition, main dimensions of the novel. Combining baroque comprehensiveness and abundancy with classical strictness of the line of narration. Inclination to syncretism and synthesis: sociological, physiologica, psychological, moralistic and metaphysical pretensions. Juxtaposition of opposed principles and worlds in the spheres of culture, religion, education, human relations, governance. Deliberations regarding the central motives of fragility of happiness, unreliability of feelings, sublimation of passion into friendship, spiritual development aiming at the ideal of virtue. Contrastive analysis of two fragments dominated by pre-romantic elements, i.e. pragmatic, even economic arguments. | | 11. | Choderlos de Laclos: Les liaisons dangeureuses. Reception-related dilemmas: apology or condemnation of debauchery; love story or seduction manual; realistic image of libertinism or malicious caricature? Substrate of the author’s own experience and worldview, deep intentions and goals. Traditional sources (Racine, Richardson, Rousseau, Dorat). The epistolary construction, preciseness and virtuosity. Fragment analysis: La Marquise de Merteuil, a dominant woman, the centre of gravity, contriver and manipulator. Pleasure of revenge and superiority as the triggers of the events. | | 12. | Les liaisons dangeureuses. Characters: two opposed sides (predators and victims), attractiveness of the “villains”, who are intelligent and charming. Fragment analysis: Valmont, tragicomical in his illusion of control of the situation, a seduced seducer. Difference of Mme de Tourvel, the only member of bourgeoisie. Laclos’s feminism and its limitations (Marquise de Merteuil: an emancipated but also egoistic woman). Moralistic conclusion of the novel: the deserved punishment of all the protagonists. | | 13. | Denis Diderot: populariser of science, militant atheist and antidogmatist. French enciclopedia, the central authorial project of the Enlightenment and a textbook of modern Humanism. Denis Diderot’s poetics: overcoming Realism; rejecting absolute submission to logic and coherence. Subversive and metanarrative procedures in the anti-novels Le Neveu de Rameau and Jacques le fataliste. | | 14. | La Religieuse: a sentimental, psychological, realistic, anticlerical novel; fiction serving as denunciation of social injustices and demonstration of deviations caused by unnatural living. Fragment analysis: example of the inflexibility and inhumanity of the ecclesiastical apparatus but also of the suppression of author’s atheism in favour of sincere religious feelings of the main protagonist. | | 15. | Synthesis of significant tendencies and achievements in prose during the eighteenth century. Factors of evolution of fundamental concepts and ambitions. Modern Humanism. Adaptation of literature to contemporary life. Modern and antimodern elements. Spirit of the time and its reflections in the narrative techniques and style. | | |
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## French Literature of the 21th century

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| **Name** | French Literature of the 21th century |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 125537 |
| **Semesters** | Summer |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Development of student’s literary-theoretical, literary-analytical and language competences |
| **Teaching methods** | Direct teaching (lectures), guided practice, teaching by guided discovery and discussion Analysis of and commenting on the selected texts Students’ presentations related to the assigned topics |
| **Assessment methods** | Continuous tracking, seminar paper |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Demonstrate first degree (completed BA) knowledge and understanding of French literature, expand and deepen it, ensure the possibility of original development and application of ideas in the context of various research topics | | 2. | Critically evaluate and think creatively within the framework of solving new and complex problems, which is necessary as a basis for the development of new knowledge and connecting knowledge from specific fields of French literature in unpredictable conditions | | 3. | Approach a concrete text in a critical and analytical manner and successfully analyse textual and extra-textual facts necessary for good translations | | 4. | Evaluate highly specialised knowledge in the field of French literature, elements of which are on the edge of the known, and which can serve as a foundation for original thinking and academic research, as well as connecting knowledge from different fields | | 5. | Identify cultural, ideological and stylistic similarities between contemporary French authors and typically French attributes in the context of contemporary world prose | | 6. | Compare and comment on ideological fundaments, composition and narrative strategies, basic motives, stylistic choices and reception of certain literary works | | 7. | Present the material interactively (in the form of a dialogue), integrating the received remarks into the material | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: French literature at the turn of the century: traces and directions | | 2. | Introduction: French literature at the turn of the century: traces and directions | | 3. | Jean-Philippe Toussaint : La Télévision | | 4. | Jean-Philippe Toussaint : Fuir / Faire l’amour | | 5. | Eric Chevillard : Le vaillant petit tailleur | | 6. | Eric Chevillard : Démolir Nisard | | 7. | Lydie Salvayre : Portrait de l’écrivain en animal domestique | | 8. | Philippe Delerm : La première gorgée de bierre et autres plaisirs minuscules | | 9. | Olivier Adam : Passer l’hiver | | 10. | Olivier Adam : A l’abri de rien | | 11. | Michel Houellebecq : La possibilité d’une île | | 12. | Michel Houellebecq : La carte et le territoire | | 13. | Régis Jauffret : Univers, Univers | | 14. | Régis Jauffret : Microfictions | | 15. | Antoine Volodine : Des anges mineurs | | |
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## French Literature of the Middle Ages

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| **Name** | French Literature of the Middle Ages |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 52462 |
| **Semesters** | Summer |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) Nenad Ivić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Literature: History and Periodization |
| **Goal** | Familiarisation with and analysis of Medieval French literature and civilisation |
| **Teaching methods** | Lectures, seminar, discussions, text analysis |
| **Assessment methods** | Seminar paper and oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Familiarise oneself with Medieval French literature | | 2. | Acquire capacities of analysis and reading of texts in Old French and Middle French | | 3. | Familiarise oneself with contemporary interpretations of Medieval literary texts | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Gaul in Late Antiquity | | 2. | Les grandes migrations | | 3. | Regnum Francorum I Gregorius Turonensis: Historiarum L. X | | 4. | Regnum Francorum II: Charlemagne and the Carolingien Renaissance | | 5. | Literacy: first monuments of the French language | | 6. | Adventurous novel I: Chansons de geste: Chanson de Roland | | 7. | Adventurous novel II: Chrétien de Troyes | | 8. | Adventurous novel III: La légende arthurienne | | 9. | Renaissance of the 12th century | | 10. | Historiography: Geoffroi de Villehardouin | | 11. | Courteous literature; Roman de la Rose | | 12. | Francois Villon | | 13. | General characteristics: high/low culture; bilingualism, insularity | | 14. | General characteristics: from the Sub-Roman world to France | | 15. | The end of the Middle Ages and the beginning of early modernity | | |
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## French literature: 19th century (fiction - autobiography)

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| **Name** | French literature: 19th century (fiction - autobiography) |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 86423 |
| **Semesters** | Summer |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Literature: History and Periodization |
| **Goal** | Familiarisation with the 19th-century French literature with an emphasis on the novel and autobiography, reading and critical evaluation of texts |
| **Teaching methods** | content-based approach (CBI), Content and Language Integrated Learning (CLIL), learning strategy training, receptive and productive modern methods |
| **Assessment methods** | Numerical evaluation (competences: reading, writing, speech, understanding, communication, problematisation) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to name and list the key representatives of the French literature of the nineteenth century, describe and define their poetics and the context in which these poetics are created. Be able to identify basic issues from the perspective of the reader and of the criticism and literary history. Be able to list and identify the most important periods of the French literature of the nineteenth century and to identify problems related to the classification and periodisations of literary works and authors | | 2. | Be able to summarise, express, explain, exemplify and compare the key representatives of French literature of the nineteenth century, their works and poetics, as well as the critical approaches to their works from both the diachronic and the synchronic perspective | | 3. | Be able to use the acquired knowledge of the French literature of the nineteenth century, collect the literary works and relevant literature in order to prepare for the exam, interpret the acquired knowledge and use it in reading notes (“fiches”), which are to be presented in the oral exam | | 4. | Be able to analyse, compare and distinguish the 19th-century literary works, authors and questions related to the works and their classification and periodisation. Be able to identify problems in different approaches and comment on them, analyse and confront different approaches, identify similarities and differences between them | | 5. | Be able to represent one’s opinion related to the approach to the French literature of the nineteenth century, evaluate various solutions for the basic problems and critically analyse them, question and assess different approaches to each text, evaluate the theses arising from such critical reading and determine whether a specific approach is justified and/or appropriate for a given text | | 6. | Be able to collect data for one’s own bibliography of fundamental works, authors and theses, integrate the acquired knowledge of the 19th-century French literature into the knowledge of literary history and criticism, connect this knowledge with the studied literary works and present it during the exam in the form of reading notes (“fiches”) | | 7. | Identify important elements in an unfamiliar text, interpret and summarise the meaning of texts in French which belong to different types of discourse and functional styles | | 8. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 9. | Create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | NOVEL: 19th century, period of questioning – introduction Context: HISTORY – disruption of 1789 (Mona Ozouf), Myth of Napoleon, development of science and myth of progress, questioning of rules; Michelet (Roland Barthes), Classicism – Romanticism (Jacques Rancière: La parole muette, Aisthesis, Scènes du régime esthétique de l’art) – the texts in the brackets are possible choices for secondary literature Authors: context, works, selected pages (possible choices for primary texs) Students’ assignments: “fiches” – three novels, one literary work from the field of autobiographism (autobiography, autobiographic novel, fragment from a journal, memoires or a travel book), two secondary texts (related to the selected primary texts) | | 2. | Context: GENRE (adventure, gothic (“roman noir”), feuilleton, psychological, historical, romantic, realistic, naturalistic, symbolistic); periodisation – from the beginning of the modern novel to the end of the century; paraliterary dimension (Verne, Dumas) | | 3. | Birth of the modern novel: Stendhal | | 4. | Stendhal II / Jean-Pierre Richard : Littérature et sensation (Stendhal, Flaubert) | | 5. | Honore de Balzac or the ambition of the total novel The Human Comedy (Theodor W. Adorno : “Lecture de Balzac”, in : Notes sur la littérature) | | 6. | Romanticism: Victor Hugo | | 7. | AUTOBIOGRAPHY: from Chatebriand (Mémoires d’outre-tombe) to Musset (Confessions d’un enfant du siècle) | | 8. | AUTOBIOGRAPHY II: from the Goncourt Brothers to Stendhal and Sand | | 9. | Fantastic elements in literature: Barbey d’Aurevilley, Nerval | | 10. | Flaubert: art and Realism | | 11. | Flaubert II: early Flaubert and autobiographic elements (Novembre /Mémoires d’un fou) | | 12. | Flaubert II: Bouvard et Pécuchet / Salammbô – towards Maupassant (Jean-Pierre Richard: Littérature et sensation (Stendhal, Flaubert) | | 13. | Naturalism – Zola | | 14. | Novel at the end of the century: Huysmans, Marcel Schwob, André Gide | | 15. | In search of new forms | | |
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## French literature: 19th Century (poetry - drama)

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| **Name** | French literature: 19th Century (poetry - drama) |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 86424 |
| **Semesters** | Summer |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Literature: History and Periodization |
| **Goal** | Familiarisation with the 19th-century French theatre and poetry, reading and critical evaluation of texts |
| **Teaching methods** | content-based approach (CBI), Content and Language Integrated Learning (CLIL), learning strategy training, receptive and productive modern methods |
| **Assessment methods** | Numerical evaluation (competences: reading, writing, speech, understanding, communication, problematisation) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to name and list the key representatives of the French literature of the nineteenth century, describe and define their poetics and the context in which these poetics are created. Be able to identify basic issues from the perspective of the reader and of the criticism and literary history. Be able to list and identify the most important periods of French literature of the nineteenth century and to identify problems related to classification and periodisations of the literary works and authors | | 2. | Be able to summarise, express, explain, exemplify and compare the key representatives of French literature of the nineteenth century, their works and poetics, as well as the critical approaches to their works from both the diachronic and the synchronic perspective | | 3. | Be able to use the acquired knowledge of the French literature of the nineteenth century, collect the literary works and relevant literature in order to prepare the exam, interpret the acquired knowledge and use it in reading notes (“fiches”), which are to be presented during the oral exam | | 4. | Be able to analyse, compare and distinguish the 19th-century literary works, authors and questions related to the works and their classification and periodisation. Be able to identify problems in different approaches and comment on them, analyse and confront different approaches, as well as identify their similarities and differences | | 5. | Be able to represent one’s opinion related to the approach to the French literature of the nineteenth century, evaluate various solutions for the basic problems and critically analyse them, question and assess different approaches to each text, evaluate the theses arising from such critical reading and determine whether a specific approach is justified and/or appropriate for a given text | | 6. | Be able to collect data for one’s own bibliography of fundamental works, authors and theses, integrate the acquired knowledge of the 19th-century French literature into the knowledge of literary history and criticism, connect this knowledge with the studied literary works and present it during the exam in the form of reading notes (“fiches”) | | 7. | Identify important elements in an unfamiliar text, interpret and summarise the meaning of texts in French which belong to different types of discourse and functional styles | | 8. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | POETRY: Introduction, the nineteenth century, 1820–1848. Lyric poetry (Lamartine, Vigny) (Paul Bénichou : Les Mages romantiques, L'école du désenchantement) – the texts in the brackets are possible choices for secondary literature Authors: context, works, selected pages (possible choices for primary texs) Students’ assignments: “fiches” – 25 poems, three plays, two secondary texts (related to the selected primary texts) | | 2. | 1848–1900: Hugo | | 3. | From lyric poetry to l’art pour l’art | | 4. | “Accursed poets”: Baudelaire I (Jean-Paul Sartre : Baudelaire, Georges Bataille : “Baudelaire”, in: La Littérature et le mal) | | 5. | Verlaine | | 6. | Rimbaud (Laurent Nunez : “Rimbaud”, in: Si je m'écorchais vif) | | 7. | Mallarmé (Jean-Claude Milner : “Mallarmé au tombeau” – analysis, “Profils perdus de Stéphane Mallarmé”) | | 8. | Lautréamont (Maurice Blanchot, “Lautréamont”, in: Lautréamont et Sade) | | 9. | THEATRE of the nineteenth century: Introduction (institution, legislation, theatrical life, mise en scène) | | 10. | Classical genres (from the Revolution to 1830, 1830–1848): neoclassical tragedy, stagnation of comedy; theatre and history | | 11. | Melodrama, an unpopular genre: creation of the genre, codification (classical melodrama 1800 – 1823), development of the genre (1823 – 1900): romantic melodrama, its crisis and diversification | | 12. | Romantic drama: fundaments (history, passion, revolution of forms, foreign influences: Germany, England), manifestos (Hugo: Cromwell, Vigny and Alexandre Dumas père), praxes: Hugo, Alexandre Dumas Père, Vigny, Musset (drama as a text, comedies) | | 13. | Vaudeville – laughter: origin of the term and evolution of the genre until the early nineteenth century, vaudeville until the Second Empire: Scribe, Labiche, Feydeau | | 14. | Comedy: Comedie serieuse, the stage as a reflection of the society: origin, Augier, Dumas, Fils | | 15. | Naturalistic theatre (novelists dramaturges, crises of the theatre, “naturalistic dramaturgy”), on the margins of the schools (Becque, Renard, Mirbeau); symbolic theatre (Villiers d'Isle-Adam, Maeterlinck, Claudel) – towards the twentieth century | | |
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## French literature: 20th century (fiction - autobiography)

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| **Name** | French literature: 20th century (fiction - autobiography) |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 86421 |
| **Semesters** | Winter |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Literature: History and Periodization |
| **Goal** | Familiarisation with the 20th-century French literature with an emphasis on the novel and autobiography, reading and critical evaluation of texts |
| **Teaching methods** | content-based approach (CBI), Content and Language Integrated Learning (CLIL), learning strategy training, receptive and productive modern methods |
| **Assessment methods** | Numerical evaluation (competences: reading, writing, speech, understanding, communication, problematisation) Oral exam: the students must write notes manually (“fiches”) and bring them to the exam together with the list of the literary works that they read. Without the notes or with the notes written on a computer, the students will not be allowed to take the exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to name and list the key representatives of the French literature of the twentieth century, describe and define their poetics and the context in which these poetics are created. Be able to identify basic issues from the perspective of the reader and of the criticism and literary history. Be able to list and identify the most important periods of the French literature of the twentieth century and to identify problems related to the classification and periodisation of literary works and authors. | | 2. | Be able to summarise, express, explain, exemplify and compare the key representatives of the French literature of the twentieth century, their works and poetics, as well as the critical approaches to their works from both the diachronic and the synchronic perspective | | 3. | Be able to use the acquired knowledge of the French literature of the twentieth century, collect the literary works and relevant literature in order to prepare the exam, interpret the acquired knowledge and use it in reading notes (“fiches”), which are to be presented during the oral exam | | 4. | Be able to analyse, compare and distinguish the 20th-century literary works, authors and questions related to the works and their classification and periodisation. Be able to identify problems in different approaches and comment on them, analyse and confront different approaches, as well as identify their similarities and differences. | | 5. | Be able to represent one’s opinion related to the approach to the French literature of the twentieth century, evaluate various solutions for the basic problems and critically analyse them, question and assess different approaches to each text, evaluate the theses arising from such critical reading and determine whether a specific approach is justified and/or appropriate for a given text. | | 6. | Be able to collect data for one’s own bibliography of fundamental works, authors and theses, integrate the acquired knowledge of the 20th-century French literature into the knowledge of literary history and criticism, connect this knowledge with the studied literary works and present it during the exam in the form of reading notes (“fiches”) | | 7. | Identify important elements in an unfamiliar text, interpret and summarise the meaning of texts in French which belong to different types of discourse and functional styles | | 8. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction - The era of suspicion (Antoine Compagnon) - Literature and its state at the turn of the century; Classic or modern: from symbolism to the NRF and the New Spirit. From the "Belle Epoque" to the Great War: The Writers of the "Belle Epoque": The Masters of the Hour (Maurice Barrès, Anatole France, Pierre Loti),  Portraits of Women (Colette); The Clash of ideas and values: a generation in ideological crisis (Jean Jaurès), Witnesses of the spiritual (Alain-Fournier, Romain Rolland) | | 2. | Changes: from Farewell to literature to the "Années folles", "Front populaire" and the golden age of the novel: André Gide, Paul Valéry, la Nouvelle Revue Francaise (NRF) | | 3. | Marcel Proust | | 4. | From avant-garde to surrealism: Dada and surrealism (Manifestes, André Breton), Divergences (Antonin Artaud, Georges Bataille) | | 5. | "Roman de l'Homme" - Novel and society in the interwar period (1920-1940): Aspects of the political and social crisis (Jean Giraudoux), "sommes romanesques" (Roger Martin du Gard, Jules Romains) | | 6. | The Novel in Search of Morals: Catholic Novelists (François Mauriac, Georges Bernanos, Marcel Jouhandeau, Julien Green), The Heroic Values (Henry de Montherlant, Antoine de Saint-Exupéry); | | 7. | New ways of writing a Novel (Raymond Radiguet, Jean Cocteau, Pierre-Jean Jouve), The rustic (Jean Giono) | | 8. | André Malraux / Louis-Ferdinand Céline | | 9. | Third part: From May to May… 1940, 1945, 1958, 1968: Collaboration (Pierre Drieu La Rochelle) and Resistance (Vercors), "Attentisme" (Paul Morand); Sure Post-War Values - The Classical Tradition (Marguerite Yourcenar) | | 10. | Albert Camus / Jean-Paul Sartre / Simone de Beauvoir - from phenomenology to existentialism via the philosophy of existence, from "engagement" and revolt to the absurd via the morality of ambiguity, from the political to the intimate, male and female | | 11. | 1950s ... Hussars and Light Horses: Novels of Personal Analysis (Françoise Sagan), Fantasists, Libertarians and Independents (Boris Vian, Raymond Queneau, Julien Gracq) | | 12. | The Linguistic Turn: from Novel to Narrative, from "oeuvre", Work, to Text - "Nouveau Roman" - Alain Robbe-Grillet, Claude Simon, Michel Butor, Nathalie Sarraute, Samuel Beckett | | 13. | Part Four: Modernism and Postmodernism: Theories, The Empire of the Essay; Writings of women (Marguerite Duras, Julia Kristeva, Hélène Cixous); The Novel - back to life: The phenomena of society (Annie Ernaux), The Story: permanence of "écriture": Novelistic universes (Albert Cohen, Michel Tournier, J.-M. G. Le Clézio, Philippe Sollers) | | 14. | "Écriture du jour" (autobiographism) - Exploration of origins: memory and travel (Patrick Modiano), stories about oneself (Michel Leiris, Serge Doubrovsky), Jean Echenoz, Tahar Ben Jelloun; | | 15. | The exhaustion of literature and its eternal restart ("recommencement"): Return of the rhetoricians, of fantasy, of the subject; Triumph of light reading (trivial literature) - the turning point. | | |
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## French literature: 20th Century (poetry - drama)

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| **Name** | French literature: 20th Century (poetry - drama) |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 86422 |
| **Semesters** | Summer |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Literature: History and Periodization |
| **Goal** | Familiarisation with the French theatre and poetry of the twentieth century, reading of texts and their critical evaluation |
| **Teaching methods** | content-based approach (CBI), Content and Language Integrated Learning (CLIL), learning strategy training, receptive and productive modern methods |
| **Assessment methods** | Numerical evaluation (competences: reading, writing, speech, understanding, communication, problematisation) Oral exam (the students must write manual notes on the plays and poems they read (“fiches”) and bring them to the exam) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to represent one’s opinion related to the approach to the French literature of the twentieth century, evaluate various solutions for the basic problems and critically analyse them, question and assess different approaches to each text, evaluate the theses arising from such critical reading and determine whether a specific approach is justified and/or appropriate for a given text. | | 2. | Be able to collect data for one’s own bibliography of fundamental works, authors and theses, integrate the acquired knowledge of the 20th-century French literature into the knowledge of literary history and criticism, connect this knowledge with the studied literary works and present it during the exam in the form of reading notes (“fiches”) | | 3. | Identify important elements in an unfamiliar text, interpret and summarise the meaning of texts in French which belong to different types of discourse and functional styles | | 4. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 5. | Be able to name and list the key representatives of the French literature of the twentieth century, describe and define their poetics and the context in which these poetics are created. Be able to identify basic issues from the perspective of the reader and of the criticism and literary history. Be able to list and identify the most important periods of the French literature of the twentieth century and to identify problems related to the classification and periodisation of the literary works and authors. | | 6. | Be able to summarise, express, explain, exemplify and compare the key representatives of the French literature of the twentieth century, their works and poetics, as well as the critical approaches to their works both at the diachronic and the synchronic level | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the 20th century, the era of suspicion (A. Compagnon) | | 2. | Introduction | | 3. | Theatre : Birth of the 20th century (1887-1927)  The theatre around 1900: The 19th century continues, Cyrano de Bergerac; Technical changes and intellectual openings: the birth of "mise en scène", directing; Naturalism and symbolism (André Antoine, Aurélien Lugné-Poe, the case of Pelléas and Mélisande); "Vieux-Colombier" (1913–1927) (the idea of "théâtre populaire" (theatre for the masses, for the poor), Copeau, "Le Cartel des quatre" - G. Baty, Ch. Dullin, L. Jouvet, G. Pitoëff); Out of the mainstream or avant-garde? (Jarry, Apollinaire, Cocteau, Dada and surrealism, Artaud); Paul Claudel | | 4. | The theatre's withdrawal into itself (1927-1947)  Between continuity and break (M. Pagnol, J. Romains, Armand Salacrou); Theatre and the quest for values: Catholicism and "virtue" (F. Mauriac and G. Bernanos, H. de Montherlant), Theatre and myth (J. Cocteau, J. Giraudoux, J. Anouilh), Theatre and "engagement" (J.- P. Sartre, A. Camus) | | 5. | The theatre in question (1947-1968) Elements of continuity, From "théâtre populaire" (theatre for the masses, the poor) to political theatre (J. Vilar), Political theatre and Brecht's "distancing", The new theatre: conventions undermined (Beckett, Ionesco), At the limits of the new theatre (J. Genet) , B. Vian, A. Adamov and A. Gatti, J. Audiberti, J. Tardieu, R. de Obaldia, J. Vauthier and R. Dubillard); | | 6. | A polyphonic theatre (1968-1990) Continuity and evolution (Boulevard theatre, "théâtre engagé", theatre and institutions), Direction trends (Roger Planchon, Théâtre du Soleil, Jean-Pierre Vincent, Antoine Vitez, Patrice Chéreau, Beyond the critical theatre or theatrical theatre: “minimal theatre” (Jacques Lassalle), “poor theatre” (Jerzy Grotowski) or “image theatre” (Bob Wilson, Jorge Lavelli)); The "modern classics" of the 20th century: Beckett | | 7. | Echoes of theatrical life (1990-2000)  Proofreading of ancient texts, Michel Vinaver, History, The history of the present, History and memory, The theatre "suffering from theatre", Geographic and cultural openings (Quebec, Theatre of the Black world, Maghreb, Belgium) | | 8. | Poetry:  Approaches to 20th century poetry  Modernities, Five readings (Guillaume Apollinaire, “Océan de terre”, Paul Claudel, “Deuxième ode” (beginning), André Breton, “Plutôt la vie”, Francis Ponge, “Le Pain”, Philippe Jaccottet, “Fruits”), Perspectives (poetic knowledge?) | | 9. | History and theories I  From symbolism to surrealism  Heritage : Mallarmé, Symbolism and Rimbaud (Sign and symbol in poetry), Three architects: Claudel, Valéry, Péguy), New spirit and cosmopolitanism (Towards a poetic cosmopolitanism, Jules Romains, Unanimism, The European poetic boom, Two initiators: Apollinaire, Cendrars), The shock of the First World War (Tristan Tzara, "L'Internationale Dada", Dada in Paris (1919–1921), Towards surrealism 1920–1924)  Surrealism and its surroundings: psychoanalysis; the Manifestos; revolutionary commitment; Breton  On the margins of surrealism: Henri Michaux | | 10. | History and theories II  1940–1960: fights, inventions, rediscoveries  Poetry and ontology; New ethical requirements (Facing the Occupant: poetry as a "spiritual exercise", Aragon and "rhyme in 1940", René Guy Cadou, "L'École de Rochefort" (1941-1961), Poetry of the Resistance: "The Honor of Poets', Prévert), The invention of new languages (The work of poetic reviews, René Char, Francis Ponge, Far from lyricism and surrealism: Follain, Guillevic, Tortel)  Continuity of surrealism: Éluard and Aragon; Pierre Reverdy; Jules Supervielle; Saint-John Perse; Jean Tardieu;  "Francophonie" and "négritude" (Césaire, Senghor) | | 11. | History and theories III:  1940-1960: deepening, transformations, contrasts  From Queneau to Oulipo and Tel Quel; Vian, Roche; Bonnefoy, Jaccottet, Réda; "Réalyrismes"; unusual searches; spirituality; the poetic requirement (Déguy)  Themes and writings: Various poetic forms (A heritage of recent poetic forms, The persistence of ancient forms, Verse and prose: the explosion of genres, From verbal play to critical knowledge;  Modernity in search of itself (From illegibility to "rhythm", rupture and continuity, margins and fragments) | | 12. | Anthology I  New spirit and modernity (Guillaume Apollinaire, "The new spirit and the poets", Blaise Cendrars, Modern poets and contemporary life)  Debate on the poetic image (Pierre Reverdy, "A pure creation of the mind", André Breton, The surrealist image, arbitrary image, André Breton, The analogy, "intellectual pleasure", Francis Ponge, "Seize the differential quality”, Yves Bonnefoy, "Vaincre l'image", Michel Deguy) | | 13. | Anthology II  What is poetry? (Paul Valéry, La Marche et la Danse, René Char, "Une éthique poétique", Paul Éluard, Poetry for all, Denis Roche, “Poetry is inadmissible…”, Saint-John Perse, Science and poetry) | | 14. | Conclusion I - a turning point? | | 15. | Conclusion II (poetry and theatre in the light of the history and theory of 20th century literature) | | |
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## French Literature: History and Periodization

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| **Name** | French Literature: History and Periodization |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 35938 |
| **Semesters** | Winter |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) Nenad Ivić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | This one-semester course is intended for beginners, as an introduction to the corpus (from the first texts to postmodernity), methods of writing literary history (positivistic, structuralistic, post-structuralistic model) and theoretical postulates of the periodisation of French literature. In the lectures, relevant textual examples from different periods and theoretical orientations are analysed. |
| **Teaching methods** | Lectures and discussions related to the assigned topics |
| **Assessment methods** | A 10-page paper in Croatian as a proof of the acquired skills of conducting literary-historical analysis is a precondition for the oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Familiarise the students with the literary, theoretical and critical corpus of French literary history | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the study of French literary history: traditional periodisation | | 2. | Periodisation as a literary-historical problem: relations between literary criticism and history in the period from 1950 to 2000. | | 3. | Arthurian novel; court culture of the Middle Ages; dominant characteristics of the period: languages and types of literature | | 4. | Poetry (Ronsard); prose (Marguerite de Navarre); the Rennaisance: dominant characteristics of the period | | 5. | Michel de Montaigne: Essays – text analysis | | 6. | Racine, Bérénice; Baroque and Classicism: dominant characteristics of the period; system of genres | | 7. | J.-J. Rousseau: Confessions XVIII, the eighteenth century: dominant characteristics of the period | | 8. | The Revolution and classic poetics | | 9. | The nineteenth century: problems of periodisation; genres | | 10. | Nerval; Lautréamont; analysis of the texts and literary-historical context | | 11. | Realism: Balzac | | 12. | Flaubert: analysis of the texts and literary-historical context; modernistic poetics | | 13. | Proust: modernity | | 14. | Char: problems of modernity | | 15. | Quignard and postmodernity | | |
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## French Orthoepy 1

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| **Name** | French Orthoepy 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 46817 |
| **Semesters** | Winter |
| **Teachers** | Lidija Orešković Dvorski, PhD, Assistant Professor (primary) Bogdanka Pavelin Lešić, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Speech exercises | 15 | |
| **Prerequisites** | None |
| **Goal** | Acquisition of the French phonetic system at perceptive and articulatory levels as an organic unit with functionally interdependent and intercorrelated parts. |
| **Teaching methods** | Direct teaching (explanation of concepts, guided practice and performance monitoring, checking of understanding) |
| **Assessment methods** | The final grade is based on the following elements: 1. two written midterm exams (or one written final exam) 2. regular class attendance and active participation 3. declamation of a selected poem in order to assess the pronunciation, i.e. the achieved progress in pronunciation |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to state the main differences in pronunciation of Croatian and French vowels and to list distinctive features of French vowels. | | 2. | Be able to explain the difference between phonemes and sounds, list and distinguish syllable structures in French. | | 3. | Be able to parse an utterance into syllables using the rules of parsing in French. | | 4. | Be able to read various types of texts fluently. | | 5. | Be able to recognize smaller and bigger pronunciation units in French: syllable, phonetic word and intonation unit, and apply corresponding intonation patterns in interrogative, exclamative and declarative sentences. | | 6. | Be able to correlate specific types of sounds with specific graphemes. | | 7. | Be able to explain the difference between vowels, consonants and semi-vowels. | | 8. | describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language. | | 9. | categorize functional elements of the French sentence and create communication effects of differently constructed sentences within oral and written utterances and discourses. | | 10. | Estimate one’s own interests and competences and to select appropriate fields for further education. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Presentation of objectives, working methods and expectations at the end of the semester; definition of orthoepy within phonetics. Difference between phonetics and phonology. Importance of the phonetic aspect of language. | | 2. | Practicing the understanding of native speakers, comparison of the number of vowels in Croatian and French. Practicing the anteriorisation of the French basis of articulation. | | 3. | Phonemes and allophones. The first and second distinctive features of French vowels: front and back vowels, degrees of openness of vowels. | | 4. | Syllable as the smallest pronunciation unit. Open and closed, stressed and unstressed syllables. Practicing the recognition of syllables and parsing of utterances into syllables. | | 5. | The third and fourth distinctive features of vowels: front rounded vowels and nasal vowels. Recognition of nasal and front rounded vowels on a textual example. | | 6. | The role of prosody in speech. Elements of prosody: intonation, accent, rhythm, talking speed, pauses. Practicing the recognition of prosodic features of audio texts. | | 7. | Auditive and articulatory differentiation of pairs of half-open and half-closed front and back vowels. Connection between types of syllables and accents and open and closed e. | | 8. | Written test. Phonetic alphabet. Ortography of French in comparison with Croatian. | | 9. | Phonetic correction and transcription of texts including analysis of errors. | | 10. | Practicing recognition of “e caduc”. Omission of “e caduc” and restructuring of syllables as a consequence. | | 11. | Liquid groups: composition and position in the syllable and in the word. | | 12. | Omission of “e caduc”; pronunciation of “e caduc” after a final liquid group. | | 13. | Timbre, i.e. place of formation of nasal vowels, auditive recognition, graphic forms, pronunciation. | | 14. | Systematic exercises of pronunciation of nasal vowels. Phonetic transcription of texts. | | 15. | Revision | | |
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## French Orthoepy 2

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| **Name** | French Orthoepy 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 46818 |
| **Semesters** | Summer |
| **Teachers** | Lidija Orešković Dvorski, PhD, Assistant Professor (primary) Bogdanka Pavelin Lešić, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Speech exercises | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Orthoepy 1 |
| **Goal** | Acquisition of the French phonetic system and rules of orthoepy with a special emphasis on the distribution of vowels with double timbre, nasal vowels, front rounded vowels, silent e (“e caduc”) and its function, semi-vowels, structure of syllables and higher prosodic units. Perfection of the auditive understanding of texts and of the ability to pronounce original French sounds. |
| **Teaching methods** | Pronunciation exercises Listening exercises Direct teaching (explanation of concepts, guided practice and performance monitoring, checking of understanding) |
| **Assessment methods** | Two midterm exams or one written exam Declamation (reading) of poems and/or texts |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to declaim selected poetry in accordance with phonological and prosodic features of French. | | 2. | Be able to explain the function of silent e. | | 3. | Be able to pronounce correctly or omit silent e. | | 4. | Be able to connect correct pronunciation with grammatical categories, e.g. conjugation of regular and irregular verbs, feminine gender of nouns and adjectives, formation of adverbs: | | 5. | Be able to explain the role of accents in French: | | 6. | Be able to transcribe short written and spoken texts using phonetic alphabet: | | 7. | Be able to explain the difference between liaison and enchainment. | | 8. | Be able to list the types of liaison in speech. | | 9. | describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language. | | 10. | categorize functional elements of the French sentence and create communication effects of differently constructed sentences within oral and written utterances and discourses. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Phonetic correction – review of the differences in the articulation bases of French and Croatian. Transcription of texts including the analysis of errors and the revision of the rules related to parsing into syllables and types of syllables; recognizing “e caduc”. | | 2. | Distribution of open and closed e’s in a stressed syllable. Analysis of open and closed e’s in a text; practicing of pronunciation. | | 3. | Disbribution of open and closed e’s in an unstressed syllable. Phonetic correction with a special emphasis on degrees of openness of front retracted vowels. | | 4. | Distribution of open and closed o’s in a stressed syllable. Phonetic correction with an emphasis on degrees of openness of vowels. | | 5. | Disbribution of open and closed o’s in an unstressed syllable. Transcription and phonetic correction with a special emphasis on the distribution of open and closed o’s. | | 6. | Distribution of Œ and Ø in a stressed and an unstressed syllable. Transcription and phonetic correction concentrated on the distribution of semi-open and semi-closed vowels. | | 7. | Written test. Transcription and phonetic correction of texts with a special emphasis on the opposition of front retracted and rounded vowels, including “e caduc”. | | 8. | Prosodic units: rhythmical and intonation groups, their content and auditive forms. Phonetic correction focused on semi-vowels. | | 9. | Liaison – types, nature and function. Analysis of liaisons in texts. Comparison with enchainment and resyllabification. | | 10. | Transcription and phonetic correction of texts with a focus on nasal vowels, distinguishing nasality of vowels and consonants. Main graphic forms of nasal wovels. | | 11. | Phonetic dictation aimed at the perfection of global listening comprehension and precise identification of specific sounds. Practicing pronunciation of vowels with a focus on the formation of rhythmic and intonation groups. | | 12. | Rhythm and intonation in classic poetry, omission of “e caduc” in declamations, practicing pronunciation in poetry declamation. | | 13. | Phonetic dictation, phonetic correction, analysis of errors in sound identification, overview of orthoepic rules related to the distribution of vowels with two timbres. | | 14. | Overview of the correlation of sounds. Consonant assimilation. Vocal harmonisation. | | 15. | Written exam. | | |
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## French Phonetics 1

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| **Name** | French Phonetics 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 78542 |
| **Semesters** | Winter |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) Lidija Orešković Dvorski, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Learn how to approach professionally the issue of pronunciation in French, i.e. learn to describe pronunciation phenomena in French using specialised terminology with a particular emphasis on the specificities of French in relation to Croatian. Develop the ability of selective listening and thus continuously improve understanding of native Francophone speakers and one’s own speaking performance. |
| **Teaching methods** | Lectures and seminar |
| **Assessment methods** | Written test and seminar paper |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to list and compare the methods of phonetic correction and describe the procedures of phonetic correction of various pronunciation difficulties encountered by non-native speakers | | 2. | Be able to describe distinctive features of French vowels, semi-vowels and consonants. | | 3. | Be able to describe and explain difficulties of Croatian-speaking and other non-native speakers when pronouncing French. | | 4. | Be able to describe French pronunciation using appropriate terminology. | | 5. | Be able to parse rhythmic and intonation groups, apply the rules of enchainment (enchaînement et liaison) in spoken French. | | 6. | Be able to explain the importance of correct pronunciation in foreign language learning. | | 7. | Be able to describe the French phonological system. | | 8. | Be able to explain language mistakes at the level of forms, to explain the causes/origins of mistakes in the metalanguage of students and compare ways of correcting them. | | 9. | Be able to explain the principles of second language acquisition as a process of development. | | 10. | Be able to explain the ways of teaching the knowledge of language and receptive and productive language skills. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Week 1 Basic concepts – phonetics and phonology. | | 2. | Week 2: Prosody and its functions. Prosodic means – intonation. Content and acoustic signals of intonation groups. | | 3. | Week 3: Phonostylistic effects of intonation variations in the same text. | | 4. | Week 4: Overview of distinctive features of vowels in Croatian and French. | | 5. | Week 5: Phonostylistic effects of tempo and intensity variations. | | 6. | Week 6: Prosodic means: accent, rhythm. Physical characteristics and types of accents in French. | | 7. | Week 7: Length of vowels in French. Closed vowels. | | 8. | Week 8: Written test. | | 9. | Week 9: Functions of accents in French. Division into phonetic words (rhythmical groups). Detailed distribution of open and closed e’s, vowel harmonisation. | | 10. | Week 10: Rhythm. Detailed distribution of open and closed O and Ø. | | 11. | Week 11: Nasal vowels and their recognition. The usual graphic forms of nasal vowels. | | 12. | Week 12: Exceptions in the graphic forms of nasal vowels. | | 13. | Week 13: “E caduc” and retracted e and ε in reading and speaking. Revision of the rules and familiarisation with exceptions in pronunciation. | | 14. | Week 14: Enchaînement and liaison, conditions of use and function. Analysis of the division into rhythm and intonation groups, analysis of liaison. | | 15. | Week 15: Written test. | | |
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## French Romanticism

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| **Name** | French Romanticism |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 78543 |
| **Semesters** | Winter |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with French Romanticism, reading assignments and critical consideration (group analysis of two texts) |
| **Teaching methods** | content-based approach (CBI), Content and Language Integrated Learning (CLIL), learning strategy training, receptive and productive modern methods |
| **Assessment methods** | Numerical evaluation (competences: reading, writing, speech, understanding, communication, problematisation) For every class: written homework; at the end of the semester: writing a seminar paper |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to name and list the key representatives of French Romanticism, describe and define their poetics and the context in which these poetics are created. | | 2. | Be able to summarise, express, explain, exemplify and compare the key representatives of French Romanticism, their works and poetics. | | 3. | Be able to use the acquired knowledge of French Romanticism, collect the literary works and relevant secondary literature in order to prepare for the exam, interpret the acquired knowledge and use it in autonomously written texts (the homework assignments – continuous tracking and the final seminar paper), which are to be presented in the oral exam. | | 4. | Be able to analyse, compare and distinguish literary works, authors and questions related to French Romanticism. | | 5. | Be able to question and assess different approaches to each text and evaluate the theses arising from such critical reading. | | 6. | Identify important elements in an unfamiliar text, interpret and summarise the meaning of French texts belonging to different types of discourse and functional styles. | | 7. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Lecture: What is Romanticism? Possible definitions. Seminar: Alfred de Musset: variations on the concept of Romanticism Homework assignment: Try to define the concept of Romanticism | | 2. | Lecture: A constant? “Mals du siècle”(passion, history, disappointment, “ennui”, despair, perception of the woman)  Seminar: Goethe (Les Souffrances du jeune Werther, Faust) – Chateaubriand (René, Essai sur la littérature anglaise, later imbedded into Mémoires d'Outre-Tombe) Homework assignment: Try to describe the concept of “mal du siècle” | | 3. | Lecture: Theories before actions (history and theory) – emigration, sources, politics, freedom Seminar: The Coppet grop (Mme de Staël, Wilhelm Schlegel, Simonde de Sismondi, Benjamin Contant...), Stendhal: Racine et Shakespeare Homework assignment: Choose a theory and try to present the related theses. | | 4. | Lecture: Groups, circles, extensive debates (History and theory II) (Nodier and Hugo, le Globe – liberals, Saint-Simon doctrine / liberals, disappointment, l’art pour l’art, mission of the artist, poet) Seminar: Victor Hugo, foreword to Cromwell Sainte-Beuve, Le Tableau... Émile Deschamps, foreword to Études françaises et étrangères Théophile Gautier, foreword to Mademoiselle de Maupin Homework assignment: Present and describe the theses of one of the directions of thought mentioned in the lecture | | 5. | Lecture: History (history, Walter Scott, birth of modern historiography, Romanticism and history in France, history and theatre, history and poetry Seminar: Michelet / Barthes Homework assignment: Try to describe the concept of history on the example of one of the mentioned works | | 6. | Lecture: The golden age of theare (renewal, theatre in alternative places: Musset’s comedies, romantic drama and thatre, the crisis of 1835) Seminar: Romantic drama Gautier, “La bataille d'Hernani”, in : Histoire du Romantisme Guilbert de Pixérécourt, Alexandre Dumas, Alfred de Musset Homework assignment: Analyse an element of the romantic theatre on one of the mentioned examples | | 7. | Lecture: Poetry, theory and practice: new view, poetry-language, modern poetry, prose poetry Seminar:  Sainte-Beuve : Lamartine, Gautier Hugo, Baudelaire, Nerval, Vigny Homework assignment: Analyse a romantic poem. | | 8. | Seminar: Novel and narration, Metamorphoses (the 1830 revolution, “roman populaire”, on the edges of the novel) Balzac, Stendhal Hugo, Sand On the edges: short story, fantastic literature, first-person narrative, “personal novel”, travel book, outside of traditional genres (Chateaubriand, Nerval) Homework assignment: Try to define one of the features of narration in Romanticism on an assigned example (textual fragment studied in the lecture) | | 9. | Lecture: Critical view of Romanticism (Hugo, Rivière, Richard, etc.) Seminar: Presentation of the text and the reasons for its selection in the context of the seminar. Debate about the first selected text (at the beginning of each academic year, two texts are selected – either longer stories or short novels – which are later analysed in the group). (It is assumed that the students have read the literary work by week 9) Homework: Try to isolate, emphasise and describe a main thesis of one of the texts. | | 10. | Lecture: Critical view of Romanticism II (contemporary theories) Seminar: Presentation of the text and the reasons for its selection in the context of the seminar. Debate about the second selected text. Homework assignment: Try to isolate, emphasise and describe one of the main theses of one of the texts. | | 11. | Lecture: Context/History of both selected texts Seminar: Fragments Homework assignment: Try to present an element of the context | | 12. | Lecture: Poetics of both selected texts (similarities, differences) Seminar: Fragments, group analysis Homework assignment: Try to describe one of the differences between the poetics of the two authors | | 13. | Lecture: Ideas, theses in both selected texts (similarities, differences) Seminar: Fragments, group analysis Homework assignment: Try to describe one of the ideas of one or both texts or one of their topics or stereotypes | | 14. | Lecture: Instead of the conclusion Seminar: Group analysis of each of the students’ assignments – an opportunity for presenting students’ seminar papers | | 15. | Lecture: Instead of the conclusion Seminar: Group analysis of each of the students’ assignments – an opportunity for presenting students’ seminar papers | | |
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## From Latin to French

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| **Name** | From Latin to French |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 52463 |
| **Semesters** | Summer |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) Nenad Ivić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Romance languages and Vulgar Latinity |
| **Goal** | Familiarisation with the key elements of the development of the French language, especially those which are significant for the understanding and correct interpretation of specific phenomena in contemporary French; identifying the connections between the internal and external factors of development |
| **Teaching methods** | Direct teaching (lectures); commenting on examples |
| **Assessment methods** | Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Acquire systematic distinguishing features of Vulgar Latin, Old French and Middle French in the historical and cultural contexts | | 2. | Recognize, analyse and contextualise the linguistic systems of Vulgar Lagin, Old French and Middle French | | 3. | Identify important elements in an unfamiliar text, interpret and summarise the meaning of French texts belonging to different types of discourse and functional styles | | 4. | Recognize different functional styles of texts and apply their characteristics in the course of undergraduate study of French language and literature | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: languages and history | | 2. | Characteristics of Latin: morphology, syntax, lexis | | 3. | Vulgar Latinity: morphology, syntax, lexis | | 4. | Linguistic characteristic of Gaul in the fourth to seventh century | | 5. | Reichenau Glosses: contact languages | | 6. | Serments de Strasbourg | | 7. | Characteristics of Proto-French I: morphology | | 8. | Characteristics of Proto-French II: syntax | | 9. | Characteristics of Proto-French III: lexis | | 10. | Old French: geography, history and politics | | 11. | Characteristics of Old French I: morphology | | 12. | Characteristics of Old French II: syntax | | 13. | Characteristics of Old French III: lexis | | 14. | Middle French | | 15. | Towards modernity | | |
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## From Romanticism to Symbolism

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| **Name** | From Romanticism to Symbolism |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 81537 |
| **Semesters** | Summer |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) Nenad Ivić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the French literature of the nineteenth century with an emphasis on the shift from Romanticism to Symbolism, including recognition and definition of the concepts of modernism and antimodernism, revolution, relation to history and art. |
| **Teaching methods** | Content-based approach (CBI), Content and Language Integrated Learning (CLIL), learning strategy training, receptive and productive modern methods |
| **Assessment methods** | Seminar paper, oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Gain insights into the theoretical and practical specificities of the analysis of the nineteenth century poetic and prose texts | | 2. | Identify characteristics of the schools of thought of the nineteenth century with a special emphasis on the French revolution | | 3. | Recognize different functional styles of texts and apply their characteristics in the course of undergraduate study of French language and literature | | 4. | Apply the acquired knowledge and skills to other texts planned by the curriculum | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: modernism/antimodernism; relation to the Revolution; Chateaubriand: inability to restore the past and to foresee the future | | 2. | Nerval: “dépaysement” and the world geography; sensing the past | | 3. | Theatre and romantic painting: Théophile Gautier and Eugène Delacroix | | 4. | Musset: poetic creation | | 5. | How to write romantic history: Volney, Musset, Thierry. Science and arts. | | 6. | Romantic history: Michelet | | 7. | Michelet II: national history as an autobiography | | 8. | Michelet III: the nation and the homeland (Le peuple) | | 9. | Manifests of symbolism and the theory of symbols | | 10. | Baudelaire and Benjamin: Correspondances | | 11. | Baudelaire II: writing “myself”. Mon cœur mis à nu | | 12. | The Revolution and revolutions: diary, novel of memories (Hugo, Tocqueville) | | 13. | The nineteenth century and revolutions | | 14. | Revolutionary art / the revolution of art. Baudelaire: Un Voyage à Cythere; Mallarmé: Crise de vers. | | 15. | 15. Conclusion: Flaubert: Education sentimentale. Antimodern education of the modern man. | | |
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## Glottodidactics

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| **Name** | Glottodidactics |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 124283 |
| **Semesters** | Summer |
| **Teachers** | Ivana Franić, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course Second Language Acquisition |
| **Goal** | Gaining insights into the fundamental postulates of the theory of foreign language teaching; understanding basic concepts of the theory of foreign language teaching |
| **Teaching methods** | Lectures, seminar, oral presentation |
| **Assessment methods** | Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Describe and compare the methods of foreign language learning and teaching throughout history | | 2. | Define the fundamental concepts of contemporary foreign language teaching | | 3. | Explain the methods of teaching language acquisition, receptive and productive language skills | | 4. | Explain the methods of evaluation and self-evaluation of pupils’ knowledge and abilities | | 5. | Be familiar with research techniques in foreign language teaching | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Glottodidactics: basic concepts and terminology, literature, students’ obligations | | 2. | Glottodidactics as an interdisciplinary science | | 3. | Overview of the methods of foreign language teaching; contemporary approach to foreign language teaching | | 4. | Communication competence concept | | 5. | Teaching language skills | | 6. | Teaching grammar | | 7. | Linguistic awareness (consciousness) | | 8. | Learner's autonomy in foreign language learning | | 9. | Use of teaching tools and aids in foreign language teaching | | 10. | Language mistakes and correction | | 11. | Classroom discourse | | 12. | Development of intercultural competence | | 13. | Research methods in foreign language teaching (action research, scientific research) | | 14. | Research methods in foreign language teaching (action research, scientific research) | | 15. | Revision | | |
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## Introduction to French Syntax

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| **Name** | Introduction to French Syntax |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 52047 |
| **Semesters** | Winter |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language 4 |
| **Goal** | Familiarisation with the fundamental procedures of syntactic analysis of the sentence and understading of syntactic descriptions (i.e. grammars); acquisition of important elements of the normative syntax of French and their application in the construction of one’s own validated sentences |
| **Teaching methods** | Direct teaching (lectures). Dissussions related to acquired knowledge, completion of and commenting on exercises (analysis and transformation). |
| **Assessment methods** | Continuous evaluation. Written midterm exams / the written part of the final exam followed by the oral part of the final exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Understand the basic synactic organisation of the French sentence | | 2. | Understand and explain the process of composing compound sentences | | 3. | Conduct detailed analysis of French sentences according to functional and formal criteria | | 4. | Understand and explain the characteristics of modalities and forms in the French sentence | | 5. | Transform sentences on the basis of acquired knowledge and skills | | 6. | Develop a critical view of the connection between the elements of the analysis and corresponding transformations | | 7. | Explain the importance of syntactic analysis and understanding for the creation of texts/utterances | | 8. | describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language | | 9. | categorize functional elements of the French sentence and create communication effects of differently constructed sentences within oral and written utterances and discourses | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: working methods, students’ obligations, exam; overview of the course content. Syntax as a part of linguistics. | | 2. | Sentence as the basic unit of syntactic analysis. Definitions. Levels of analysis. Visualisation of syntactic structures. | | 3. | Approaches to the syntactic analysis of the sentence: functional structure. Canonical models. | | 4. | Compound sentence: interpreting the manner of its composing, constituents and their mutual relations. | | 5. | Nominalisation. | | 6. | Infinitive transformation. Infinitive and participial sentences. | | 7. | Summarisation of the studied content and revision in order to prepare for the testing of knowledge. | | 8. | Sequence of elements in the linear order. | | 9. | Specificities of the sequence of elements: subject inversion. | | 10. | The first systematic testing of knowledge: sentence analysis, basic transformations. | | 11. | Overview of the modalities and forms of the French sentence. | | 12. | Interrogative sentence. | | 13. | Negation. | | 14. | Imperative sentence. | | 15. | The second systematic testing of knowledge: sentence analysis, sequence of elements; modalities and forms | | |
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## Introduction to the Theory of Literature

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| **Name** | Introduction to the Theory of Literature |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 87809 |
| **Semesters** | Summer |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | Familiarise the students with the basic concepts of literary theory and the science of literature as such, enable them to approach specific problems in literary works. The course starts with the definition of literary theory within the science of literature (including an insight into the “state” of theory in France and in Croatia) and with the overview of contemporary literary theories. By discussing several basic problems of literary theory (literary work, author, world, reader, style, history, value, novel/poetry/theatre, functions of literature), the course intends to give the answer not only to the question “What is the point of literature?” but also to the question “Theory or fiction?” in order to introduce the students to the adventure of theory. |
| **Teaching methods** | content-based approach (CBI), Content and Language Integrated Learning (CLIL), learning strategy training, receptive and productive modern methods |
| **Assessment methods** | Numerical evaluation (competences: reading, writing, speech, understanding, communication, problematisation) Oral exam (in Croatian) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to recognize, identify, name, list, describe and define the basic problems which are the subject matter of literary theory. | | 2. | Be able to summarise, express, explain, exemplify and compare the key theories, tendencies and approaches related to literary theory, from both the diachronic and the synchronic perspective. | | 3. | Be able to use the acquired knowledge of literary theory when approaching literature of each era (the Middle Ages, 17th, 18th, 19th, 20th century and contemporary literature), collect the relevant literature in order to deal with an assigned problem in an autonomous paper and in porder to prepare for the exam, interpret the acquired knowledge and use it in one’s approach to literary works | | 4. | Be able to analyse, compare and distinguish specific problems within literary theory, isolate problematic segments of specific theories and approaches and comment on them, analyse and confront approaches, identify their similarities and differences | | 5. | Be able to represent one’s opinion related to the approach to a literary work, evaluate various solutions for the basic problems of literary history and critically analyse them, question and assess different approaches to each text, evaluate the theses arising from such critical reading and determine whether a specific approach is justified and/or appropriate for a given text | | 6. | Be able to collect data for one’s own bibliography of fundamental works, authors and theses, integrate the acquired knowledge into the knowledge of literary history and criticism, connect this knowledge with the studied literary works and present it in the exam and during the entire course, expand this knowledge, depending on the courses chosen by the students and on the topics of their seminar papers and autonomous work. | | 7. | Identify important elements in an unfamiliar text, interpret and summarise the meaning of French texts belonging to different types of discourse and functional styles | | 8. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Theory: France, Croatia – theory and jargon, theory and practice in literature; theory, criticism, history; theory or theories, literary theory or theory of literature. | | 2. | Contemporary literary theories (Beker), five paradoxes of modernity (A. Compagnon), the end of Modernism (Gianni Vattimo), Postmodernism explained to children (J.-F. Lyotard), Postmodernist rhetoric (M. Solar). | | 3. | Literature: What is a literary work? – specificities of literary texts, quality criteria, work and reality, what precedes the literary work: genetic criticism and intertextuality; function, content form, expression form | | 4. | The author/the author’s experience: “A man and his work”, writing, “écriture du moi”; theses about the death of the author, allegory and philology, philology and hermeneutics, intentionality. | | 5. | World: Against mimesis, realism, illusion of referentiality, intertextuality, arbitrarity. | | 6. | The reader and the literary work: What does it mean to read? The literary work and its readership. The destiny of the work. What is a classic? Reception and influence, implicit reader, open work, horizon of expectations (Jauss), genre as the key to reading. | | 7. | Style: Language, style, writing, norm, context, style as thought. | | 8. | History: literary history and history of literature, literary history and lierary criticism, history of ideas, social history, “evolution”, history or literature, history as literature (including historiographic metafiction). | | 9. | Value: Illusion of esthetics; what is a classic? On national tradition in literature, how to save a classic, advocacy for objectivism, the issue of heritage. | | 10. | Novel: Novel and reality (Diderot, Stendhal, Balzac, Flaubert, Zola, G. Lukács, M. Robert, Malraux, Ph. Dufour, Th. Pavel), novel and character (Balzac, Proust, Mauriac, Sarraute, V. Jouve, D. Sallenave, Todorov), questioning novel (Breton, Aragon, Camus, Flaubert, Robbe-Grillet), poetics of novel (Sartre, G. Genette, Kundera, Bahtin, H. Mitterand, R. Barthes, Ph. Hamon); V. Biti, Contemporary Narrative Theory | | 11. | Poetry: Poetic language (Mallarmé, Valéry, Sartre, M. Acquien, Ponge, Y. Bonnefoy, D. Leuwers); poet, “I” and the world, poetic creation (Lamartine i Hugo, Aragon, M. Collot, D. Combe), reading poetry (Valéry, D. Delas, M. Riffaterre), functions of poetry (Baudelaire, Rimbaud, Saint-John Perse, Éluard, J. Starobinski); E. Staiger: Basic Concepts of Poetics, H. Friedrich: The Structure of Modern Poetry. | | 12. | Theatre: Communication (Barthes, P. Larthomas, A. Ubersfeld), theatre and stage (A. Ubersfeld, D. Mesguich, A. Artaud), theatre and audience (A. Ubersfeld, Claudel, D. Mesguich, A. Ubersfeld, Brecht), functions of theatre (Hugo, Brecht, Ionesco, P.-A. Touchard) | | 13. | Functions of literature / Why literature? – Literature and morality, literature and politics (the issue of engagement), literature and culture | | 14. | Conclusion I – the adventure of theory – theory or fiction? | | 15. | Conclusion II – the adventure of theory – theory or fiction? | | |
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## Introduction to Translation studies

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| **Name** | Introduction to Translation studies |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 184216 |
| **Semesters** | Summer |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Miriam Miculinić |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Language 5 |
| **Goal** | Familiarization of the students with basic procedures in the translation process with the aim of gaining insights into and research of the translation process. Short texts on general topics and systematized authentic material in French and Croatian are analyzed; the students participate in the recognition and clarification of linguistic and other difficulties from the translators’ perspective aimed at the correct transposition of the meaning to the target language. The students are shown how to approach and resolve these difficulties. They are reminded that the full understanding of a text, in addition to the knowledge of language, implies familiarity with everyday life and events taking place in the country of the text’s origin. The students are enabled to recognize the important difference between didactic translation and other types of translation. Through their active participation in the class, which includes translating of texts, the students are enabled to improve their understanding and develop the ability of identifying the meaning of the texts.. |
| **Teaching methods** | Direct teaching; interactive and experience-based learning: group discussion, problem-based discussion |
| **Assessment methods** | Continuous assessment |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To recognize textual and non-textual elements | | 2. | To recognize some basic translation precepts | | 3. | -To know how to use the main traditional theoretical frameworks to translation | | 4. | To know how to use different types of dictionaries | | 5. | To participate in a group discussion | | 6. | To know how to fulfill the duties of one's work | | 7. | To develop a sense of the translator's responsibility | | 8. | To recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 9. | To evaluate one's interests and competences and select appropriate fields for the continuation of education; develop learning skills necessary for the continuation of the course of study on a higher level (MA degree | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Présentation. Approche et objectifs d’un cours de traduction. Types et applications. Traduction pédagogique et traduction «tout court» | | 2. | Notions fondamentales, principes théoriques fondamentaux | | 3. | Contrôle sur table | | 4. | Traduire le sens: unités de sens, locutions, phraséologie, polysémie | | 5. | Traduire le sens: acronymes, institutions, lieux, realia | | 6. | Contrôle sur table | | 7. | Traduire le sens et non les mots: contraintes linguistiques et sémantiques, multiplicité des équivalents | | 8. | Reformulation en tant que technique de déverbalisation et de transfert | | 9. | Contrôle sur table | | 10. | Terminologie: notions fondamentales et applications | | 11. | Application 1: institutions françaises, vie politique, actualité sociale | | 12. | Contrôle sur table | | 13. | Application 2: gastronomie, hôtellerie, tourisme | | 14. | Correspondance professionnelle et administrative: terminologie et phraséologie fondamentales | | 15. | Contrôle sur table final | | |
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## Late 20th century's French Prose

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| **Name** | Late 20th century's French Prose |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 118001 |
| **Semesters** | Winter |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Development of students’ literary-theoretical, literary-analytical and language competences |
| **Teaching methods** | Direct teaching (lectures), teaching by guided discovery and discussion Analysis of and commenting on the selected texts Students’ presentations on the assigned topics |
| **Assessment methods** | Continuous tracking, seminar paper, oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | approach a concrete text in a critical and analytical manner and successfully analyze textual and extra-textual facts necessary for good translations | | 2. | evaluate highly specialized knowledge in the field of French literature, elements of which are on the edge of the known, and which can serve as a foundation for original thinking and academic research, as well as connecting knowledge from different fields | | 3. | demonstrate first degree (completed BA) knowledge and understanding of French literature, expand and deepen it, ensure the possibility of original development and application of ideas in the context of various research topics | | 4. | critically evaluate and think creatively within the framework of solving new and complex problems, which is necessary as a basis for the development of new knowledge and connecting knowledge from specific fields of French literature in unpredictable conditions | | 5. | Identify distinctive features of writing styles of Francophone novelists of the last three decades of the twentieth century | | 6. | Compare and comment on the ideological fundaments, strategies of composition and narration, basic motives, stylistic choices and reception of specific literary works | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: significant phenomena and tendencies in French literature from the 1950s to the end of the 1980s | | 2. | J.-M. G. Le Clézio. Features of his writing style, worldview, topics and key motives, principles of composition, narrative techniques. | | 3. | J.-M. G. Le Clézio: Le procès-verbal | | 4. | Patrick Modiano. Features of his writing style, worldview, topics and key motives, principles of composition, narrative techniques. | | 5. | Patrick Modiano: Rue des boutiques obscures | | 6. | Jean Echenoz. Features of his writing style, worldview, topics and key motives, principles of composition, narrative techniques. | | 7. | Jean Echenoz: Je m'en vais | | 8. | Daniel Pennac. Jean Echenoz. Features of his writing style, worldview, topics and key motives, principles of composition, narrative techniques. Au bonheur des ogres. | | 9. | Hervé Guibert. Features of his writing style, worldview, topics and key motives, principles of composition, narrative techniques. A l’ami qui ne m’a pas sauvé la vie. | | 10. | Lydie Salvayre. Features of her writing style, worldview, topics and key motives, principles of composition, narrative techniques. La vie commune. | | 11. | Lydie Salvayre: La compagnie des spectres | | 12. | New female voices: Christine Angot, Lorette Nobécourt, Marie Desplechin. | | 13. | Marie Darrieussecq: Truismes | | 14. | Michel Houellebecq. Features of his writing style, worldview, topics and key motives, principles of composition, narrative techniques. Extension du domaine de la lutte. | | 15. | Michel Houellebecq: Les particules élémentaires | | |
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## Latin for Students of Romance Languages 1 (French)

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| **Name** | Latin for Students of Romance Languages 1 (French) |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 97919 |
| **Semesters** | Winter |
| **Teachers** | Jelena Poláček Gajer, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarization with and practical use of Latin grammar, vocabulary and phraseology as a contribution to the study of Romance languages from the phonetic, phonological and morphological perspective |
| **Teaching methods** | Group and individual approach; use of computers and overhead projectors; interpretation of grammar units, application and practice of the studied content in exercises and short texts |
| **Assessment methods** | Written exam at the end of the semester (45 minutes) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Read a text in Latin properly | | 2. | Recognize morphological categories in Latin | | 3. | Translate simpler texts written in Latin | | 4. | Identify differences between Classical Latin and Vulgar Latin on selected examples | | 5. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 6. | Efficiently use a dictionary with the purpose of expanding vocabulary as well as edit and summarize simple texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication | | 7. | Evaluate one's interests and competences and select appropriate fields for the continuation of education; develop learning skills necessary for the continuation of the course of study on a higher level (MA degree) | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction | | 2. | Historical review, presence and significance of Latin, script, sounds, changes of sounds, pronunciation and accent | | 3. | Parts of speech, grammatical categories of nouns, pronouns and adjectives, types of declensions | | 4. | Nouns, present of the first to fourth conjugation | | 5. | Nouns, present of the verb “be” | | 6. | Nouns | | 7. | Adjectives | | 8. | Comparison of adjectives | | 9. | Formation and comparison of adverbs | | 10. | Pronouns | | 11. | Pronouns | | 12. | Pronominal adjectives and numbers | | 13. | Prepositions | | 14. | Analysis of the selected text | | 15. | Synthesis and preparation for the exam | | |
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## Latin for Students of Romance Languages 2 (French)

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| **Name** | Latin for Students of Romance Languages 2 (French) |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 97927 |
| **Semesters** | Summer |
| **Teachers** | Jelena Poláček Gajer, Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course Latin for Students of Romance Languages 1 (French) |
| **Goal** | Familiarization with and practical use of Latin grammar, vocabulary and phraseology as a contribution to the study of Romance languages from the phonetic, phonological and morphological perspective |
| **Teaching methods** | Group and individual approach; use of computers and overhead projectors; interpretation of grammar units, application and practice of the studied content in exercises and short texts |
| **Assessment methods** | Written exam at the end of the semester (45 minutes) |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Read a text in Latin properly | | 2. | Recognize morphological categories in Latin | | 3. | Recognize syntactic categories in Latin | | 4. | Translate simple texts | | 5. | Correlate certain features of Latin and of Romance languages | | 6. | Evaluate one's interests and competences and select appropriate fields for the continuation of education; develop learning skills necessary for the continuation of the course of study on a higher level (MA degree) | | 7. | Efficiently use a dictionary with the purpose of expanding vocabulary as well as edit and summarize simple texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication | | 8. | Create original oral or written text according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction | | 2. | Grammatical categories of verbs, verbal stems | | 3. | Present stem – indicative | | 4. | Perfect and participle stem – indicative | | 5. | Imperative and subjunctive | | 6. | Other forms of verbs | | 7. | Consecutio temporum | | 8. | Syntax of dependent clauses | | 9. | Accusative with infinitive | | 10. | Nominative with infinitive | | 11. | Active periphrastic conjugation | | 12. | Passive periphrastic conjugation | | 13. | Ablative absolute | | 14. | Syntax of cases | | 15. | Synthesis and preparation for the exam | | |
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## Learning French Language at Early Age

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| **Name** | Learning French Language at Early Age |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 118010 |
| **Semesters** | Winter |
| **Teachers** | Ivana Franić, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Explain the reasons for introducing foreign language teaching at an early school age and the advantages of foreign language learning at such an early age. A short presentation of research in that field, particularly in Croatian context. A presentation of the Croatian project of learning English, French, German and Italian in the period from 1991 to 2001. Familiarisation of the students with the characteristics of children according to Piaget’s concrete operational stage, Guberina’s theories of auditory sensitivity, Vygotsky’s theories of inter- and intrapsychological phases. A presentation of children’s capacities and restrictions related to foreign language acquisition in that stage of their linguistic, cognitive, affective and motoric development. An overview, presentation and application of successful techniques and procedures in the classroom. Presentation and critical consideration of the Croatian curriculum of early foreign language teaching (HNOS and NPiP). |
| **Teaching methods** | Individual and group work. Discussion, assignments for autonomous completion. |
| **Assessment methods** | Oral presentation, seminar paper, oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain fundamental postulates of the key theories and hypotheses related to language learning and acquisition at an early age | | 2. | Explain the ways of teaching the knowledge of language and receptive and productive language skills | | 3. | Discuss mistakes in pupils’ metalanguage and compare the methods of their correction | | 4. | Discuss mistakes in pupils’ metalanguage and compare the methods of their correction | | 5. | Discuss mistakes in pupils’ metalanguage and compare the methods of their correction | | 6. | Explain the role of teaching material and tools for foreign language teaching and the criteria for their selection | | 7. | Determine and formulate general objectives of the lesson and of specific activities | | 8. | Select appropriate teaching and evaluation methods and procedures with regard to the teaching and evaluation objectives and in accordance with basic glottodidactic principles | | 9. | Plan a lesson of French as a foreign languge autonomously | | 10. | Select teaching material and working methods autonomously | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory lecture, course content, students’ obligations | | 2. | Early age, early school age, characteristics | | 3. | Piaget, Vygotsky | | 4. | Guberina and the theory of auditory sensitivity | | 5. | Features of the linguistic, cognitive, affective and motoric development at an early age | | 6. | Teaching techniques and procedures (early learning) | | 7. | Teaching techniques and procedures (early learning) | | 8. | Teaching techniques and procedures (early learning) | | 9. | Revision | | 10. | Attributes of culture in learning French at an early school age | | 11. | Classroom situation at an early school age | | 12. | Planning a teaching unit | | 13. | Planning a teaching unit | | 14. | Research methods related to teaching and learning of French at an early school age | | 15. | Conclusions, revision | | |
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## Linguistic Description of the French Language

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| **Name** | Linguistic Description of the French Language |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 125539 |
| **Semesters** | Summer |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) Lidija Orešković Dvorski, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Acquisition of the method for composing a concrete, critical linguistic description on the example of French |
| **Teaching methods** | Reading of texts Analysis and interpretation of texts Oral presentations |
| **Assessment methods** | Written test Seminar paper |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to distinguish and compare various theoretical approaches to the linguistic description of French at the phonological, morphological, semantic and syntactic levels | | 2. | Be able to apply a selected theoretical approach to French to significant elements at the phonological, morphological, semantic and syntactic levels | | 3. | Be able to analyse the key elements of a selected linguistic text and connect them with the previously acquired knowledge | | 4. | Be able to critically interpret the key features of the selected theoretical approaches to the linguistic description of French | | 5. | critically evaluate and creatively participate in the solving of new and complex problems beginning from descriptive and methodological concepts relevant for a linguistic description of the French language by connecting knowledge from specific fields of linguistic analysis | | 6. | integrate knowledge and discover linguistic proof of relevance of differentiating between levels of linguistic analysis from a synchronic and diachronic perspective, interrogate similarities and differences in their recognition | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Presentation of working goals andmethods as well as of expectations at the end of the semester. Overview of basic linguistic concepts. | | 2. | A concise overview of the history of the French language – the position of French within the group of Romance languages, the development of French through centuries. | | 3. | Phonological sytem of French, articulatory-acoustic specificities of vowels and consonants. Specificities of French as a source language and the key phonetic phenomena. | | 4. | Analysis and theoretical description of the selected morphological categories I. | | 5. | Analysis and theoretical description of the selected morphological categories I!. | | 6. | Selected topics from French syntax I. | | 7. | Selected topics from French syntax II. | | 8. | Written test | | 9. | Contacts of French with other languages – loanwords from other languages in French (emphasis on Anglicisms). | | 10. | French loanwords in other European languages | | 11. | Basic concepts of text linguistics I: overview of the units participating in the organisation of relations between sentences in a text (connectors, rhythmical and melodical punctuation) | | 12. | Basic concepts of text linguistics II. | | 13. | Summary of the studied content. | | 14. | Students’ presentations I. | | 15. | Students’ presentations II. | | |
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## Linguistic Theory of Petar Guberina and its applications

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| **Name** | Linguistic Theory of Petar Guberina and its applications |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 90625 |
| **Semesters** | Summer |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarise the students with the work of Petar Guberina in the context of linguistic research in the twentieth and twenty-first centuries, with a special emphasis on the field of linguistic research of French, in which the author left a significant mark by his activities. Enable the students to understand the basic terminology of Guberina’s linguistics of speech and to apply its principles to the verbotonal approach to re-education of listening and speech and in the structural-global audio-visual methodology of foreign language learning. |
| **Teaching methods** | Lectures and seminar. |
| **Assessment methods** | Two written tests and the final exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | In the context of various contemporary linguistic and grammatical approaches and theories, be able to explain Petar Guberina’s work as a part of linguistic research activities in the twentieth and twenty-first centuries. | | 2. | Be able to interpret and summarise the procedures of structural-global audio-visual methodology of learning French as a foreign language. | | 3. | Be able to interpret and summarise Guberina’s stylistic research based on the comparison of the stylistic value of the source language and of its translation into the target language as a basic criterion for evaluation of translations. | | 4. | Be able to present one’s own opinion after the familiarisation with the linguistic science of the twentieth century and the possibility of its concrete application on the example of Guberina’s work. | | 5. | Be able to interpret and summarise the contribution of Croatian science to world science on the example of this author. | | 6. | Be able to research new ways of language study and of research in language science in accordance with the guidelines in Guberina’s work. | | 7. | Be able to develop one’s learning and research skills facilitating lifelong education in the field of French language and linguistics as well as all forms of communication in French | | 8. | Be able to use linguistic literature efficiently in order to expand knowledge and to rewrite complex texts so that they become grammatically and stylistically acceptable and suitable for communication. | | 9. | Be able to plan the structure of one’s own written text in French and explain and use the necessary linguistic apparatus. | | 10. | Be able to represent one’s opinion on scientific topics in the field of Francophone linguistics. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory lecture, course content, students’ obligations. | | 2. | Logical and stylistic value of compound sentence. | | 3. | The concept of parole (language realisation) in Saussure and Guberina. | | 4. | Charles Bally and Peter Guberina: affectivity in enunciation. | | 5. | Sound and movement in language. | | 6. | Values (advantages) of the spoken language. | | 7. | Written test. | | 8. | External reality – reality of thought – reality of language. | | 9. | The external phenomenal in the expression of language. | | 10. | Verbotonal theory (VT). | | 11. | Verbotonal phonetics. | | 12. | SGAV (structural-global audio-visual) methodology of teaching languages. | | 13. | The position and role of VT phonetics in SGAV methodology. | | 14. | Global and dynamic vision of the act of speaking and of the speech act. | | 15. | Written test. | | |
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## Linguistics for Romanicists

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| **Name** | Linguistics for Romanicists |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 184207 |
| **Semesters** | Winter |
| **Teachers** | Gorana Bikić-Carić, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Acquisition of the concepts of linguistic analysis and possibility of their application to the concrete description of Romance idioms |
| **Teaching methods** | Lectures (with students’ active participation), seminar, autonomous work |
| **Assessment methods** | Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Students will be able to apply basic linguistic concepts related to phonology, morphology, syntax and lexis to the comparison of the development of Romance languages | | 2. | Students will be able to analyse specificities of the semantic development of various Romance languages | | 3. | Students will be able to apply acquired knowledge to the linguistic analysis of a specific Romance language in relation to other Romance languages | | 4. | Owing to one’s familiarity with the history and the contemporary situation of the Romance studies, select a specific approach for further studies in the field | | 5. | Students will be able to critically evaluate and creatively participate in the solving of new and complex problems beginning from descriptive and methodological concepts relevant for a linguistic description of the French language by connecting knowledge from specific fields of linguistic analysis | | 6. | Students will be able to state, define, and use basic linguistic concepts in professional discourse | | 7. | Students will be able to critically evaluate contemporary literature in linguistics | | 8. | Students will be able to communicate and support with arguments one's ideas by integrating knowledge, as well as adapt to the context of academic communication, taking into account ethical and social responsibility | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction – course description; short history of Romance studies | | 2. | Basic linguistic concepts applied to Romance studies (phonology) | | 3. | Basic linguistic concepts applied to Romance studies (morphology) | | 4. | Basic linguistic concepts applied to Romance studies (syntax) | | 5. | Basic linguistic concepts applied to Romance studies (lexis) | | 6. | Basic linguistic concepts applied to Romance studies (semantics) | | 7. | Summarising and testing of knowledge | | 8. | Application of knowledge to the contrastive analysis of a specific Romance idiom (phonology) | | 9. | Application of knowledge to the contrastive analysis of a specific Romance idiom (morphosyntax) | | 10. | Application of knowledge to the contrastive analysis of a specific Romance idiom (lexis) | | 11. | Contribution of significant Romanicists of the Faculty of Humanities and Social Sciences in Zagreb throughout history | | 12. | Contemporary approaches in Romance studies | | 13. | Corpus linguistics in Romance studies | | 14. | Presentations of students’ seminar papers | | 15. | Presentations of students’ seminar papers; summarising and testing of knowledge | | |
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## Linguistics of Enunciation and Pragmatics

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| **Name** | Linguistics of Enunciation and Pragmatics |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 142498 |
| **Semesters** | Summer |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Linguistics 2 To enrol course it is necessary to pass course French Language 4 |
| **Goal** | The goal is to enable the students to acquire the basic descriptive concepts and methods of the linguistics of enunciation and pragmatics at the theoretical and practical levels. After the course completion, the students will be able to autonomously read texts in French related to the field of linguistics of enunciation and pragmatics. They will acquire the basic skills of setting a methodological framework for research and be able to notice the phenomena of enunciation and spoken language pragmatics in everyday communication. The acquired knowledge and skills will be the starting point for the students’ recognition of their own communication skills. The students will improve their skills of interpretation of oral and written discourses in French and apply different approaches to the problem of enunciation with regard to the levels of the linguistic analysis of French in the light of the linguistics of enunciation and pragmatics. |
| **Teaching methods** | Lectures and seminar. |
| **Assessment methods** | Written assessment and evaluation of students’ active participation in the class and in the final exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to collect and categorise the relevant data from the field of French linguistics necessary for making conclusions related to the linguistic description of French, taking into account significant social, ethical or scientific matters. | | 2. | Be able to evaluate specialised facts, concepts, procedures, principles and theories within the scope of French linguistics and identify similarities and differences in relation to other fields and problems of linguistics and philology, with a special focus on the issue of enunciation and the theory of speech acts. | | 3. | Be able to estimate one’s own interests and competences and, on the basis of integrated learning skills, select appropriate fields for further studies. | | 4. | Be able to express in one’s own words the concepts and ideas related to French linguistics, especially in the field of the linguistics of enunciation and pragmatics, and communicate them to experts and non-professionals. | | 5. | Be able to recognize and classify the problems of utterance related to enunciation and pragmatics in the field of French linguistics and interrelate them to the Croatian linguistic system and other linguistic sytems familiar to the student. | | 6. | Be able to explain and apply the bases of linguistic methodology and terminology in the synchronic and diachronic study of language and to use them in the analysis of phonetics and phonology, morphology and syntax, semantics and pragmatics of French. | | 7. | Be able to categorise functional elements of the French sentence and create communication effects of differently constructed sentences within oral and written utterances and discourses. | | 8. | To notice important elements in an unknown text, interpret and summarise the meaning of French texts belonging to different types of discourse and functional styles. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Explanation of the course plan and curriculum; literature; students’ obligations. | | 2. | Bally, Guberina, Benveniste – from linguistic stylistics to linguistics of enunciation; Jakobson: language functions | | 3. | E. Benveniste: The Nature of Pronouns (1956), The Formal Apparatus of Enunciation (1970). | | 4. | Subjectivity at the level of language and language activity, subjectivity at the level of discourse; ego/hic/nunc: subjectivema and deixis. | | 5. | Multidimensional content of utterance, enunciation/co-enunciation, utterance and context, discourse and situation. | | 6. | Discourse analysis, argumentation, interference | | 7. | Written revision | | 8. | Pragmalinguistics: to say is to do, dire c’est faire. | | 9. | Theory of the speech acts: Austin, Searle Strawson. | | 10. | Performativity in language and discourse. | | 11. | Cooperative principle, face theory, conversational maxims (Grice). | | 12. | O. Ducrot: The theory of polyphony in enunciation. | | 13. | Presuppositions and conversational implicatures, implications, intertextuality and interdiscursivity. | | 14. | Discourse cohesion and coherence. The interpreting subject (sujet interprétant). | | 15. | Written revision. | | |
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## Master's Thesis in French language and literature

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| **Name** | Master's Thesis in French language and literature |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 15 |
| **ID** | 124562 |
| **Semesters** | Summer |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) Darja Damić Bohač, PhD, Senior Lector Dražen Varga, PhD, Full Professor Gorana Bikić-Carić, PhD, Assistant Professor Ivana Franić, PhD, Associate Professor Lidija Orešković Dvorski, PhD, Assistant Professor Marinko Koščec, PhD, Assistant Professor Marija Paprašarovski, PhD, Senior Lector Maja Zorica (rođena Vukušić), PhD, Assistant Professor Nenad Ivić, PhD, Full Professor Sanja Šoštarić, PhD, Senior Lector |
| **Hours** | |  |  | | --- | --- | | Seminar | 0 | |
| **Prerequisites** | None |
| **Goal** | Checking students’ knowledge and autonomous research competences. Checking their acquired knowledge of French literature, literary theory, criticism, linguistics, traductology, didactics. Checking their acquired knowledge and manner of expression in French. Checking their familiarity with the basic descriptive and methodological concepts relevant for the given problem with an emphasis on various levels of description. Checking their ability of outlining problems and their mastery of metalanguage. Checking their ability to autonomously express themselves and to compose a text in French. |
| **Teaching methods** | In accordance with the curriculum and mentor’s guidance. |
| **Assessment methods** | The originality of the approach to the problem, the scope of research (bibliography) and the knowledge of French are evaluated. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to produce a professional paper autonomously and responsibly using research skills transferable to other professional contexts. | | 2. | Be able to autonomously research the literature necessary for further studies and expansion of the acquired knowledge. | | 3. | Be able to justify the selection of the secondary literature by means of critical assessment. | | 4. | Be able to autonomously determine the research topic and take the responsibility for the completion of the assignment and adequate presentation of the research results. | | 5. | Be able to choose a graduate paper topic with the mentor’s guidance, autonomously research primary and secondary corpora, collect data and produce the paper based on the acquired methodological and theoretical knowledge, in order to contribute to the development of the profession and to the knowledge of the respective field | | 6. | Be able to interpret and summarize the sense of spoken and written discourses belonging to various functional styles in French. | | 7. | Be able to plan and realize the structure of one’s oral or written presentation in accordance with communication-related goals. | | 8. | Be able to represent one’s own opinions in fluent, accurate and nuanced French, in accordance with the communication situation. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | A text in French about the assigned topic (the scope is determined in accordance with the curriculum). | | 2. | Determination of the topic with the mentor’s guidance. | | 3. | Composing a working plan of a paper in French. | | 4. | Autonomous research, critical evaluation and analysis of primary literature. | | 5. | Autonomous research, critical evaluation and analysis of primary literature. Mentor’s guidance related to the evaluation of the collected corpus. | | 6. | Autonomous research, critical evaluation and analysis of secondary literature. | | 7. | Making a concept of the paper. Mentor’s guidance related to the evaluation of the collected corpus and the concept of the paper. | | 8. | Production of the professional paper on the basis of knowledge acquired by researching primary and secondary literature in accordance with methodological and theoretical knowledge acquired in the course of the graduate studies. | | 9. | Production of the professional paper on the basis of knowledge acquired by researching primary and secondary literature in accordance with methodological and theoretical knowledge acquired in the course of the graduate studies. Mentor’s guidance with the aim of perfection and completion of the paper. | | 10. | Completion of the professional paper on the basis of knowledge acquired by researching primary and secondary literature in accordance with methodological and theoretical knowledge acquired in the course of the graduate studies. | | 11. | Completion of the professional paper on the basis of knowledge acquired by researching primary and secondary literature in accordance with methodological and theoretical knowledge acquired in the course of the graduate studies. Final consultations with the mentor. | | 12. | Completion of the professional paper. | | 13. | Preparation for the presentation and evaluation of the research results when defending the master’s thesis. | | 14. | Preparation of oral presenting of the professional paper. | | 15. | Oral presentation and defence of the professional paper by presenting it to a panel of professors and by answering their questions so they can grade student's presentation abilities as well as his/her written work. | | |
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## Measuring Linguistic and Communicative Competence

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| **Name** | Measuring Linguistic and Communicative Competence |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 125545 |
| **Semesters** | Summer |
| **Teachers** | Ivana Franić, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Enable the students to gain insights into the topic of determination and evaluation of linguistic and communication competences in a foreign language |
| **Teaching methods** | Discussion, individual work |
| **Assessment methods** | Seminar paper, oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Determine the basic features of linguistic and communication competences | | 2. | Define the key concepts underlying evaluation in foreign language teaching | | 3. | Understand and apply appropriate evaluation methods | | 4. | Describe and compare types of tests | | 5. | Plan and critically analyse the process of evaluation of French as a foreign language | | 6. | Plan and critically analyse the process of evaluation of French as a foreign language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory lecture, course content, students’ obligations | | 2. | Evaluation of knowledge | | 3. | Determining linguistic competence | | 4. | Determining communication competence | | 5. | Measuring linguistic competence | | 6. | Measuring communication competence | | 7. | Testing and types of tests in foreign language teaching | | 8. | Testing and types of tests in foreign language teaching | | 9. | Issue of validity and reliability of tests | | 10. | Standardised and non-standardised testing | | 11. | Standardised and non-standardised testing | | 12. | Composing a test | | 13. | Composing a test | | 14. | Revision, conclusions | | 15. | Revision, conclusions | | |
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## Methodology of Reading and Writing

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| **Name** | Methodology of Reading and Writing |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 102116 |
| **Semesters** | Summer |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) Sanja Šoštarić, PhD, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 15 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the strategies of reading different types of texts in French and improving the skills of understanding and writing of texts |
| **Teaching methods** | Methods: writing, reading and analysis of texts, discussion. Development of competences: reading comprehension, oral and written expression Individual and group work. |
| **Assessment methods** | Continuous tracking. Students’ autonomously written homework assignments, texts written in the class and active participation in the class are evaluated. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Identify important elements in an unfamiliar text | | 2. | Use dictionaries efficiently in order to expand the vocabulary | | 3. | Research printed and electronic sources | | 4. | Rewrite texts of various complexity levels | | 5. | Improve one’s reading strategy | | 6. | Expand the knowledge of French culture and the culture of other Francophone countries | | 7. | Create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 8. | Learn the elements of and acquire familiarity with French and Francophone civilisations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introducion: course content and students’ obligations | | 2. | Text I: vocabulary and reference material (monolingual and bilingual dictionaries, printed and electronic dictionaries) | | 3. | Text I: key words and main ideas of a text; summary | | 4. | Text II: vocabulary – semantic and non-semantic relations (synonyms, antonyms, homonyms, word families) | | 5. | Functional styles: examples, exercises | | 6. | Writing assignement | | 7. | Text III: vocabulary, synonyms, antonyms, homonyms, word families | | 8. | Text III: text structure | | 9. | Text IV: vocabulary, text reformulation | | 10. | Writing assignement | | 11. | Text V: vocabulary, reading strategies, text coherence, connectors | | 12. | Text V: reformulation, summary | | 13. | Text VI: connectors, text coherence, synthesis, summary | | 14. | Text VI: databases, scientific bibliography | | 15. | Writing assignement | | |
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## Methodology of reading and writing for teachers

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| **Name** | Methodology of reading and writing for teachers |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 161635 |
| **Semesters** | Summer |
| **Teachers** | Ivana Franić, PhD, Associate Professor (primary) Jean-Baptiste Bernard, PhD, Lector |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Methodology exercies | 15 | |
| **Prerequisites** | None |
| **Goal** | Master the strategies of reading and writing in French in the field of foreign language learning and teaching; improve the skill of writing texts about an assigned or autonomously selected topic using various techniques of academic writing |
| **Teaching methods** | Text analysis. Assignments for autonomous completion. Individual and group work. |
| **Assessment methods** | Continuous tracking. Assignments for autonomous completion (research, writing a paper). Active participation in the class. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Understand and interpret scientific texts of various complexity levels | | 2. | Improve the strategies of reading scientific texts, with a special emphasis on critical reading and text analysis | | 3. | Master the basic techniques of collecting information from relevant scientific sources | | 4. | Evaluate collected information from relevant printed (paper) and digital sources | | 5. | Compose short texts of various complexity levels providing arguments by using various techniques (quoting, paraphrasing, summarising, referring) | | 6. | Explain the bases of linguistic methodology and terminology and use them in the analysis of scientific texts in French | | 7. | Identify important elements in unfamiliar texts, interpret and summarise the meaning of texts in French belonging to different types of discourse and functional styles | | 8. | Be familiar with research techniques in foreign language teaching | | 9. | Critically evaluate the process of learning and teaching French as a foreign language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introductory lecture | | 2. | Understanding the selected text. Basic ideas. | | 3. | Scientific text and its structure. | | 4. | Written, printed sources and e-sources. | | 5. | Analysis of the selected text. | | 6. | Writing a paper. | | 7. | Methods of composing a paper (résumé, synthèse, compte-rendu). | | 8. | Specialised and scientific terminology II. Text analysis. | | 9. | Specialised and scientific terminology II. Text analysis. | | 10. | Analysis of the selected text. Coherence and cohesion. | | 11. | Writing a paper. | | 12. | Analysis of the selected text. Connectors. | | 13. | Analysis of the selected text. Connectors. | | 14. | Assignments for autonomous completion, analysis. | | 15. | Writing a paper. | | |
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## Morphology and Poetics of Short Fiction

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| **Name** | Morphology and Poetics of Short Fiction |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 118573 |
| **Semesters** | Winter |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | Development of students’ literary-theoretical, literary-analytical and language competences |
| **Teaching methods** | Direct teaching (lectures) PowerPoint presentations Teaching by guided discovery and discussion |
| **Assessment methods** | Continuous tracking, seminar papers, oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Create an original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 2. | Recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 3. | Notice important elements in an unknown text, interpret and summarise the meaning of French texts belonging to different types of discourse and functional styles | | 4. | Learn the elements of and acquire familiarity with French and Francophone civilisations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | 5. | Isolate specificities of the historical development of short fiction since the Middle Ages | | 6. | Analyse, critically consider and evaluate examples of short fiction and determine their fundamental motives, central topics and contents, principles of composition, semantic and ideological patterns | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | General characteristics and historical sources. Short story/novella/novel: differentiation of the principles of composition and narration. | | 2. | Short fiction in the seventeenth, eighteenth and nineteenth century. Traces of oral literature. Naturalism. Influence of the press media on the form and content in the early twentieth century. “Three-line stories”. | | 3. | Overview of the theories and esthetics of the genre (Goethe, Schlegel, Tieck, Poe, Schwob, Propp, Borges, O’Connor, Godenne). | | 4. | Short fiction from the perspective of the event. Anecdotic story type. Maupassant: La mère sauvage. | | 5. | Approach to the temporal dimension of a shorter/longer story. Maupassant: Clair de lune. | | 6. | Representation and role of place and space in a short fictional text. Maupassant: La nuit. Cauchemard. | | 7. | Dualities in Maupassant’s narrative opus (entertaining/serious; realistic/fantastic; lucidity/lunacy). Maupassant: Le horla. | | 8. | Dualities in Maupassant’s narrative opus (entertaining/serious; realistic/phantastic; lucidity/lunacy). Maupassant: Le horla. | | 9. | Dualities in Maupassant’s narrative opus (entertaining/serious; realistic/phantastic; lucidity/lunacy). Maupassant: Le horla. | | 10. | Jacques Jouet: L’autre chambre | | 11. | Xavier Bazot: Les pluies de mousson | | 12. | Annie Saumont: Une semaine comme les autres | | 13. | Philippe Delerm: La première gorgée de bière | | 14. | Claude Pujade-Renaud : Vous êtes toute seule ? | | 15. | Régis Jauffret: Microfictions | | |
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## Physical and Symbolic Aspects of space in the Novel

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| **Name** | Physical and Symbolic Aspects of space in the Novel |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 52468 |
| **Semesters** | Summer |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Literature: History and Periodization |
| **Goal** | Development of students’ literary-theoretical, literary-analytical and language competences |
| **Teaching methods** | Direct teaching (lectures), guided practice, teaching by guided discovery and discussion PowerPoint presentations Analysis of and commenting on the selected texts Seminar paper |
| **Assessment methods** | Continuous tracking, seminar paper, oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 2. | recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 3. | notice important elements in an unknown text, interpret and summarize the meaning of French texts belonging to different types of discourse and functional styles | | 4. | learn the elements of and acquire familiarity with French and Francophone civilizations and cultures, as well as understand and comment on cultural, social, and historical patterns and phenomena in Francophone countries | | 5. | Compare and comment on ideological fundaments, strategies of composition and narration, basic motives, stylistic choices and reception of specific novels | | 6. | Identify significant links of specific novels with their social and literary context and intellectual heritage | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: a panoramic view of prose tendencies in the French literature of the twentieth century | | 2. | Céline : Voyage au bout de la nuit. Social environment, ideological dimension and reception, fundamental motives. Author’s poetics; analysis of the figures of speech Study of the protagonist. | | 3. | Céline : Voyage au bout de la nuit. Social environment, ideological dimension and reception, fundamental motives. Author’s poetics; analysis of the figures of speech. Study of the protagonist. | | 4. | Céline : Voyage au bout de la nuit. Social environment, ideological dimension and reception, fundamental motives. Author’s poetics; analysis of the figures of speech. Study of the protagonist. | | 5. | Georges Perec: Les choses. Novel and consumerism. Anti-psychological approach. Procedures and influence of the “new novel” and structuralism. | | 6. | Michel Tournier : Vendredi ou les Limbes du Pacifique. Philosophical, mythological, metaphysical novel; multilayered text, palimpsest and “misreading” of the source text. Traditional substrates, subversion and demonisation. At the crossroads of the aesthetical, allegorical, political and erotic dimensions. | | 7. | Vendredi ou les Limbes du Pacifique. Philosophical, mythological, metaphysical novel; multilayered text, palimpsest and “misreading” of the source text. Traditional substrates, subversion and demonisation. At the crossroads of the aesthetical, allegorical, political and erotic dimensions. | | 8. | Patrick Modiano. Rue des boutiques obscures and Les boulevards de ceinture. Analysis of the narrative voice, key motives, atmosphere, figures of speech. Thematic obsessions, composition-related procedures, specificities of the narrator’s perspective, typical situations, manirisms. | | 9. | Patrick Modiano. Rue des boutiques obscures and Les boulevards de ceinture. Analysis of the narrative voice, key motives, atmosphere, figures of speech. Thematic obsessions, composition, specificities of the narrator’s perspective, typical situations, manirisms. | | 10. | Jean Echenoz. Opus; characteristics of the writing style. Patterns of the genre, thei deconstruction and parodying. Ellipticity, remoteness, metanarrativity, “double intonation” of the text. | | 11. | Jean Echenoz. Opus; characteristics of the writing style. Deconstruction and parody of specific genres. Ellipsis, detachment, metanarrativity, “double intonation” of the text. | | 12. | Lydie Salvayre: La Vie intime, La compagnie des spectres. Engaged, subversive fiction. A study of the narrative voice and typical protagonists. | | 13. | Lydie Salvayre: La Vie intime, La compagnie des spectres. Engaged, subversive fiction. A study of the narrative voice and typical protagonists. | | 14. | Michel Houellebecq: opus and context. | | 15. | Michel Houellebecq: opus and context. | | |
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## Poetics of translation

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| **Name** | Poetics of translation |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 125546 |
| **Semesters** | Summer |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to attend course Traductology |
| **Goal** | To familiarize the students with the specificities of literary translation.and different poetics To develop the capacity of recognizing different styles and poetics . |
| **Teaching methods** | PowerPoint presentation: direct instruction Translation analysis Group discussion |
| **Assessment methods** | Student have to make a presentation and write a seminar paper. . |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To explores the history and theory of literary translation as an art form.. | | 2. | To deal with general issues of literalness, fidelity, and originality: with translation as metaphor, aesthetic transformation, and re-creation. | | 3. | To recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature. | | 4. | To create original oral or written text in French according to set principles or autonomously using vocabulary from different fields of life, culture, science, and technology | | 5. | To notice important elements in an unknown text, interpret and summarize the meaning of French texts belonging to different types of discourse and functional styles. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course. What is poetics of translation? | | 2. | The history of literary translation. | | 3. | Theories of translation. | | 4. | Task of the Translator. | | 5. | Theorems in translation from Jean-René Ladmiral‘s viewpoint. The aesthetics of translation. | | 6. | Mouse or Rat? Umberto Eco: translation as Negotiation | | 7. | Exoeriences in translation: to compensate for a loss. (Umberto Eco) | | 8. | Students' presentations. | | 9. | Translating cultures: Antoine Berman. | | 10. | Antoine Berman's Deforming Tendencies of Translation' | | 11. | Henri Meschonnic on translating . | | 12. | Henri Mechonnic: translating rhythm | | 13. | The problem of untranslatability | | 14. | Students presentations. | | 15. | Evaluation. Conclusions. | | |
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## Postures, gestures and facial expressions: parts of multimodal utterance

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| **Name** | Postures, gestures and facial expressions: parts of multimodal utterance |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 118575 |
| **Semesters** | Winter |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | Introduction to the basic theory and practical analysis of conversational postures, gestures and facial expressions in oral interaction. Gaining insights into the topic in the context of contemporary linguistic tendencies: enunciation theory (linguistique de l’énonciation), pragmatic theory (pragmatique linguistique), discursive linguistics and linguistic research in the context of cognitive sciences. |
| **Teaching methods** | Lectures. |
| **Assessment methods** | Two written tests and the final exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | In the context of various contemporary linguistic approaches and theories, be able to interpret and summarise the issues of communication, language activities and linguistic system, with a special emphasis on French oral expressions. | | 2. | Be able to critically evaluate and creatively participate in the recognition and description of the role of visual manifestations in oral interaction. | | 3. | Starting from a concise theoretical description of the role of coverbal gestures in French oral expression, be able to parse information contained in French global oral discourse in order to determine constituents and their mutual relations, identify hidden meanings, distinguish facts and conclusions in unpredictable communication circumstances. | | 4. | Be able to represent one’s opinion, comment on, explain and summarise the role of coverbal manifestations of postures, gestures and facial expressions in the context of speech acts. | | 5. | Be able to demonstrate the knowledge and understanding of the multidimensional content of utterances and assess the contribution of visual aspects to the entire content of multimodal utterances. | | 6. | Be able to interpret and summarise various scientific and specialised texts related to the issue of coverbal gestures in oral expressions and express one’s critical opinion in French. | | 7. | Be able to autonomously research and distinguish the factors of personal (face to face) communication in French | | 8. | Be able to classify coverbal PGF manifestations and adapt complex methods, actions and material to a specific methodology of research of oral expression. | | 9. | Be able to manage and maintain complex communication, interaction and cooperation processes in oral face to face interaction in French in unpredictable social situations. | | 10. | Be able to integrate knowledge and manage complex situations as well as to illustrate problems related to oral communication in French. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Communication, language skills, linguistic system. | | 2. | Role of visual manifestations in oral interaction. | | 3. | PGF, verbal and non-verbal communication. | | 4. | Speech acts and the visual aspect of expression. | | 5. | Multidimensional content of utterance. | | 6. | Communication constituents. | | 7. | Written test. | | 8. | Analysis of coverbal PGF manifestations. | | 9. | Functional classification of coverbal gestures. | | 10. | Quasilinguistic gestures or emblems. | | 11. | Coverbal gestures. | | 12. | Synchronising gestures. | | 13. | Iconic, modalisation and metaphoric gestures. | | 14. | Coverbal gestures with regard to the levels of text analysis. | | 15. | Written test. | | |
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## Practice 1

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| **Name** | Practice 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 5 |
| **ID** | 124285 |
| **Semesters** | Summer |
| **Teachers** | Vedrana Berlengi Kapušin, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 45 | |
| **Prerequisites** | None |
| **Goal** | Develop practical aspects of teaching competence through personal experience of teaching French as a foreign language; connect theoretical (specialised and professional) insights from relevant courses with concrete examples of teaching practice; develop the sense of professionality; develop the sense of professional responsibility; develop the ability of self-evaluation of one’s teaching competences |
| **Teaching methods** | The practicum is held once a week (one class per week, a total of 15 classes) at the Faculty, with the aim of enabling the students to observe the teaching process intentionally and reflexively, to estimate the effects of various teaching strategies, to plan a lesson, to become aware of the aspects of their teaching competence that need to be particularly improved. The activities include the analysis of the internship diary, simulation of teaching sequences, analysis of one’s own teaching, designing of teaching material and self-evaluation by means of portfolios. In addition to this, the students must sit in on classes (15 classes) and observe the classes held by teachers in selected schools and by other students who hold their demonstration classes in the selected schools. Each class is preceded by an introductory conversation with the person who is about to teach the class. Each class is followed by an analysis. The students must keep a diary according to the criteria defined in the practicum. The mentor systematically monitors the autonomously taught classes. Specific elements of the classes are discussed in the practicum. |
| **Assessment methods** | The students must attend the classes regularly and participate in the activities and discussions in the practicum. Each student must hold a demonstration class in a primary school before the mentor and a teacher from the Faculty. The demonstration class is followed by an analysis and a discussion. The mentor evaluates student’s activities throughout the practicum and in the demonstration class. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Discuss the observed teaching activities intentionally and reflexively, interpret the efficiency of application of teaching strategies | | 2. | Analyse the structure and dynamics of the class held in the classroom | | 3. | Analyse the choice of appropriate methods, procedures and working methods in accordance with the aims of the lesson | | 4. | Analyse the choise of teaching material in accordance with the requirements of a specific lesson | | 5. | Autonomously create a teaching unit of French as a foreign language for primary school pupils | | 6. | Autonomously hold a teaching unit in a primary school | | 7. | Compose and analyse one’s portfolio | | 8. | Report on the structure and quality of one’s own and other students’ classes and on the advantages and disadvantages of the used procedures and methods | | 9. | determine and formulate the general aims of a teaching class and aims of individual activities | | 10. | plan and critically evaluate the process of learning and teaching French as a foreign language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction | | 2. | Journal de bord | | 3. | Grille d'observation | | 4. | Plan de la leçon | | 5. | Conduite de la classe de langue | | 6. | Gestion de classe et planification | | 7. | Gestion de classe et planification (suite) | | 8. | Portfolio européen pour les enseignants en langues en formation initiale (PEPELF) | | 9. | Portfolio européen pour les enseignants en langues en formation initiale (PEPELF) (suite) | | 10. | Compréhension des écrits | | 11. | Compréhension des écrits (suite) | | 12. | Documents authentiques | | 13. | Documents authentiques (suite) | | 14. | Documents authentiques (suite) | | 15. | Révision | | |
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## Practice 2

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| **Name** | Practice 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 5 |
| **ID** | 117530 |
| **Semesters** | Winter |
| **Teachers** | Vedrana Berlengi Kapušin, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 45 | |
| **Prerequisites** | To enrol course it is necessary to pass course Practice 1 |
| **Goal** | Develop practical aspects of teaching competence through the personal experience of teaching French as a foreign language; connect theoretical (specialized and professional) insights from relevant courses with concrete examples of teaching practice; develop the sense of professionalism; develop the sense of professional responsibility; develop the ability of self-evaluation of one’s teaching competences |
| **Teaching methods** | The practicum is held once a week (one class per week, a total of 15 classes) at the Faculty, with the aim of enabling the students to observe the teaching process intentionally and reflexively, to estimate the effects of various teaching strategies, to plan a lesson, to become aware of the aspects of their teaching competence that need to be particularly improved. The activities include the analysis of the internship diary, simulation of teaching sequences, analysis of one’s own teaching, designing of teaching material and self-evaluation by means of portfolios. In addition to this, the students must sit in on classes (15 classes) and observe the classes held by teachers in selected schools and by other students who hold their demonstration classes in the selected schools. Each class is preceded by an introductory conversation with the person who is about to teach the class. Each class is followed by an analysis. The students must keep a diary according to the criteria defined in the practicum. The mentor systematically monitors the autonomously taught classes. Specific elements of the classes are discussed in the practicum. |
| **Assessment methods** | The students must attend the classes regularly and participate in the activities and discussions in the practicum. Each student must hold a demonstration class in a primary school before the mentor and a teacher from the Faculty. The demonstration class is followed by analysis and discussion. The mentor evaluates student’s activities throughout the practicum and in the demonstration class. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Analyse the structure and dynamics of the class held in the classroom | | 2. | Analyse the choise of teaching material in accordance with the requirements of a specific lesson | | 3. | Analyse the preparation for various types of lessons | | 4. | Autonomously create a teaching unit of French as a foreign language for secondary school pupils and adults | | 5. | Autonomously hold a teaching unit in a secondary school or a school for foreign languages | | 6. | Discuss the autonomously held classes | | 7. | Determine the goals of lifelong professional training | | 8. | Report on the structure and quality of one’s own and other students’ classes and on the advantages and disadvantages of the used procedures and methods | | 9. | Autonomously design individual exercises with different aims and content | | 10. | Autonomously prepare original (authentic, non-didactic) materials for processing/work in a didactic environment | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction | | 2. | PEPELF - discussion | | 3. | PEPELF – discussion (suite) | | 4. | Discipline en classe | | 5. | Discipline en classe (suite) | | 6. | Élaborer un test | | 7. | Évaluation | | 8. | Compréhension de l'oral | | 9. | Compréhension de l'oral (suite) | | 10. | Texte littéraire | | 11. | Activités ludiques | | 12. | Chanson | | 13. | Culture | | 14. | Culture (suite) | | 15. | Révision | | |
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## Reading and interpretation of Old and Medieval French

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| **Name** | Reading and interpretation of Old and Medieval French |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 117994 |
| **Semesters** | Winter |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) Nenad Ivić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Acquisition of the competence of linguistic and contextual analysis of Medieval texts |
| **Teaching methods** | Linguistic and cultural analysis of selected texts; discussions on the conducted analyses |
| **Assessment methods** | Oral exam: detailed linguistic and cultural analysis of a previously determined text |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Active language competence in Old and Medieval French | | 2. |  | | 3. |  | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: selection of tools for the analysis | | 2. | Text in Vulgar Latin: Reichenau Glosses | | 3. | Serments de Strasbourg I | | 4. | Serments de Strasbourg II | | 5. | Chanson de Roland I | | 6. | Chanson de Roland II | | 7. | Chrétien de Troyes I | | 8. | Chrétien de Troyes II | | 9. | Roman de Graal: Lancelot | | 10. | Roman de Graal: la Mort Arthur | | 11. | Geoffroi de Villehardouin: La conquete de Constantinople | | 12. | Fabliau | | 13. | François Villon | | 14. | François Rabelais: Gargantua et Pantagruel I | | 15. | François Rabelais: Gargantua et Pantagruel II | | |
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## Reading and Interpretation of Prominent Texts in Modern French Linguistics 1

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| --- | --- |
| **Name** | Reading and Interpretation of Prominent Texts in Modern French Linguistics 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 60139 |
| **Semesters** | Winter |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Acquisition of extensive knowledge of modern linguistics and familiarisation with complex approaches to linguistic problems, leading to the development of analytical capacities in the field of linguistics. |
| **Teaching methods** | Seminar. Reading and interpretation of texts. |
| **Assessment methods** | Written test, exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Starting from various contemporary linguistic theories and approaches, be able to describe and interpret the meaning of the analysed linguistic texts in French. | | 2. | Be able to approach a specific text critically and analytically and to analyse successfully textual and extra-textual facts necessary for proper interpretation of a linguistic text in French. | | 3. | Integrate one’s knowledge and manage complex situations, illustrate problems and create one’s own judgments about relevant facts in the field of French linguistics. | | 4. | Be able to represent one’s opinion, to comment on and autonomously research and distinguish texts of prominent French and Francophone linguists of the twentieth and twenty-first centuries, to evaluate the suitability of a specific methodological procedure with regard to the assigned problem and to prove its value by providing arguments. | | 5. | Be able to use dictionaries efficiently in order to expand the vocabulary and summarise complex texts from the field of French linguistics written in French. | | 6. | Be able to evaluate specialised facts, concepts, procedures, principles and theories within the scope of French linguistics and to identify similarities and differences in relation to other fields and problems of linguistics and philology | | 7. | Be able to collect and categorise the relevant data from the field of French linguistics necessary for making conclusions related to the linguistic description of French, taking into account significant social, ethical or scientific matters | | 8. | Be able to recognize and classify problems in the field of French linguistics and interrelate them to the Croatian linguistic system and other linguistic sytems familiar to the students. | | 9. | Be able to express in one’s own words the concepts and ideas related to French linguistics. | | 10. | Be able to estimate one’s own interests and competences and, on the basis of integrated learning skills, select appropriate fields for further studies. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Explanation of the course plan and curriculum; students’ obligations. Introduction, reading, commenting and discussion related to selected texts of prominent French linguists of the twentieth century – structuralism and related tendencies: E. Benveniste, G. Guillaume, A. Martinet, L. Tesnière, etc. | | 2. | Saussure: detachment from the nineteenth-century tradition. Linguistic system, synchrony, the theory of sign, the arbitrarity of sign, the concept of sign value. Structuralism. Reading and commenting: the first chapter from the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette. | | 3. | A. Martinet’s functionalism. Double articulation. Monemes. Economy and redundancy of expression. Functional syntax. | | 4. | Reading and commenting: fragments of Eléments de linguistique générale and Syntaxe générale, Paris, Colin. | | 5. | Reading and commenting: the second chapter of the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette. | | 6. | Lucien Tesnière's structural syntax, introduction to the reading of the book Eléments de syntaxe structurale, Paris, Klincksieck. | | 7. | Reading and commenting: fragments of Eléments de syntaxe structurale, Paris, Klincksieck | | 8. | Reading and commenting: the third chapter of the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette. | | 9. | G. Guillaume, psychosystematics of language, introduction to the reading of fragments of Langage et science du langage, Québec, Presses de l’Université de Laval. | | 10. | Reading and commenting: the first part of the fourth chapter of the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette | | 11. | Reading and commenting: fragments of G. Guillaume’s book Langage et science du langage, Québec, Presses de l’Université de Laval | | 12. | Emile Benveniste, linguistics of enunciation, introduction to the reading of fragments of Problèmes de linguistique générale, Volumes 1 and 2, Paris, Gallimard | | 13. | Reading and commenting: fragments from the twentieth chapter of Problèmes de linguistique générale, Volume 1: “La nature des pronoms” | | 14. | Reading and commenting: the second chapter “L’appareil formel de l’énonciation”, Problèmes de linguistique générale, Volume 2 | | 15. | Enunciation and pragmatics. Reading and commenting of the eleventh chapter of the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette. | | |
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## Reading and Interpretation of Prominent Texts in Modern French Linguistics 2

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| **Name** | Reading and Interpretation of Prominent Texts in Modern French Linguistics 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 60146 |
| **Semesters** | Summer |
| **Teachers** | Bogdanka Pavelin Lešić, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Acquisition of the extended knowledge of modern linguistics and familiarisation with complex approaches to linguistic problems, leading to the development of analytical capacities in the field of linguistics. |
| **Teaching methods** | Seminar. Reading and interpretation of texts. |
| **Assessment methods** | Written test, exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Be able to evaluate specialised facts, concepts, procedures, principles and theories within the scope of French linguistics and to identify similarities and differences in relation to other fields and problems of linguistics and philology. | | 2. | Be able to collect and categorise the relevant data from the field of French linguistics necessary for making conclusions related to the linguistic description of French, taking into account significant social, ethical or scientific matters | | 3. | Be able to recognize and classify problems in the field of French linguistics and interrelate them to the Croatian linguistic system and other linguistic sytems familiar to the students. | | 4. | Be able to express in one’s own words the concepts and ideas related to French linguistics and communicate them to experts and non-professionals. | | 5. | Starting from the descriptive and methodological concepts relevant for the linguistic description of French and connecting knowledge related to various areas of linguistical analysis, be able to critically evaluate and creatively participate in the solving of new, complex problems. | | 6. | Be able to express clearly and unambiguously one’s conclusions, knowledge and supporting arguments in the field of French language and linguistics in communication with both experts and non-professionals | | 7. | Be able to interpret and summarise in French various scientific and specialised texts from the field of French linguistics. | | 8. | Be able to manage and conduct development activities in the field of French language and linguistics autonomously and responsibly and to apply the acquired knowledge, understanding and the capacities of reading and interpreting texts in French related to French linguistics in new or unfamiliar situations in wider interdisciplinary, multidisciplinary and transdisciplinary contexts. | | 9. | Be able to develop learning skills enabling lifelong eduation in the field of French language and linguistics. | | 10. | Be able to estimate one’s own interests and competences and, on the basis of integrated learning skills, select appropriate fields for further studies. | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Explanation of the course plan and curriculum; literature; students’ obligations. | | 2. | Introduction to the reading of texts from the second part of the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette. Topic: Grammaires formelles | | 3. | Reading, commenting and discussion: the sixth chapter of the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette. Topic: Noam Chomsky's standard theory | | 4. | Reading, commenting and discussion: the seventh chapter of the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette. Topic: Recent extensions of Chomsky's theory. | | 5. | Introduction to the reading of Maurice Gross’s detailed description of French syntax | | 6. | Reading, commenting and discussion: Méthodes en syntaxe, Paris: Hermann, 1975 (in fragments) | | 7. | Reading, commenting and discussion: the eighth chapter of the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette. Topic: 8. New syntactic models: Joan Bresnan’s lexical functional grammar; 2. Gazdar’s generalised syntagmatic pragmatics. | | 8. | Reading, commenting and discussion: the tenth chapter of the book Linguistiques contemporaines, Fuchs/Le Goffic, Hachette. Topic: Semantics, logics and cognition. | | 9. | Introduction to the reading of Bernard Pottier’s semantic approach at the level of the morpheme, utterance and text | | 10. | Reading, commenting and discussion: Sémantique générale, Paris: PUF, Collection Linguistique nouvelle, Dec. 1992 (in fragments) | | 11. | Enunciation, pragmatics and polyphony theory. Introduction to the reading: Oswald Ducrot | | 12. | Dire et ne pas dire, Paris: Hermann, 1972 (fragments) | | 13. | Les mots du discours, Paris: Minuit, 1980 (fragments) | | 14. | Le dire et le dit, Paris: Minuit, 1984 (fragments) | | 15. | J. Moechler and A. Reboul: Dictionnaire encyclopédique de pragmatique, 1994: Paris: Ed. du Seuil (in fragments) | | |
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## Reading Quignard

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| **Name** | Reading Quignard |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 5 |
| **ID** | 97210 |
| **Semesters** | Winter |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) Nenad Ivić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Seminar | 15 | |
| **Prerequisites** | None |
| **Goal** | This one-semester course is dedicated to the familiarisation with the opus of the contemporary French author Pascal Quignard in the context of changing poetics in the twentieth century. Novel and its transformations. Hybrid forms: tractate, essay. Fragment and narration. Literature and other artistic forms: music, painting. |
| **Teaching methods** | Analysis of the selected fragments read before the class; discussions |
| **Assessment methods** | Regular class attendance and participation in seminars; completion of the course-related obligations: 1) close reading of 100 pages of a text; 2) seminar paper |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Familiarisation with Pascal Quignard’s opus | | 2. | Analysis of literary texts | | 3. | Improvement of language competences | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course structure – status quaestionis | | 2. | Essay: Ecrits de l'ephemère / Records of ephemerality | | 3. | Essay II: Le nom au bout de la langue / The name on the tip of the tongue | | 4. | Tractate I: Rhétorique spéculative / Speculative rhetoric | | 5. | Tractate II: Petits traités / Small tractates | | 6. | Story: L'Enfant au visage couleur de la mort / The child with the death-coloured face | | 7. | Fragment I: Une gêne technique à l'égard des fragments / A technical discomfort regarding fragments | | 8. | Fragment II: Le lecteur / The reader | | 9. | Novel I: Tablettes de buis d'Apronenia Avitia / On wooden tablets: Apronenia Avitia | | 10. | 10. Novel II: Vie secrète / The secret life | | 11. | Novel II: Vie secrète / The secret life; Lecons de solfège et de piano / Solfeggio and piano lessons | | 12. | Hybrid: essay/novel/story/tractate/fragment: Dernier royaume / The last kingdom | | 13. | Commentary I: image and text: Nuit sexuelle / Night of sex | | 14. | Commentary II: music and text: Haine de la musique / Hatred of music | | 15. | Conclusions | | |
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## Romance languages and Vulgar Latinity

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| **Name** | Romance languages and Vulgar Latinity |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 66954 |
| **Semesters** | Winter |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Linguistics 2 To enrol course it is necessary to pass course Latin for Students of Romance Languages 2 (French) |
| **Goal** | Familiarisation with the linguistic and extra-linguistic reality of the Romance languages speaking area, basic linguistic elements common to Romance languages and fundamental elements of their diversification; understanding the development of Romance idioms |
| **Teaching methods** | Direct teaching (lectures). Commenting on examples. |
| **Assessment methods** | Oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Understand and explain historical dynamics of the expansion of the Latin language | | 2. | Understand and explain sources and methods of gaining insights into the structure of Vulgar Latinity | | 3. | Explain linguistic properties of Vulgar Latin | | 4. | Analyse relations between elements of contemporary Romance idioms and underlying Latin equivalents | | 5. | Critically correlate the development of Romance idioms and its outcome with the extra-linguistic reality of the Romania. | | 6. | explain and apply the basic linguistic methodology and terminology in the synchronous and diachronous study of language, apply it in the analysis of phonetics, phonology, morphology and syntax, semantics and pragmatics of French | | 7. | state and explain the most important concepts in Romance linguistics with an emphasis on French | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | The oldest evidence of individual Romance written (standard) languages: Portuguese and Galician, Spanish and Asturian, Catalan, Occitan and Gascon, French, Franco-Provençal, Rhaeto-Romance (Grischun, Tyrolian, Friulian), Italian, Sardinian, Istro-Romanian, Dalmatian (incl. Vegliote), Romanian (with four historical idioms and Moldavian). Secondary forms: Judaeo-Spanish; Sabir (contact languages) and Creolean languages (on French, Portuguese, Spanish bases). Overview of Romance languages on the map of Europe. | | 2. | Names of Romance languages, especially the ones continuing Latin: Lingua Latina/Latine (Latium), Lingua Romana/Romane (Roma), Lingua Romanica/Romanice (Romania). Names of Romance languages from other sources (Italia, Gallia, Hispania, Francia, Provincia, Forum Iulii, etc.); name Romania in the Antiquity (destiny of the name Romania in the territory of the Eastern Roman Empire), renewal of the name Romania and the name Romania in Romance studies. | | 3. | Articulation of Romania and classification(s) of Romance languages. The Jireček Line. Eastern and Western Romania + Sardinia. Muljačić’s dynamic classification of Romance languages. | | 4. | Origin and development of Roman languages, Latin and the concept of Vulgar Latin (Vulgärlatein). Disputes regarding Vulgar Latin and their settlement. Latin within the framework of related languages (Indo-European family, Italic group of Indo-European languages). Latin and languages of ancient Italy (non-Indo-European and Indo-European related to Latin). Bilingualism. | | 5. | Concept of adstrate, substrate and superstrate (in order to be designated as a substrate or superstrate in linguistics, an idiom as a rule needs to cease to be used independently; adstrates are, as a rule, co-existent languages in the same period, in the same or neighbouring territory). | | 6. | Chronology of Roman conquests (relevant for Romance languages). Periods in the history of the Latin language (archaic, pre-classical, classical, post-classical and late Latin/low Latin periods; Medieval Latin and scientific Latin). Classical Latin and Vulgar Latin. Vulgar Latin and Romance languages. | | 7. | Possible definitions of Vulgar Latin. Periods in the development of Vulgar Latin. Sources for learning about Vulgar Latin. Written sources (classification) and reconstruction (direct and indirect sources). | | 8. | Properties of Vulgar Latin: in phonetics (accent; vocals, consonants) and morphology (nominal words and verbs; adverbs, prepositions and conjunctions). | | 9. | Nouns in Vulgar Latin and in Romance languages (reduction of cases). Emergence of the article as the key phenomenon. | | 10. | Adjectives in Vulgar Latin and in Romance languages (comparison). | | 11. | Pronouns (in particular personal pronouns) and adjectival pronouns (demonstrative, possessive, indefinite) in Vulgar Latin and in Romance languages. Degree of obligation of personal pronouns (in the Nominative case) with personal forms of verbs. | | 12. | Numbers. Adverbs. Prepositions. Conjunctions. | | 13. | Verbs. Categories in Classical Latin and in Vulgar Latin. System development from Vulgar Latin to Romance languages. | | 14. | Key syntactic properties (syntax of a sentence) in Vulgar Latin and their development in Romance languages. | | 15. | Lexis (vocabulary) of Romance languages in relation to Latin lexis. Emergence of differences. Sources of innovations: internal development and loanwords. | | |
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## Second Language Acquisition

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| **Name** | Second Language Acquisition |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 117622 |
| **Semesters** | Winter |
| **Teachers** | Ivana Franić, PhD, Associate Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | Introduction, course content, students’ obligations, evaluation |
| **Teaching methods** | Direct teaching. Teaching by discussion and discovery. Individual projects. |
| **Assessment methods** | Oral presentation, seminar paper, oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain the principles of second language acquisition as a development process | | 2. | Explain the fundamental postulates of te key theories and hypotheses related to language learning and acquisition | | 3. | Recognize and explain the impact of various factors on the process of language learning and acquisition based on the insights gained by research | | 4. | Interpret and summarise various scientific and specialised texts and express one’s critical opinion in French taking into account grammatical, stylistical and communication standards | | 5. | Familiarise oneself with the specialised terminology in the field of language acquisition | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction, course content, students’ obligations, evaluation | | 2. | Theories of second language acquisition | | 3. | Theories of second language acquisition | | 4. | The role of input and interaction in second language acquisition | | 5. | Interlanguage | | 6. | Impact of the first language to the process of second language acquisition | | 7. | Bilingualism and its development | | 8. | The age factor in language acquisition | | 9. | Subjective factors and individual differences in second language acquisition | | 10. | Subjective factors and individual differences in second language acquisition | | 11. | The role of social context in language acquisition | | 12. | Cognitive science and second language acquisition | | 13. | Cognitive science and second language acquisition | | 14. | Research methods related to the process of second language acquisition | | 15. | Conclusions, revision | | |
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## Semantic Seminar 1

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| **Name** | Semantic Seminar 1 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 86386 |
| **Semesters** | Winter |
| **Teachers** | Ivana Franić, PhD, Associate Professor (primary) Marta Petrak, Assistant |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Linguistics 2 |
| **Goal** | Familiarization with key descriptive and methodological concepts relevant for the semantic description of the French lexicon and lexical semantics in general |
| **Teaching methods** | Seminars Exercises (applying the studied content in analytical exercises) Discussion |
| **Assessment methods** | Two written exams |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To explain and apply the basic lexicological methodology and terminology in the synchronic and diachronic study of language; to apply it in the analysis of French lexical semantics | | 2. | To describe and explain major lexicological and semantic categories in the French language from the framework of contemporary linguistic approaches and theories | | 3. | To use dictionaries, glossaries and other linguistic reference books in order to expand the vocabulary and enhance language skills | | 4. | To develop learning skills related to the French lexicon and semantics, necessary for the continuation of the course of study at a higher level (MA degree) | | 5. | Efficiently use a dictionary with the purpose of expanding vocabulary as well as edit and summarise simple texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication | | 6. | Be able to explain and apply basic methods and terminology of linguistic description at various language teaching levels from synchronic and diachronic perspectives and apply them in the analysis of semantics of the French language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction. Course plan, literature, students’ obligations. The field of scientific research: lexicology, lexical semantics. Revision of basic linguistic concepts (phoneme, morpheme, etc.). | | 2. | Linguistic sign according to Saussure. Characteristics of the linguistic sign (e.g. arbitrariness). | | 3. | Lexicon. Lexical units. Types of lexical units (mot-forme, lexie, lexeme, vocable). | | 4. | Types of meanings of lexical units. Lexical and grammatical meaning. Denotation and connotation. | | 5. | Semantic and lexical field. Prototype. Componential analysis. | | 6. | The first preliminary exam. Introduction to semantic relations in the lexicon. | | 7. | Synonymy. | | 8. | Hypernimy and Hyponymy. | | 9. | Polysemy and its sources. | | 10. | Antonymy. | | 11. | Metaphor and metonymy. | | 12. | Homonymy. Homophony. Homography. | | 13. | Semantic change. Types and causes of semantic change. | | 14. | Linguistic, social-historical and psychological causes of semantic change. | | 15. | Final recapitulation. The second (final) preliminary exam. | | |
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## Semantic Seminar 2

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| **Name** | Semantic Seminar 2 |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 86387 |
| **Semesters** | Summer |
| **Teachers** | Ivana Franić, PhD, Associate Professor (primary) Gorana Bikić-Carić, PhD, Assistant Professor |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course French Linguistics 2 |
| **Goal** | Familiarisation with the key descriptive and methodological concepts relevant for the semantic description of French, leading to proficiency in the field of interpretation of the French sentence and to the understanding of the possible ways of considering linguistic problems |
| **Teaching methods** | Seminar, students’ active participation in the class |
| **Assessment methods** | Written exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain and apply the basic syntactic methodology and terminology to different levels of the synchronic and diachronic study of language and apply it to the analysis of the French sentence | | 2. | Describe and explain within the framework of diverse contemporary linguistic approaches and theories the most important syntactic categories in the French language | | 3. | Develop learning skills related to French syntax and semantics necessary for the continuation of the course of study at a higher level (MA degree) | | 4. | Explain and apply the basic linguistic methodology and terminology in the synchronous and diachronous study of language, apply it in the analysis of phonetics, phonology, morphology and syntax, semantics and pragmatics of French | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: explanation of the course plan and curriculum; literature; students’ obligations | | 2. | Levels of linguistic analysis. Confirmation of the existence and independence of various linguistic levels, starting with the phenomenon of ambiguity of sentences. Analysis of related examples. | | 3. | Subject matter of semantics and its disciplines (lexical and sentential semantics, syntactic semantics and pragmatic semantics). Analysis of a related text. | | 4. | Lexical and sentential semantics: arguments in favour of the need to distinguish them and the analysis of related examples. | | 5. | Syntactic semantics: semantic combinations. Analysis of related examples | | 6. | Syntactc semantics: the scope of components of the sentence. Analysis of related examples. | | 7. | Pragmatic semantics. Analysis of a related text. | | 8. | Layers of meaning of a sentence: linguistic, pragmatic, referential. The referential layer. Analysis of a related text. | | 9. | Linguistics of enunciation. The concept of deixis. Emile Benveniste on the linguistic forms of subjectivity. | | 10. | Text analysis (E. Benveniste, Les relations de temps dans le verbe français). | | 11. | Information structure of the sentence. Analysis on the example of an emphatic and unipersonal sentence form in French. | | 12. | Speech acts. Analysis of a related text. | | 13. | Semantic presuppositions of the sentence. Analysis of related examples. | | 14. | Argumentative value of sentences. Analysis of related examples. | | 15. | Argumentative value of sentences. Analysis of a related text | | |
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## Syntax of Compound Sentences

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| **Name** | Syntax of Compound Sentences |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 52052 |
| **Semesters** | Summer |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | | Seminar | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course Introduction to French Syntax |
| **Goal** | Familiarisation with the composition of French compound sentences and with characteristics of specific types of dependent clauses; acquisition of the significant elements of the normative French syntax and their application to the construction of one’s own validated sentences |
| **Teaching methods** | Direct teaching (lectures); discussion about acquired knowledge and commenting on exercises (analysis and transformations) |
| **Assessment methods** | Conitnuous evaluation. Written midterm exams / the written part of the exam followed by the oral part of the exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Explain syntactic relations between entities, i.e. parts of compound sentences | | 2. | Explain the elements of the subordination phenomenon and their characteristics | | 3. | Explain the classification of dependent clauses according to the functional criterion and the characteristics of the classes created by such classification | | 4. | Apply one’s knowledge of the elements of dependent clauses to the creation of corresponding transformations | | 5. | Construct validated French compound sentences according to set parameters | | 6. | Conduct a complete syntactic analysis of a French compound sentence | | 7. | Create a critical image of the connections between the elements of analysis of compound sentences and corresponding transformations | | 8. | Explain the connections between the syntactic analysis of compound sentences and understanding/creation of texts and utterances | | 9. | describe and explain within the framework of diverse contemporary grammatical and linguistic approaches and theories all phonological, phonetic, morphological, and syntactic categories in the French language | | 10. | categorize functional elements of the French sentence and create communication effects of differently constructed sentences within oral and written utterances and discourses | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Relations within a compound sentence: sequence, coordination, subordination, correlation | | 2. | Specificities of coordination. Distinguishing coordination from other relations in a compound sentence. Coordinators. | | 3. | Dependence: basic features and overview of the types of dependent clauses | | 4. | Dependent clauses of primary/substantive functions (complétives). Functions and position in a linear sequence. | | 5. | Use of verbal moods in dependent clauses of primary/substantive functions by introducing the preposition que. | | 6. | Indirect speech. Sequence of tenses. | | 7. | Relative clauses (relatives): basic features; specificities of th subordinator; types of relative clauses; position in a linear sequence. | | 8. | Relative clauses: use of verbal moods. | | 9. | Overview of adverbial clauses (circonstancielles). Types of temporal-logical relations. Temporal clauses. | | 10. | Clauses expressing cause and reason. | | 11. | Clauses expressing effect. | | 12. | Clauses expressing purpose and concession. | | 13. | Conditional clauses. | | 14. | Comparative clauses. | | 15. | Other types of adverbial clauses. | | |
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## Teaching French as a foreign language

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| **Name** | Teaching French as a foreign language |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 117529 |
| **Semesters** | Winter |
| **Teachers** | Vedrana Berlengi Kapušin, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | To enrol course it is necessary to pass course Glottodidactics |
| **Goal** | Enable the students to apply the knowledge of the language acquired in the course of the study and the theoretical postulates of glottodidactics to the teaching of French as a foreign language |
| **Teaching methods** | Interactive teaching, seminar, autonomous work related to the seminar assignment, oral presentation. The students must attend the classes regularly (they may not be absent more than three times) and participate actively in the discussions. Each student must hold an autonomous oral presentation. |
| **Assessment methods** | In the course of the semester, active participation in the class is evaluated and each student must hold an autonomous oral presentation of the seminar paper. At the end of the semester, the students take the oral exam. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Analyse practical aspects of teaching French with regard to the pupils’ age and level of knowledge | | 2. | Consider advantages and disadvantages of various methods and procedures of teaching language skills and knowledge | | 3. | Define the general aims of a lesson and aims of specific activities within the lesson | | 4. | Select appropriate teaching material | | 5. | Select appropriate methods and procedures of teaching and evaluation with regard to the aims of teaching and evaluation | | 6. | define key concepts on which contemporary foreign language teaching is based on | | 7. | explain language mistakes on the level of forms, explain the causes/origins of mistakes in the metalanguage of students and compare ways of correcting them | | 8. | explain the ways of teaching the knowledge of language and receptive and productive language skills | | 9. | acquire familiarity with research techniques in teaching foreign languages | | 10. | apply intercultural approach in the teaching of French as a foreign language | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction à la didactique du FLE | | 2. | Pédagogie de l'erreur | | 3. | Évaluation | | 4. | CECR | | 5. | PEL | | 6. | Documents sonores en classe de FLE | | 7. | Vidéo en classe de FLE | | 8. | Texte littéraire en classe de FLE | | 9. | Activités ludiques | | 10. | Chanson en classe de FLE | | 11. | Activités de production orale | | 12. | Activités de production écrite | | 13. | Enseigner la grammaire | | 14. | Enseigner la culture | | 15. | Révision | | |
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## Terminology

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| **Name** | Terminology |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 117536 |
| **Semesters** | Winter |
| **Teachers** | Lidija Orešković Dvorski, PhD, Assistant Professor (primary) Marta Petrak, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 15 | | Practical language | 15 | |
| **Prerequisites** | None |
| **Goal** | The students will gain insights into the basics of terminology as a scientific discipline and the procedures of terminography as its application. They will be familiarised with the basic professional concepts, such as terminology fields and their determination, selection and processing of word corpora, selection of terms, specificities of definitions related to terminology, linking of terms within terminology fields, with an emphasis on the development of the capacities of corpus analysis and term description in accordance with the rules of the discipline. |
| **Teaching methods** | Lectures, Power Point presentations, exercises in the class including active students’ participation. Use of the Omega system. |
| **Assessment methods** | Evaluation of students’ activities is based on the written assignment. Regular class attendance and active participation in the class will contribute to the final grade |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Approach a specific text in accordance with the rules of terminography | | 2. | Cooperate successfully with other students in the creation of a terminographic product | | 3. | Analyse textual and extra-textual facts required for term recognition | | 4. | Recognize and describe successfully the basic features of terms | | 5. | Apply terminographic methodology on a specific corpus | | 6. | Use dictionaries, reference material and other tools necessary for the completion of terminographic assignments | | 7. | integrate knowledge with the purpose of applying terminographic methodology in the creation of various terminographic products | | 8. | communicate with the translation and/or terminographic product client and adapt documents to ensure faithful transfer of meaning for the users of the translation and/or terminographic product | | 9. | applies terminographic methodology on a specific corpus | | 10. | Uses dictionaries, reference material and other tools necessary for the completion of terminographic assignments | | 11. | integrates knowledge with the purpose of applying terminographic methodology in the creation of various terminographic products | | 12. | communicates with the translation and/or terminographic product client and adapts documents to ensure faithful transfer of meaning for the users of the translation and/or terminographic product | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Terminology: basic concepts and terms, literature, students’ obligations | | 2. | Terminology and lexicography, terminology and other disciplines, application of terminology | | 3. | Field | | 4. | Corpus | | 5. | Language for general purposes and language for specific purposes | | 6. | Exercises: selection of documents for the corpus; determining the language for specific purposes | | 7. | Word, designation, term. Recognition of complex terms. | | 8. | Exercises: corpus analysis | | 9. | Terminology sheet: purpose and content | | 10. | Terminological definition | | 11. | Context | | 12. | Relations between terms | | 13. | Terminological tree | | 14. | Preparation of a bilingual terminographic glossary | | 15. | Presentation of students’ papers | | |
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## Textual Practices: Barthes, Foucault, Deleuze

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| **Name** | Textual Practices: Barthes, Foucault, Deleuze |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 4 |
| **ID** | 52469 |
| **Semesters** | Summer |
| **Teachers** | Maja Zorica (rođena Vukušić), PhD, Assistant Professor (primary) Nenad Ivić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the analysis of literary texts |
| **Teaching methods** | Analyses and discussions of the selected texts read before the class |
| **Assessment methods** | Oral exam; seminar paper, 50 pages of the prepared oral interpretation of the selected text |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Acquisition of competences related to the analysis of literary and critical texts | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: situation in the field of literary criticism; structuralism and poststructuralism | | 2. | Barthes: structural text analysis | | 3. | Barthes: the pleasure of the text | | 4. | Barthes: the effect of reality, realism, novel | | 5. | Barthes: écriture | | 6. | Foucault: literature and discourse | | 7. | Foucault: words and things | | 8. | Foucault: literature – a beautiful stranger | | 9. | Foucault: Flaubert, literature as a library | | 10. | Deleuze: Kafka | | 11. | Deleuze: Proust | | 12. | Deleuze: Bartleby | | 13. | Deleuze: philosophical concept and literature | | 14. | Literature as philosophy and criticism in the second half of the twentieth century | | 15. | Philosophy and criticism as literature in the second half of the twentieth century | | |
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## Theory and Methodology of Literature

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| **Name** | Theory and Methodology of Literature |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 2 |
| **ID** | 184215 |
| **Semesters** | Winter |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) Maja Zorica (rođena Vukušić), PhD, Assistant Professor Nenad Ivić, PhD, Full Professor |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the basic features of literary theory and methodology of literary research with an emphasis on the historical perspective in the European and French context |
| **Teaching methods** | Content-based approach (CBI), Content and Language Integrated Learning (CLIL), learning strategy training, receptive and productive modern methods |
| **Assessment methods** | Seminar paper, oral exam |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Gain insights into the theoretical and practical specificities of the conceptual apparatus of theory and methodology of literary research | | 2. | Identify characteristics and transformations of concepts and approaches in the historical perspective | | 3. | Recognize different functional styles of texts and apply their characteristics in the course of undergraduate study of French language and literature | | 4. | Apply the acquired knowledge and skills to other texts planned by the curriculum | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: concepts of literature, theory, criticism and methodology in the Western tradition | | 2. | Jean-Luc Nancy: literature/philosophy/truth | | 3. | Rhetoric: from prescriptivity to descriptivity | | 4. | Aristotle: Poetics | | 5. | Cicero and Medieval poetics | | 6. | Classical poetics and the change of episteme at the turn of the eighteenth to nineteenth century | | 7. | The nineteenth century: literary history / literary criticism | | 8. | Linguistics and rhetoric (Gérard Genette) | | 9. | Literary criticism: form/content | | 10. | Form and structure: linguistic overturn at the beginning of the nineteenth century | | 11. | Linguistic overturn II: „il n'y a pas de hors-texte“ | | 12. | Sense and meaning | | 13. | From the author to the authorial instance | | 14. | From the text to its actualisation | | 15. | Conclusion: literary theory and criticism between science and fiction | | |
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## Traductology

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| **Name** | Traductology |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 160830 |
| **Semesters** | Winter |
| **Teachers** | Lidija Orešković Dvorski, PhD, Assistant Professor (primary) Marta Petrak, Assistant |
| **Hours** | |  |  | | --- | --- | | Lectures | 30 | |
| **Prerequisites** | None |
| **Goal** | Students will be presented with theories of major Francophone translation studies scholars. They will connect their theoretical knowledge with practical examples while working on texts from various domains. They will learn to critically discuss the advantages and disadvantages of different Francophone translation theories and apply theoretical inputs in translating various texts. They will analyze their own and other translators' translations from and into French using theoretical insights they have received. |
| **Teaching methods** | Lectures, PowerPoint presentations, exercises in the class including active students’ participation. Use of the Omega system. |
| **Assessment methods** | Evaluation of students’ activities is based on their written assignments. Regular class attendance and active participation in the class will contribute to the final grade. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Demonstrate one’s familiarity with translation theories and connect them with practical examples | | 2. | Critically discuss the advantages and disadvantages of various translation theories | | 3. | Recognize the textual and extra-textual facts underlying the selection of a specific traductological approach | | 4. | Apply insights related to translation theories to translation tasks | | 5. | Conduct an analysis of one’s own and others’ translations based on the acquired theoretical knowledge | | 6. | Read works related to translation studies autonomously | | 7. | Demonstrate one’s familiarity with the principles of translators’ ethics and apply them | | 8. | demonstrate knowledge and understanding of Francophone literature as a foundation for the selection of adequate translation strategies in a specific context | | 9. | approach texts in a critical and analytical fashion ; analyze textual and extra-textual facts necessary for their good translation | | 10. | explain the basic theories and methodology related to translation, terminology and terminography on different levels of translation from Croatian into French and vice versa and apply it in the translation of different types of text | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction: What is translation? Who is a translator? What is the purpose of translation studies? | | 2. | Historical overview: reflections on translation and translation practices from the Antiquity to the eighteenth century | | 3. | From the nineteenth century to the beginnings of the science of translation. Translation studies in Croatia. | | 4. | Contemporary translation tendencies: types and forms of translation. Various approaches to translation. | | 5. | Linguistic approach. | | 6. | Interpretative theory. | | 7. | Communicative approach, Skopos theory. | | 8. | Equivalence and faithfulness in translation. | | 9. | Strategies, choices, decisions in the translation process. Polysystem theory. | | 10. | Translating cultural elements. | | 11. | Literary translation. | | 12. | Translation tools, contemporary technologies. | | 13. | Translation of scientific and specialised texts. | | 14. | Critical reading of a translation. | | 15. | Final lecture. | | |
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## Translation exercises 1: Croatian - French

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| **Name** | Translation exercises 1: Croatian - French |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 184210 |
| **Semesters** | Winter |
| **Teachers** | Sanja Šoštarić, PhD, Senior Lector (primary) Jean-Baptiste Bernard, PhD, Lector |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 15 | |
| **Prerequisites** | None |
| **Goal** | The goal is to enable the students to translate non-specialised texts from Croatian into French. A double procedure is applied: a systematised study of specific difficulties followed by the contextualised transposition of the meaning to the target language. The students develop their skills by translating autonomously into French and by analysing their own and others’ translations. The texts selected for the course focus on up-to-date topics. The students develop translation skills with the support of common translation tools. |
| **Teaching methods** | Analysis of and commenting on students’ translations of the selected texts |
| **Assessment methods** | Contiuous tracking of students’ oral activities in the class, written homework translation assignments, translation tests in the class |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Analyse textual and extra-textual facts necessary for good translations | | 2. | Recognize theoretical concepts from the field of translation | | 3. | Apply translation insights and strategies to the selected texts | | 4. | Use dictionaries, reference material and other tools necessary in translation process | | 5. | Communicate and constructively cooperate with other students in the process of translation and analysis of texts | | 6. | Acquire the sense of responsibility towards the assignment | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Présentation. | | 2. | Exercices en classe. | | 3. | Substantifs verbaux. | | 4. | Application pratique. | | 5. | Exercices en classe. | | 6. | Contrôle sur table. | | 7. | Substantifs de qualité. | | 8. | Application pratique. | | 9. | Exercices en classe. | | 10. | Construction: pitanje kako/kada/što, etc. | | 11. | Application pratique. | | 12. | Exercices en classe. | | 13. | Exercices en classe. | | 14. | Contrôle sur table final. | | 15. | Contrôle de rattrapage. | | |
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## Translation exercises 1: French - Croatian

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| **Name** | Translation exercises 1: French - Croatian |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 184209 |
| **Semesters** | Winter |
| **Teachers** | Sanja Šoštarić, PhD, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 15 | |
| **Prerequisites** | None |
| **Goal** | Develop students’ translation skills by translating general and specialised texts from French into Croatian |
| **Teaching methods** | Direct teaching (explanation of concepts, guided practice and monitoring of performance, checking of understanding), teaching by guided discovery and discussion, autonomous learning |
| **Assessment methods** | The grade is based on three homework assignments and three tests. |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Use printed and online language tools efficiently and critically in the process of translation | | 2. | Complete translation assignments autonomously and responsibly | | 3. | Construct a short glossary for the translation of a specialised text | | 4. | Identify basic differences in the translation of texts with general topics and specialised texts | | 5. | Analyse linguistic and extra-linguistic elements of source texts | | 6. | Evaluate different translation solutions and decide which is the best | | 7. | Approach a concrete text in a critical and analytical manner and successfully analyze textual and extra-textual facts necessary for good translations | | 8. | Autonomously translate texts requiring specific knowledge of general and specialized language from French into Croatian, as well as translate from Croatian into French journalistic texts on general subjects | | 9. | Use contemporary digital technology and various possibilities in an efficient manner and develop their application in the practice of translation | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction; the field of internet | | 2. | Students’ topics | | 3. | Students’ topics | | 4. | Copyright – basic concepts | | 5. | Copyright – intellectual property | | 6. | Copyright – falsification | | 7. | Test | | 8. | Ecology – architecture | | 9. | Ecology - agriculture | | 10. | Ecology – renewable energy sources | | 11. | Ecology – biology | | 12. | Economy – small and medium enterprises | | 13. | Test | | 14. | Economy – tourism | | 15. | Final test | | |
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## Translation exercises 2: Croatian - French

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| **Name** | Translation exercises 2: Croatian - French |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 184212 |
| **Semesters** | Summer |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) Jean-Baptiste Bernard, PhD, Lector Miriam Miculinić |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course Translation exercises 1: Croatian- French To enrol course it is necessary to pass course Traductology |
| **Goal** | The goal is to enable the students to translate non-specialised texts from Croatian into French. A double procedure is applied: a systematised study of specific difficulties followed by the contextualised transposition of the meaning to the target language. The students develop their skills by translating autonomously into French and by analysing their own and others’ translations. The texts selected for the course focus on up-to-date topics. The students develop translation skills with the support of common translation tools. |
| **Teaching methods** | Analysis of and commenting on students’ translations of the selected texts |
| **Assessment methods** | Contiuous tracking of students’ oral activities in the class, written homework translation assignments, translation tests in the class |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Approach a concrete text in a critical and analytical manner and successfully analyse textual and extra-textual facts necessary for good translations | | 2. | Autonomously translate texts requiring specific knowledge of general and specialised language from French into Croatian, as well as translate from Croatian into French journalistic texts on general subjects | | 3. | Communicate with the translation and/or terminographic product client and adapt documents to ensure faithful transfer of meaning for the users of the translation and/or terminographic product | | 4. | Apply knowledge and understanding of the structure of the EU and international organisations in the context of translation | | 5. | Design the system and techniques for upgrading and expanding the acquired terminology in different fields | | 6. | Enter the labour market as a trainee translator, i.e. translate various texts from French into Croatian under the mentor’s/editor’s supervision | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Présentation. | | 2. | Exercices en classe. | | 3. | Construction: makar. | | 4. | Application pratique. | | 5. | Exercices en classe. | | 6. | Contrôle sur table. | | 7. | Construction: kamoli. | | 8. | Application pratique. | | 9. | Exercices en classe. | | 10. | Terminologie: droit du travail. | | 11. | Application pratique. | | 12. | Exercices en classe. | | 13. | Terminologie: contrefaçons. | | 14. | Contrôle sur table final. | | 15. | Contrôle de rattrapage. | | |
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## Translation exercises 2: French - Croatian

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| **Name** | Translation exercises 2: French - Croatian |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 184211 |
| **Semesters** | Summer |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course Translation exercises 1: French-Croatian To enrol course it is necessary to pass course Traductology |
| **Goal** | Develop students’ translation skills by translation of general and specialised texts from French into Croatian |
| **Teaching methods** | Analysis of and commenting on students’ translations of the assigned texts |
| **Assessment methods** | Contiuous tracking of students’ oral activities in the class, written homework translation assignments, translation tests in the class |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | approach a concrete text in a critical and analytical manner and successfully analyze textual and extra-textual facts necessary for good translations | | 2. | explain language mistakes on the level of forms, explain the causes/origins of mistakes in the metalanguage of students and compare ways of correcting them | | 3. | be able to analyze global oral discourse, recognize hidden meanings, differentiate between facts and conclusions by starting from a theoretical description of the phonetic system, the basis of articulation in the French language in comparison to Croatian, and the visual aspect of the spoken utterance | | 4. | apply contemporary information and communication technologies in the preparation and implementation of presentations | | 5. | apply lifelong learning and development skills | | 6. | autonomously translate texts requiring specific knowledge of general and specialized language from French into Croatian, as well as translate from Croatian into French journalistic texts on general subjects | | 7. | use contemporary digital technology and various possibilities in an efficient manner and develop their application in the practice of translation | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 2. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 3. | Analysing the students’ translation of the assigned text. The students answer orally. | | 4. | Analysing and commenting on the students’ written translation homework. | | 5. | Translating the assigned text in the class. | | 6. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 7. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 8. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 9. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 10. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 11. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 12. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 13. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 14. | Analysing and commenting on the students’ written translation homework. | | 15. | Translating the assigned text in the class. | | |
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## Translation exercises 3: Croatian - French

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| **Name** | Translation exercises 3: Croatian - French |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 184214 |
| **Semesters** | Winter |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) Jean-Baptiste Bernard, PhD, Lector Miriam Miculinić |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course Translation exercises 2: French - Croatian To enrol course it is necessary to pass course Translation exercises 2: Croatian - French |
| **Goal** | The goal is to enable the students to translate non-specialised texts from Croatian into French. An approach to the terminology and phraseology of the selected fields is applied. The students develop their skills by translating autonomously into French and by analysing their own and others’ translations. The texts selected for the course focus on up-to-date topics. The students develop translation skills with the support of common translation tools. |
| **Teaching methods** | Analysis of and commenting on students’ translations of the selected texts |
| **Assessment methods** | Contiuous tracking of students’ oral activities in the class, written homework translation assignments, translation tests in the class |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | Connect the theoretical insights about translation with previously acquired knowledge | | 2. | Integrate translation skills into previously acquired skills | | 3. | Approach specific texts critically and analytically | | 4. | Discuss various topics successfully | | 5. | Cooperate with other students successfully | | 6. | Complete one’s tasks autonomously | | 7. | Approach the assignments responsibly | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Présentation. | | 2. | Terminologie/phraséologie: mobilité des personnes, contexte français. | | 3. | Terminologie/phraséologie: mobilité des personnes, contexte croate. | | 4. | Contrôle sur table | | 5. | Terminologie/phraséologie: politique énergétique. | | 6. | Terminologie/phraséologie: politique énergétique. | | 7. | Contrôle sur table. | | 8. | Terminologie/phraséologie: droit du travail, retraites, contexte français. | | 9. | Terminologie/phraséologie: droit du travail, retraites, contexte croate. | | 10. | Contrôle sur table. | | 11. | Terminologie/phraséologie: politique culturelle. | | 12. | Terminologie/phraséologie: politique culturelle. | | 13. | Langage publicitaire. | | 14. | Contrôle sur table final. | | 15. | Contrôle de rattrapage. | | |
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## Translation exercises 3: French - Croatian

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| **Name** | Translation exercises 3: French - Croatian |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 184213 |
| **Semesters** | Winter |
| **Teachers** | Marinko Koščec, PhD, Assistant Professor (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 15 | | Practical language | 15 | |
| **Prerequisites** | To enrol course it is necessary to pass course Translation exercises 2: French - Croatian To enrol course it is necessary to pass course Translation exercises 2: Croatian - French |
| **Goal** | Develop students’ translation skills by translation of general and specialised texts from French into Croatian |
| **Teaching methods** | Analysis of and commenting on students’ translations of the assigned texts |
| **Assessment methods** | Contiuous tracking of students’ oral activities in the class, written homework translation assignments, translation tests in the class |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | approach a concrete text in a critical and analytical manner and successfully analyze textual and extra-textual facts necessary for good translations | | 2. | autonomously translate texts requiring specific knowledge of general and specialized language from French into Croatian, as well as translate from Croatian into French journalistic texts on general subjects | | 3. | communicate with the translation and/or terminographic product client and adapt documents to ensure faithful transfer of meaning for the users of the translation and/or terminographic product | | 4. | apply knowledge and understanding of the structure of the EU and international organizations in the context of translation | | 5. | Identify linguistic (grammatical, syntactic and lexical) and cultural problems in the source text and choose the appropriate translation technique of modulation, transposition, adaptation or reduction. | | 6. | Design the system and techniques for upgrading and expanding the acquired terminology in different fields | | 7. | Enter the labour market as a trainee translator, i.e. translate various texts from French into Croatian under the mentor’s/editor’s supervision | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 2. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 3. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 4. | Analysing and commenting on the students’ written translation homework. | | 5. | Translating the assigned text in the class. | | 6. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 7. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 8. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 9. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 10. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 11. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 12. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 13. | Analysing and commenting on the students’ translations of the assigned text. The students answer orally. | | 14. | Analysing and commenting on the students’ written translation homework. | | 15. | Translating the assigned text in the class. | | |
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## Translation of literary texts

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| **Name** | Translation of literary texts |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **ECTS credits** | 3 |
| **ID** | 118008 |
| **Semesters** | Winter |
| **Teachers** | Marija Paprašarovski, PhD, Senior Lector (primary) |
| **Hours** | |  |  | | --- | --- | | Seminar | 30 | |
| **Prerequisites** | None |
| **Goal** | Familiarize the students with the specificities of literary translation. On the selected examples, illustrate linguistic, stylistic and cultural problems and pitfalls of artistic translation from French into Croatian. Through practical activities (both autonomous and in a group), the students will improve their interpretation, linguistic and stylistic skills necessary for autonomous translation; on the basis of their own translation activities and detailed analyses of the mistakes, they will be able to develop the capacity of recognizing different linguistic and stylistc nuances and authorial voices. |
| **Teaching methods** | Power Point presentation Translation analysis Group discussion |
| **Assessment methods** | Written assignments |
| **Learning outcomes** |  |
| |  |  | | --- | --- | | 1. | To use printed and electronic (online) dictionaries, lexicons, linguistic reference books and other tools. | | 2. | Both in French and in Croatian, distinguish literary standard from colloquial language and dialects, stylistically marked discourse from neutral discourse, recognize idioms, collocations and coinages. | | 3. | Identify linguistic (grammatical, syntactic and lexical) and cultural problems in the source text and choose the appropriate translation technique of modulation, transposition, adaptation or reduction. | | 4. | Identify authors’ specific poetic strategies and characteristics, i.e. stylistic and rhetorical manirisms, and create their equivalents in translation.  To recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature. | | 5. | Recognize polysemy, figures of speech, rhythmic and sound effects in the source text and create their equivalents in translation. | | 6. | Enter the labour market as a trainee translator, i.e. translate literary texts from French into Croatian under the editor’s supervision. | | 7. | To recognize different functional styles of texts and apply their characteristics in the framework of the wider course of undergraduate study of French language and literature | | 8. | To use efficiently a dictionary with the purpose of expanding vocabulary as well as edit and summarize simple texts in various functional styles in order to make them acceptable grammatically, stylistically, and in communication | | |
| **Content** |  |
| |  |  | | --- | --- | | 1. | Introduction to the course. What is literary translation? What is the original text? | | 2. | Approaching the source text. J.-M-G. Clézio: Le Chercheur d'Or. Familiarization with the opus, literary context and specificities of the author’s writing. Translation of selected fragments, analysis and discussion of translation difficulties. | | 3. | J.-M-G. Clézio: Le Chercheur d'Or. Translation of selected fragments, analysis and discussion of translation difficulties.  Translation of cultural elements. | | 4. | J.-M-G. Clézio: Le Chercheur d'Or. Translation of selected fragments, analysis and discussion of translation difficulties. | | 5. | Analysis of the first test (meaning, phrasal verbs & expressions, mistakes, consistency). Discussion. | | 6. | Fred Vargas, Un peu plus loin sur la droite. Familiarisation with the opus, literary context and specificities of the author’s writing. Genre literature, characteristics of a crime novel. Translation of selected fragments, analysis and discussion of translation difficulties. | | 7. | Fred Vargas, Un peu plus loin sur la droite. Translation of selected fragments, analysis and discussion of translation difficulties. Translation of conversational style and dialogues. | | 8. | Fred Vargas, Un peu plus loin sur la droite (3) Translation of selected fragments, analysis and discussion of translation difficulties. | | 9. | Analysis of the second test. Discussion. | | 10. | Yasmina Reza: Dans la luge d'Arthur Schopenhauer. Familiarization with the opus, literary context and specificities of author’s writing. Prose and/or drama? | | 11. | Dans la luge d'Arthur Schopenhauer. (2) Translation of selected fragments, analysis and discussion of translation difficulties. | | 12. | Dans la luge d'Arthur Schopenhauer. (3) Translation of selected fragments, analysis and discussion of translation difficulties | | 13. | Analysis of the third test. Discussion. | | 14. | Translation’s afterlife: publishing industry. | | 15. | Evaluation. Conclusions. | | |
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# Teachers

## Bohec, Julie

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **CV** |  |
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## Delmet, Julie

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Department of Romance languages and literature - French language |
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## Yigit, Sarah

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Department of Romance languages and literature - French language |
| **CV** |  |
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