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

Academic year 2021 / 2022

Date: 24.10.2021

# Studies

## University undergraduate double major studySpanish Language and Literature

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 78566 | Introduction to General Linguistics | 3 | 30/0/0 |
| 39622 | Physical Education 1 | 0 | 0/0/30 |
| 46987 | Spanish Culture and Civilization | 4 | 30/0/0 |
| 184293 | Spanish Language 1 | 4 | 15/0/60 |
| 36704 | Spanish Pronounciation and Orthography | 2 | 0/0/30 |

 |
| **Elective courses - choose at least 2 ECTS credits (1856)** |
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| --- | --- | --- | --- |
| 225418 | French for Academic Purposes 1 | 2 | 0/30/0 |
| 225434 | Italian for Academic Purposes 1 | 2 | 0/30/0 |
| 36887 | Latin Language for Students of Romance languages 1 | 2 | 15/0/0 |
| 46991 | Vocabulary and Interpretation of Texts in Spanish 1 | 3 | 0/0/30 |

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**2. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 46989 | Culture and Civilization of Hispanic America | 4 | 30/0/0 |
| 90753 | Introduction to History of Linguistic Theories | 3 | 30/0/0 |
| 39624 | Physical Education 2 | 0 | 0/0/30 |
| 184294 | Spanish Language 2 | 4 | 15/0/60 |
| 38041 | Spoken and Written Competence 1 | 2 | 0/0/30 |

 |
| **Elective courses - choose at least 2 ECTS credits (1857)** |
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| --- | --- | --- | --- |
| 36708 | Chronicles of the Conquest of Ancient Mexico | 2 | 0/15/0 |
| 225419 | French for Academic Purposes 2 | 2 | 0/30/0 |
| 225435 | Italian for Academic Purposes 2 | 2 | 0/30/0 |
| 36888 | Latin Language for Students of Romance languages 2 | 2 | 15/0/0 |
| 46997 | Phonetic Correction Practice of Spanish | 1 | 0/0/15 |
| 46993 | Vocabulary and Interpretation of Texts in Spanish 2 | 3 | 0/0/30 |

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**3. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 95328 | Contemporary Spanish Language 3 /excercises/ | 4 | 0/0/60 |
| 95335 | Golden Age of Spanish Literature | 4 | 30/0/0 |
| 95341 | Modern Spanish Syntax 1 | 3 | 15/15/0 |
| 50927 | Physical Education 3 | 0 | 0/0/30 |
| 52145 | Spoken and Written Competence 2 | 2 | 0/0/30 |

 |
| **Elective courses - choose at least 2 ECTS credits (3956)** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 225418 | French for Academic Purposes 1 | 2 | 0/30/0 |
| 225420 | French for Academic Purposes 3 | 2 | 0/30/0 |
| 225434 | Italian for Academic Purposes 1 | 2 | 0/30/0 |
| 225436 | Italian for Academic Purposes 3 | 2 | 0/30/0 |
| 36887 | Latin Language for Students of Romance languages 1 | 2 | 15/0/0 |
| 52146 | Vocabulary and Interpretation of Texts in Spanish 3 | 3 | 0/0/30 |

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**4. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 95334 | Contemporary Spanish Language 4 /excercises/ | 4 | 0/0/60 |
| 95343 | Modern Spanish Syntax 2 | 3 | 15/15/0 |
| 50932 | Physical Education 4 | 0 | 0/0/30 |
| 52152 | Spoken and Written Competence 3 | 2 | 0/0/30 |
| 95337 | The History of Spanish Literature of the 20th Century | 4 | 30/0/0 |

 |
| **Elective courses - choose at least 2 ECTS credits (3957)** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 225419 | French for Academic Purposes 2 | 2 | 0/30/0 |
| 225421 | French for Academic Purposes 4 | 2 | 0/30/0 |
| 172323 | Hispanic Literatures in 21st century | 3 | 0/30/0 |
| 225435 | Italian for Academic Purposes 2 | 2 | 0/30/0 |
| 225437 | Italian for Academic Purposes 4 | 2 | 0/30/0 |
| 36888 | Latin Language for Students of Romance languages 2 | 2 | 15/0/0 |
| 52154 | Romanitcism in Spanish Literature | 3 | 0/30/0 |
| 46993 | Vocabulary and Interpretation of Texts in Spanish 2 | 3 | 0/0/30 |
| 52153 | Vocabulary and Interpretation of Texts in Spanish 4 | 3 | 0/0/30 |

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**5. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 52157 | Contemporary Spanish Language 5 /excercises/ | 4 | 0/0/60 |
| 52156 | Hispanic American Literature and European Models of Periodization(16th-19th century) | 4 | 30/15/0 |
| 52161 | Spanish Lexicology and Lexicography | 2 | 30/0/0 |
| 52159 | Spoken and Written Competence 4 | 2 | 0/0/30 |
| 52158 | Translation Exercises 1 /Spanish\_Croatian; Croatian-Spanish/ | 3 | 0/0/30 |

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**6. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 52162 | Contemporary Spanish Language 6 /excercises/ | 4 | 0/0/60 |
| 69899 | Final Bachelor Thesis in Hispanic Studies | 5 | 0/0/0 |
| 90754 | Introduction to Semantics | 3 | 30/0/0 |
| 184292 | Methodology of Scientific Work | 2 | 0/30/0 |
| 52163 | Spoken and Written Competence 5 | 2 | 0/0/30 |
| 52707 | Worldwide Recognition of the Hispanic American Literature | 4 | 30/15/0 |

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

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117791 | Contemporary Hispanic American Novel | 5 | 30/15/0 |
| 117809 | Contemporary Spanish Language 7 /excercises/ | 5 | 0/0/60 |
| 117792 | Octavio Paz and Jorge Luis Borges | 5 | 30/15/0 |

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**2. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 124512 | Contemporary Spanish Language 8 /Excercises/ | 5 | 0/0/60 |
| 124508 | The Critical Reception of "Don Quixote" in the Hispanic World | 5 | 30/15/0 |
| 124513 | Unamuno and his Time | 5 | 30/15/0 |

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**3. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117781 | Contemporary Hispanic American Minifiction | 3 | 0/30/0 |
| 184295 | Contemporary Spanish Language 9 | 3 | 0/0/60 |
| 185718 | Medieval Spanish Literature | 4 | 30/0/0 |
| 117789 | Reading and Interpretation: "Libro de Buen Amor" | 3 | 0/30/0 |

 |
| **Internal elective courses - choose at least 2 ECTS credits (16309)** |
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| --- | --- | --- | --- |
| 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 |
| 184296 | Introduction to Spanish Sociolinguistics and Dialectology | 3 | 30/0/0 |
| 184207 | Linguistics for Romanicists | 3 | 15/15/0 |
| 184291 | Teaching Literature in Spanish as a Foreign langugae | 2 | 0/30/0 |
| 117794 | Translation of Literary Works | 5 | 0/0/60 |

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**4. semester**

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| **Mandatory courses** |
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| 124514 | Final Master Thesis | 15 | 0/0/0 |

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

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117809 | Contemporary Spanish Language 7 /excercises/ | 5 | 0/0/60 |
| 117805 | Romance Languages and Vulgar Latinity | 5 | 30/15/0 |
| 117807 | Sociolinguistic and Dialectal Varieties of Spanish | 5 | 30/15/0 |

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**2. semester**

|  |
| --- |
| **Mandatory courses** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 124512 | Contemporary Spanish Language 8 /Excercises/ | 5 | 0/0/60 |
| 124501 | Hispanic Studies vs Romance and General Linguistics | 5 | 30/15/0 |
| 124509 | History of Spanish Language | 5 | 30/15/0 |

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**3. semester**

|  |
| --- |
| **Mandatory courses** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 117785 | Contact Linguistics | 5 | 30/15/0 |
| 184295 | Contemporary Spanish Language 9 | 3 | 0/0/60 |
| 117786 | Word Formation in Contemporary Spanish | 5 | 30/15/0 |

 |
| **Internal elective courses - choose at least 2 ECTS credits (16310)** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 117781 | Contemporary Hispanic American Minifiction | 3 | 0/30/0 |
| 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 |
| 184207 | Linguistics for Romanicists | 3 | 15/15/0 |
| 184291 | Teaching Literature in Spanish as a Foreign langugae | 2 | 0/30/0 |
| 117794 | Translation of Literary Works | 5 | 0/0/60 |

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**4. semester**

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| **Mandatory courses** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 124514 | Final Master Thesis | 15 | 0/0/0 |

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## University graduate double major studySpanish language and literature with Emphasis on Teaching

**1. semester**

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| --- |
| **Mandatory courses** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 117797 | Acquisition of Second/Foreign Language 1 | 2 | 30/0/0 |
| 117809 | Contemporary Spanish Language 7 /excercises/ | 5 | 0/0/60 |
| 117779 | Glottodidactics 1 | 3 | 0/30/0 |
| 117793 | Historical Overview of Teaching Methods | 2 | 30/0/0 |

 |
| **Teacher education module - Core courses - during course of study choose 18 ECTS credits - choose 18 ECTS credits during course of study (11012)** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 120083 | Didactics | 6 | 30/30/0 |
| 120082 | Educational psychology | 6 | 30/30/0 |
| 120085 | Systematic pedagogy | 6 | 30/30/0 |

 |
| **Internal elective courses - elective choice of a course (10720)** |
| **Teacher education module - Elective courses - elective choice of a course (12639)** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 |
| 225408 | Croatian Language for the Teacher | 4 | 15/15/0 |
| 120099 | Information Technology in Education | 4 | 15/0/15 |
| 184296 | Introduction to Spanish Sociolinguistics and Dialectology | 3 | 30/0/0 |
| 184207 | Linguistics for Romanicists | 3 | 15/15/0 |
| 198896 | Philosophy of Education - Studium Generale | 4 | 30/0/0 |
| 120101 | Public speaking for teachers | 4 | 0/15/15 |
| 184291 | Teaching Literature in Spanish as a Foreign langugae | 2 | 0/30/0 |

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**2. semester**

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| --- |
| **Mandatory courses** |
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| --- | --- | --- | --- |
| 124511 | Acquisition of Second/Foreign Language 2 | 2 | 30/0/0 |
| 124512 | Contemporary Spanish Language 8 /Excercises/ | 5 | 0/0/60 |
| 124502 | Creation of Language Teaching Materials 1 | 5 | 15/0/30 |
| 124499 | Curriculum of Spanish as Foreign Language 1 | 2 | 30/0/0 |
| 124500 | Glottodidactics 2 | 3 | 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 |

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| **Teacher education module - Elective courses - elective choice of a course (12639)** |
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| --- | --- | --- | --- |
| 120105 | Evaluation of educational interventions | 4 | 30/0/0 |
| 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 |

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**3. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117813 | Assesing and Evaluation | 3 | 0/30/0 |
| 184295 | Contemporary Spanish Language 9 | 3 | 0/0/60 |
| 117782 | Creation of Language Teaching Materials 2 | 5 | 0/15/30 |
| 117778 | Curriculum of Spanish as Foreign Language 2 | 2 | 30/0/0 |

 |
| **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 |

 |
| **Internal elective courses - choose at least 2 ECTS credits (16307)** |
|

|  |  |  |  |
| --- | --- | --- | --- |
| 117781 | Contemporary Hispanic American Minifiction | 3 | 0/30/0 |
| 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 |
| 184207 | Linguistics for Romanicists | 3 | 15/15/0 |
| 184291 | Teaching Literature in Spanish as a Foreign langugae | 2 | 0/30/0 |
| 117794 | Translation of Literary Works | 5 | 0/0/60 |

 |
| **Teacher education module - Elective courses - elective choice of a course (12639)** |
|

|  |  |  |  |
| --- | --- | --- | --- |
| 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 |
| 225408 | Croatian Language for the Teacher | 4 | 15/15/0 |
| 120099 | Information Technology in Education | 4 | 15/0/15 |
| 184296 | Introduction to Spanish Sociolinguistics and Dialectology | 3 | 30/0/0 |
| 184207 | Linguistics for Romanicists | 3 | 15/15/0 |
| 198896 | Philosophy of Education - Studium Generale | 4 | 30/0/0 |
| 120101 | Public speaking for teachers | 4 | 0/15/15 |
| 184291 | Teaching Literature in Spanish as a Foreign langugae | 2 | 0/30/0 |

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**4. semester**

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| --- |
| **Mandatory courses** |
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| --- | --- | --- | --- |
| 124514 | Final Master Thesis | 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 (12639)** |
|

|  |  |  |  |
| --- | --- | --- | --- |
| 120105 | Evaluation of educational interventions | 4 | 30/0/0 |
| 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 |

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## University graduate double major studySpanish Language and Literature with Emphasis on Translation

**1. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 117809 | Contemporary Spanish Language 7 /excercises/ | 5 | 0/0/60 |
| 117795 | Translation Exercises 1 /Spanish\_Croatian; Croatian-Spanish/ | 5 | 0/0/60 |
| 117812 | Translation Theory | 2 | 30/0/0 |

 |
| **Elective courses - Choose at least 3 ECTS credits (14792)** |
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| --- | --- | --- | --- |
| 161124 | EU, Spanish and Croatian Institutions | 2 | 30/0/0 |
| 184296 | Introduction to Spanish Sociolinguistics and Dialectology | 3 | 30/0/0 |

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**2. semester**

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| --- |
| **Mandatory courses** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 124512 | Contemporary Spanish Language 8 /Excercises/ | 5 | 0/0/60 |
| 124503 | Phraseology and Spanish for Specific Purposes | 3 | 0/30/0 |
| 124510 | Translation Excercises 2 /Spanish-Croatian; Croatian-Spanish/ | 5 | 0/0/60 |

 |
| **Elective courses - Choose at least 2 ECTS credits (14793)** |
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| --- | --- | --- | --- |
| 184931 | Consecutive interpretation | 3 | 0/15/15 |
| 161123 | Croatian for Translators | 4 | 15/0/15 |
| 163576 | History of Spanish Language | 3 | 30/0/0 |
| 163404 | Translator and the computer | 2 | 30/0/0 |

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**3. semester**

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| **Mandatory courses** |
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| --- | --- | --- | --- |
| 184295 | Contemporary Spanish Language 9 | 3 | 0/0/60 |
| 117796 | Translation Exercises 3 /Spanish-CRoatian; Croatian-Spanish/ | 5 | 0/0/60 |
| 117794 | Translation of Literary Works | 5 | 0/0/60 |

 |
| **Internal elective courses - choose at least 2 ECTS credits (16308)** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 117781 | Contemporary Hispanic American Minifiction | 3 | 0/30/0 |
| 184208 | Contrastive Romance Linguistics | 3 | 15/15/0 |
| 184207 | Linguistics for Romanicists | 3 | 15/15/0 |
| 184291 | Teaching Literature in Spanish as a Foreign langugae | 2 | 0/30/0 |

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**4. semester**

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| --- |
| **Mandatory courses** |
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|  |  |  |  |
| --- | --- | --- | --- |
| 124514 | Final Master Thesis | 15 | 0/0/0 |

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# Courses

## Acquisition of Second/Foreign Language 1

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| --- | --- |
| **Name** | Acquisition of Second/Foreign Language 1 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 117797 |
| **Semesters** | Winter |
| **Teachers** | Andrea-Beata Jelić, PhD, Assistant Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Enable the students to gain insights into the basic aspects of the process of acquisition, processing and use of a second language and into the contemporary theoretical principles in the respective field. Develop students’ ability of critical analysis of the mentioned theories and incite them to autonomously research that process. |
| **Teaching methods** | Interactive lectures, group discussions, cooperative learning, autonomous learning |
| **Assessment methods** | Regular class attendance, participation in discussions and completion of autonomous assignments related to the lectures on selected topics. After the lecture on the theories and models of learning and acquisition of a second language, the students must consult specialised literature according to the set criteria, select a topic autonomously and present a theoretical scientific paper to their colleagues. In the oral exam, they must demonstrate their knowledge related to the key concepts of the respective field and their capacity to analyse the process of learning and acquisition of a second/foreign language in accordance with the course learning outcomes. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Define and explain the basic concepts applied in the research of the process of learning and acquisition of a second/foreign language |
| 2. | Recognize and explain the basic principles of the key theoretical approaches to the process of learning and acquisition of a second/foreign language |
| 3. | Recognize and explain the impact of various factors on the process of learning and acquisition of a second/foreign language |
| 4. | Define the concept of “interlanguage” and explain its properties |
| 5. | Analyse the properties of the interlanguage used by students learning Spanish as a foreign language |
| 6. | Recognize, categorise and analyse errors made by students learning Spanish as a foreign language |
| 7. | Define the concept of bilingualism and explain its key characteristics |
| 8. | define, explain and evaluate key concepts and principles form the field of foreign language learning and acquisition and contemporary foreign language teaching |
| 9. | apply appropriate criteria of discovery, analysis and correction of student's mistakes |
| 10. | critically evaluate the process of learning and acquisition of Spanish as a foreign language by using key theoretical propositions referring to various aspects of that process |

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| **Content** |  |
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| --- | --- |
| 1. | Course introduction, literature, students’ obligations |
| 2. | Basic concepts and terms |
| 3. | Contrastive analysis and analysis of errors |
| 4. | Interlanguage |
| 5. | Interlanguage and interlanguage-related influences |
| 6. | Theories and models of second language acquisition |
| 7. | Theories and models of second language acquisition |
| 8. | Theories and models of second language acquisition |
| 9. | Theories and models of second language acquisition |
| 10. | The role of input and interaction |
| 11. | Individual factors and differences |
| 12. | Individual factors and differences |
| 13. | The role of the social context |
| 14. | Development of bilingualism |
| 15. | Revision |

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## Acquisition of Second/Foreign Language 2

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| --- | --- |
| **Name** | Acquisition of Second/Foreign Language 2 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 124511 |
| **Semesters** | Summer |
| **Teachers** | Andrea-Beata Jelić, PhD, Assistant Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Acquisition of Second/Foreign Language 1 |
| **Goal** | Familiarise the students with detailed theoretical insights into the process of acquisition, processing and use of a second language, especially from the psycholinguistic perspective. Develop students’ ability of critical analysis of the process of learning and acquisition of Spanish as a foreign language and incite them to autonomous research of that process. |
| **Teaching methods** | Interactive lectures, group discussions, cooperative learning, autonomous learning |
| **Assessment methods** | Regular class attendance, participation in discussions and completion of autonomous assignments related to the lectures on selected topics. After the lecture on research methods pertaining to the process of learning and acquisition of a second/foreign language, the students must consult specialised literature according to the set criteria, working in pairs, select a topic and present a theoretical scientific paper to their colleagues. In the oral exam, they must demonstrate their knowledge related to complex concepts in the respective field and their capacity to analyse the process of learning and acquisition of a second/foreign language in accordance with the course learning outcomes. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Define and explain the basic research concepts applied in the research of the process of learning and acquisition of a second/foreign language |
| 2. | Recognize, analyse and present the basic structure of a research paper |
| 3. | Recognize and explain the basic cognitive processes related to acquisition of a second/foreign language |
| 4. | Recognize and explain characteristics of acquisition of a second/foreign language by adults |
| 5. | Recognize and explain characteristics of acquisition of a second/foreign language in an institutional environment |
| 6. | Explain the features of acquisition of receptive and productive linguistic skills and knowledge from psycholinguistic perspective |
| 7. | choose, apply and evaluate methods, approaches and teaching procedures for receptive and productive language skills and linguistic and intercultural content |
| 8. | pan, conduct and interpret simple research assignments and apply appropriate techniques of research in the field of learning and teaching Spanish as a foreign language |
| 9. | understand, advocate and apply ethical principles and norms in the process of teaching and research and develop a sense of professional responsibility |

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| **Content** |  |
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| --- | --- |
| 1. | Second/foreign language acquisition by adults |
| 2. | Second/foreign language acquisition by adults |
| 3. | Cognitive processes in second/foreign language acquisition |
| 4. | Cognitive processes in second/foreign language acquisition |
| 5. | Cognitive processes in second/foreign language acquisition |
| 6. | Acquisition of linguage skills |
| 7. | Acquisition of linguage skills |
| 8. | Lexis acquisition |
| 9. | Grammar acquisition |
| 10. | Foreign language acquisition in an institutional environment |
| 11. | Methods of research of the second/foreign language acquisition process |
| 12. | Methods of research of the second/foreign language acquisition process |
| 13. | Methods of research of the second/foreign language acquisition process |
| 14. | Methods of research of the second/foreign language acquisition process |
| 15. | Revision |

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## Assesing and Evaluation

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| --- | --- |
| **Name** | Assesing and Evaluation |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 117813 |
| **Semesters** | Winter |
| **Teachers** | Andrea-Beata Jelić, PhD, Assistant Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Glottodidactics 2To enrol course it is necessary to pass course Acquisition of Second/Foreign Language 2 |
| **Goal** | Train the future teachers to assess and evaluate pupils and to compose tests according to the CEFR levels |
| **Teaching methods** | Interactive teaching, group discussion, cooperative learning, autonomous learning, teaching based on projects |
| **Assessment methods** | The students must attend the class regularly and participate in the discussions and completion of autonomous assignments in the seminar. In the second part of the semester, they must consult specialised literature in groups, according to the set criteria, autonomously present the selected topic related to evaluation of a linguistic skill/knowledge area and autonomously compose a test subsequently analysed in the class. In the written exam, they are expected to show familiarity with the key concepts of the respective field and the ability to plan all aspects of evaluation adapted to the context of teaching and learning Spanish as a foreign language, in accordance with the course learning outcomes. |
| **Learning outcomes** |  |
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| 1. | Define and explain the key concepts related to assessment and evaluation in foreign language teaching |
| 2. | Describe all evaluation methods and rating scales for pupils’ knowledge and skills |
| 3. | Explain the basic features of various evaluation methods |
| 4. | Explain the basic features of various rating scales |
| 5. | Analyse tasks designed for measuring different components of communication competence |
| 6. | Autonomously prepare tasks for appropriate assessment of familiarisation with components of communication competence in Spanish as a foreign language |
| 7. | Autonomously plan all aspects of evaluation adapted to the context of teaching and learning Spanish as a foreign language |
| 8. | critically assess and apply the procedures of evaluation of the skills in and knowledge of Spanish as a foreign language |
| 9. | apply appropriate criteria of discovery, analysis and correction of student's mistakes |

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| **Content** |  |
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| 1. | Introduction to the course, literature, students’ obligations; basic concepts and terms |
| 2. | Basic features of evaluation in the field of foreign languages |
| 3. | Language testing |
| 4. | Language testing |
| 5. | Evaluation of communication competence |
| 6. | Evaluation of communication competence |
| 7. | Evaluation in a didactic environment |
| 8. | Evaluation of listening skills |
| 9. | Evaluation of oral skills |
| 10. | Evaluation of reading skills |
| 11. | Evaluation of writing skills |
| 12. | Evaluation of vocabulary |
| 13. | Evaluation of grammar |
| 14. | Alternative forms of evaluation |
| 15. | Revision |

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## Chronicles of the Conquest of Ancient Mexico

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| **Name** | Chronicles of the Conquest of Ancient Mexico |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 36708 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 15 |

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| **Prerequisites** | None |
| **Goal** |  |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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| **Content** |  |
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## Consecutive interpretation

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| --- | --- |
| **Name** | Consecutive interpretation |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 184931 |
| **Semesters** | Summer |
| **Teachers** | Branka Oštrec, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 15 |
| Practical language | 15 |

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| **Prerequisites** | None |
| **Goal** | Familiarise students with consecutive interpretation and its specificities in comparison with translation. Presenting the technique of consecutive interpretation and techniques of making notes and mental mapping. After familiarisation with the basic techniques through interpreting exercises of general topics, further familiarisation with the topics and terminology that are most frequent on the market (law, finance, economy, politics). |
| **Teaching methods** | Exercises, individual preparation and giving speeches, interpretation analysis |
| **Assessment methods** | Continuous performance tracking, oral exam |
| **Learning outcomes** |  |
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| 1. | Familiarisation with the basics of interpreting |
| 2. | Acquisition of the technique used for preparation for interpretation |
| 3. | Acquisition of the note taking technique for interpretation |
| 4. | Acquisition of the preparation technique for interpretation |
| 5. | Acquisition of the technique for active listening, deverbalisation and reverbalisation |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to consecutive interpretation. Differences between translation and interpretation. |
| 2. | Memory exercises. Skills of active listening and deverbalisation of texts of general topics. |
| 3. | Memory exercises. Skills of active listening and deverbalisation of texts of general topics. |
| 4. | Note taking technique. Interpretation of prepared speeches. |
| 5. | Differences in resources available to interpreters. Comparison with translations. |
| 6. | Preparation of a structured speech for consecutive interpretation. Speech and interpretation. |
| 7. | Chuchotage. Interpretation of prepared speeches. |
| 8. | Preparation of a glossary. Consecutive interpretation of a text from a prepared field. |
| 9. | A vista interpreting – exercises aimed at paraphrasing and reformulation in target fields. Interpretation of prepared speeches. |
| 10. | Relay simulation. Interpretation of prepared speeches. |
| 11. | Mental maps. Interpretation of prepared speeches. |
| 12. | Interpretation of speeches without preparation. Presentations and PowerPoint. |
| 13. | Professional standards and professional associations of interpreters. Interpretation of prepared speeches. |
| 14. | Professional conduct of interpreters and work with clients. Interpretation of prepared speeches. |
| 15. | Recapitulation of the studied topics. |

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## Contact Linguistics

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| **Name** | Contact Linguistics |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117785 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Anita Skelin Horvat, PhD, Associate Professor |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course History of Spanish Language |
| **Goal** | To familiarize students with themes and problems of the contact linguistics, and to familiarize them with the characteristics of the mulitlingual and multicultural communities with emphasis on Spain. Understanding concepts of language borrowing, purism, code-switching, and developing of pidgin and creole languages.  |
| **Teaching methods** | Lectures, independent assignments - seminars,e-learning - OMEGA system  |
| **Assessment methods** | active participation in the course - participation in the analysis of the read texts, oral presentation of a shorter text, assessment of the exam, evaluation of the essay paper |
| **Learning outcomes** |  |
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| 1. | identify and isolate modes of communication in various linguistic registers |
| 2. | identify and apply learned research methods |
| 3. | critically evaluate contemporary linguistic literature |

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| **Content** |  |
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| 1. | Linguistics and contact linguistics - introduction: connection between linguistics and contact linguistics, definitions and themes of the contact linguistics |
| 2. | Historical overview of the development of the contact linguistics - beginning and development |
| 3. | History of the language contacts - examples of the language contacts through the history, context for the language contacts (both linguistic and non-linguistic ones) |
| 4. | Language borrowing - defining the borrowing, concepts: language - donor, language - aim, mixed languages, adaptation, levels of borrowing, direct vs. non-direct borrowing |
| 5. | Language borrowing 2nd part - lexical borrowings, concepts: loan, translation-loan, calque, semantic loan |
| 6. | Language purism - purism in the context of the language contacts, intralanguage influences |
| 7. | Multilingual communities - relations between languages in multilingual societies, bilingualism and multilingualism |
| 8. | Multilingualism through the concepts of code-switching, code-mixing and diglossia |
| 9. | Regional and minority languages - multilingualism regarding regional and minority languages with the focus on Europe |
| 10. | Mixed codes - contact languages: pidgin, creole and bilingual intertwined mixed codes as new languages with the focus on Spanish based contacts languages |
| 11. | Language conflicts - context of the developing language conflicts in the context of the contemporary migrations and globalisation |
| 12. | Language maintenance, shift and loss - concepts of language death and revitalization in the multilingual communities |
| 13. | Social context of the language contact - understanding the history and dynamics of the contact situation |
| 14. | Language conflicts and contacts and identities - identities of the speakers in the multilingual communities |
| 15. | Language policy in the multilingual societies |

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## Contemporary Hispanic American Minifiction

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| **Name** | Contemporary Hispanic American Minifiction |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 117781 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Gordana Matić, PhD, Assistant |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the poetics of Postmodernism and the repercussions of postmodernity in literatures of the Hispanic world. Familiarisation with short literary genres. The activities in this course are designed to improve the students’ transtextual competence, to activate evocation mechanisms and to demonstrate intertextual dialogues. Minimalist literary texts are especially appropriate for the analysis in the class because they may be completely covered in one lesson due to their brevity. The students will be able to research the literature necessary for further studies autonomously and to expand the acquired knowledge in the field of Hispanic literatures and culture. They will be able to produce a professional paper autonomously and responsibly using research skills transferable to other professional contexts. They will be able to communicate their ideas and discuss them both with experts in the respective field and with non-professionals. They will be able to justify their choice of secondary literature and critically evaluate it. The students will be able to determine the topic of their research autonomously and to take responsibility for the completion of their part of the assignment and of entire tasks while working in a team. They will also be able to take the responsibility for appropriate presentation of the research results. |
| **Teaching methods** | Direct teaching. Students’ presentations and regular discussions based on selected secondary and primary literature. Mentor’s guidance. Production of seminar papers. The final exam, which proves the ability to interpret texts autonomously and to apply the theoretical apparatus to the interpretation of extremely short literary forms. |
| **Assessment methods** | Continuous evaluation and assessment consisting of oral testing of knowledge related to the topics and selected critical reviews and to primary literature pertaining to the content of the course. A written assignment. A presentation of the selected topic and a written exam at the end of the semester |
| **Learning outcomes** |  |
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| 1. | Be able to demonstrate a higher level of understanding and familiarity with a broad spectrum of methodological and critical approaches to literary texts. |
| 2. | Be able to autonomously search the literature necessary for further learning and development of acquired knowledge in the field of Hispanic literatures and culture. |
| 3. | Be able to recognize and evaluate a wide spectrum of primary and secondary information sources with a view to creating new, more complex insights and interpretation of extremely short literary genres |
| 4. | Be able to communicate ideas in Spanish in written and oral communication, in accordance with professional standards and conventions of academic writing, in order to contribute to the knowledge of the respective field |
| 5. | Be able to think critically on literary-historical phenomena from various theoretical perspectives and situate literary studies in a wider interdisciplinary context. |
| 6. | Be able to analyze and interpret literary texts in the context of their origin (aesthetic, genealogical, social, cultural, biographic aspects). |
| 7. | Be able to approach literary corpora of different Hispanic literatures and evaluate them critically and comparatively. |

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| **Content** |  |
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| 1. | Theories of literary genres. Towards the definition of a short story. Which are the minimal literary modalities? Classification. Introduction to minifiction. |
| 2. | The basic properties of minifiction. The trans-genre textual status. Hybridity of genres. Minifiction and essay. Minifiction and prose poetry. |
| 3. | Origin and history of minifiction in Hispanic America. Modernism and Avant-garde literature. |
| 4. | Origin and history of minifiction in Hispanic America. Authors: Torri, Borges, Arreola, Monterroso, Cortázar. |
| 5. | Postmodernity and Postmodernism. Overview of the concepts significant for understanding of the poetics of Postmodernism. Postmodernity in Hispanic America. Postmodernity and the text |
| 6. | Intertextuality. Relation of minifiction to key literary texts of the Western canon. Ludic components. Irony and parody. Transgression and marginality. |
| 7. | Overview of theoretical insights related to postmodernity. Poststructuralism. Deconstruction. |
| 8. | Overview of theoretical insights related to postmodernity. Reception theory applied to minifiction. Psychoanalytical criticism applied to minifiction. |
| 9. | Overview of theoretical insights related to postmodernity. Postcolonial theory applied to minifiction. |
| 10. | Overview of theoretical insights related to postmodernity. Queer theory and feminist criticism applied to minifiction. |
| 11. | Overview of theoretical insights related to postmodernity. Psychoanalytical criticism applied to minifiction. |
| 12. | Relationship between archaic literary genres and minifiction. Fables and bestiary. |
| 13. | Theory of fantastic literature. Development of reading strategies on the example of minimalistic fictions. Analysis of the selected texts according to the studied analytical models. |
| 14. | Students’ presentations. |
| 15. | Students’ questions and additional clarifications. |

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## Contemporary Hispanic American Novel

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| **Name** | Contemporary Hispanic American Novel |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117791 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Gordana Matić, PhD, Assistant |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | None |
| **Goal** | Familiarisation with Hispanic American narrative prose in the mid- and the second half of the twentieth century; familiarisation with the relevant literary criticism and analysis and with literary-historical studies related to it. The students will be able to approach literary corpora in Hispanic languages and evaluate them critically. They will be able to analyse and interpret literary works with regard to their origin (aesthetic, genealogical, social, cultural, biographic aspects). They will also be able to situate literary-cultural phenomena into a wider European and global context. |
| **Teaching methods** |  |
| **Assessment methods** |  |
| **Learning outcomes** |  |
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| 1. | Be able to connect complex social and historical phenomena of Hispanic America in the twentieth century with the development of the literary phenomena of the Hispanic American world and apply the related ideas in research |
| 2. | Be able to demonstrate knowledge of a wide spectrum of basic literary and literary-critical texts relevant for the development of narrative prose in Hispanic America in the second half of the twentieth century; be able to apply complex methodological and critical procedures in interpreting them |
| 3. | Be able to express ideas related to contemporary Hispanic American narrative prose in Spanish in written and oral communication, in accordance with professional standards and conventions of academic writing, in order to contribute to the knowledge of the respective field |
| 4. | Be able to demonstrate a higher level of understanding and familiarity with a broad spectrum of methodological and critical approaches to literary texts, critically consider literary-historical phenomena from various theoretical perspectives and situate literary studies in a wider interdisciplinary context |
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| **Content** |  |
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| 1. | New Hispanic American novel: the beginnings prior to the 1960s. Literary predecessors, leading authors and novelty of their poetics. The “second wave” of authors in the 1980s and the changes they introduced, the turn of the century and the latest tendencies. Reading and interpretation of larger fragments of literary texts. |
| 2. | On the ambiguity of a concept, or what do we call the contemporary Hispanic American novel? Recapitulation of the content related to this issue in the third year of the undergraduate Hispanic studies. |
| 3. | The most frequent terminology related to the contemporary Hispanic American novel: boom, magical realism, new narrative techniques (examples: introductory pages of Cien Años de Soledad and Rayuela). Narrators in the 1940s and 1950s: Alejo Carpentier, Miguel Ángel Asturias, José María Arguedas, Juan Rulfo, Juan Carlos Onetti, Ernesto Sábato, Juan José Arreola – overview of innovative narrative processes and literary-linguistic changes in literary texts of the mentioned authors with regard to tradition. |
| 4. | Leading tendencies in the Hispanic American narrative prose in the period from 1960 to 1990: the boom period: authors translated abroad and other Hispanic American authors; the 1980s: arrival of the new generation; the 1990s: new historical novel, etc. |
| 5. | Guillermo Cabrera Infante – a story about dual generational renegades; specificities of the Cuban social and cultural profile within the Hispanic American world; influence of Anglo-American culture, creation of Havana counterculture in the 1950s and 1960s. |
| 6. | Reading of fragments of the novel Tres tristes tigres (the text may be found in the textbook for the fourth year of Hispanic studies according to the old, pre-Bologna curriculum). |
| 7. | Julio Cortázar: Rayuela – Hispanic American Ulysses: characteristics of the narrative structure; philosophy of the lost generation; rather unknown predecessors: Leopoldo Marechal. |
| 8. | Narrative prose from the 1970s and Hollywood movies from the 1950s: Manuel Puig: El Beso de la Mujer Araña. |
| 9. | The 1980s: settling of accounts after the great success. Internationally renowned narrators create outside of Hispanic America. In the 1970s, the new Hispanic American novel achieved the status of a privileged interpreter of the Hispanic American “reality”. Was the privilege misused? |
| 10. | The new historical novel by older authors in the late 1980s and in the 1990s. |
| 11. | New novels by the boom authors at the end of the century. Auto-referentiality, auto-biographism, intertextuality (examples: novels by Carlos Fuentes and Maria Vargas Llosa) |
| 12. | Auto-referentiality, auto-biographism, intertextuality (examples: novels by Carlos Fuentes and Maria Vargas Llosa). |
| 13. | New tendencies in the narrative prose at the turn of the century: “literature de la frontera” in Mexico. |
| 14. | Fernando del Paso: Noticias del Imperio, Tomás Eloy Martínez: Santa Evita. |
| 15. | Reading and interpretation of larger fragments of literary texts. |

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## Contemporary Spanish Language 3 /excercises/

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| **Name** | Contemporary Spanish Language 3 /excercises/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 95328 |
| **Semesters** | Winter |
| **Teachers** | Ana María Valencia Spoljaric, Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Spanish Language 2 /excercises/To enrol course it is necessary to pass course Spoken and Written Competence 1 |
| **Goal** | Development of linguistic and communication competences, acquisition of grammar and practicing of structures, acquisition of five language skills (listening comprehension, reading comprehension, interaction, oral and written expression) at the B1 level with elements of the B2 level according to the instructions of the Common European Framework of Reference for Languages (CEFR). |
| **Teaching methods** | Exercises, lectures, assignments for autonomous completion, multimedia and online sources, homework |
| **Assessment methods** | Class attendance, completion of homework, three midterm exams in the semester, final written and oral exam |
| **Learning outcomes** |  |
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| 1. | be able to state and interpret the most important concepts from general Romance studies applicable to the Spanish language. |
| 2. | be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 3. | be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers. |
| 4. | master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics. |
| 5. | Develop cognitive competences, distinguish the role of language in society, identify and isolate modes of communication in various language registers. |
| 6. | be able to recognize and evaluate relevant primary and secondary information sources and use them adequately in the process of developing knowledge and interpreting texts. |
| 7. | acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material |

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| **Content** |  |
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| 1. | Week 1: Introduction to the plan and curriculum; revision of the grammatical structures and skills acquired in the courses Spanish Language 1 and Spanish Language 2; the value scheme of the indicative tenses; use of the present tense and the construction ESTAR + gerund |
| 2. | Week 2: Contrastive use of the indicative tenses for expressing past actions (pretérito perfecto, pretérito indefinido, pretérito imperfecto, pretérito pluscuamperfecto); practicing oral and written expression; grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 3. | Week 3: Contrastive use of the tenses for expressing future actions (futuro absoluto; antefuturo, futuro hipotético, antefuturo hipotético); practicing oral and written expression; grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 4. | Week 4: Text analysis I (vocabulary, synonyms, antonyms, oral and written exercises related to the text) |
| 5. | Week 5: Revision. The first testing of knowledge |
| 6. | Week 6: Passive sentences (voz pasiva, pasiva refleja, oraciones impersonales); grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 7. | Week 7: Personal pronouns (revision, expansion, systematisation); use of the pronoun SE; grammatical exercises |
| 8. | Week 8: Use of the verbs SER and ESTAR (revision, expansion, systematisation); “verbos de cambio”; practicing oral and written expression; grammatical exercises |
| 9. | Week 9: Text analysis II (vocabulary, synonyms, antonyms, oral and written exercises related to the text) |
| 10. | Week 10: Revision. The second testing of knowledge. |
| 11. | Week 11: Syntactic analysis of the simple sentence |
| 12. | Week 12: Verbal moods (indicative, subjunctive, imperative); comparison of the indicative and subjunctive tenses; grammatical exercises |
| 13. | Week 13: Direct and indirect speech; grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 14. | Week 14: Text analysis III (vocabulary, synonyms, antonyms, practicing oral and written expression) |
| 15. | Week 15: Revision. The third testing of knowledge. (In addition to the three texts analysed in the class, the students are required to analyse one more text – a newspaper article or a short literary text.) |

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## Contemporary Spanish Language 4 /excercises/

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| **Name** | Contemporary Spanish Language 4 /excercises/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 95334 |
| **Semesters** | Summer |
| **Teachers** | Ana María Valencia Spoljaric, Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Modern Spanish Syntax 1To enrol course it is necessary to pass course Contemporary Spanish Language 3 /excercises/ |
| **Goal** | Development of linguistic and communication competences, acquisition of grammar and practicing of structures, acquisition of five language skills (listening comprehension, reading comprehension, interaction, oral and written expression) at the B2 level according to the instructions of the Common European Framework of Reference for Languages (CEFR) |
| **Teaching methods** | Exercises, lectures, assignments for autonomous completion, multimedia and online sources, homework |
| **Assessment methods** | Class attendance, completion of homework, three midterm exams in the semester, final written and oral exam |
| **Learning outcomes** |  |
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| 1. | Be able to recognize the functions of use of specific language registers in literary texts and determine the semantic value of a specific style; develop cognitive competences; distinguish the role of language in society; identify and isolate modes of communication in various language registers; become educated persons capable of autonomous thinking, finding information and using it; become good lecturers and researchers capable of contributing to their future profession with their knowledge. |
| 2. | Be able to participate in academic communication in a foreign language (Spanish) in one’s field of study |
| 3. | acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material. |
| 4. | be able to state and interpret the most important concepts from general Romance studies applicable to the Spanish language. |
| 5. | be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 6. | master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics. |

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| **Content** |  |
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| 1. | Week 1: Introduction to the plan and curriculum; revision and systematisation of the content studied in the course Spanish Language 3 |
| 2. | Week 2: Nominal clauses (conjunctions, use of the indicative and subjunctive moods); nominal clauses (indirect interrogative clauses); relative pronouns; grammatical exercises; practicing oral and written expression |
| 3. | Week 3: Adjective clauses (relative pronouns, use of the indicative and subjunctive moods); grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 4. | Week 4: Text analysis I (vocabulary, synonyms, antonyms, oral and written exercises related to the text) |
| 5. | Week 5: Revision. The first testing of knowledge. |
| 6. | Week 6: Adverbial clauses: expressing time, place, manner (conjunctions, use of the indicative and conjunctive moods); grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 7. | Week 7: Adverbial clauses: expressing effects, comparisons (conjunctions, use of the indicative and conjunctive moods); grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 8. | Week 8: Text analysis II (vocabulary, synonyms, antonyms, oral and written exercises related to the text) |
| 9. | Week 9: Adverbial clauses: expressing causes/reasons, purpose (conjunctions, use of the indicative and conjunctive moods); grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 10. | Week 10: Revision. The second testing of knowledge |
| 11. | Week 11: Adverbial clauses: expressing concession (conjunctions, use of the indicative and conjunctive moods); grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 12. | Week 12: Adverbial clauses: expressing condition (conjunctions, use of the indicative and conjunctive moods); grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 13. | Week 13: Text analysis III (vocabulary, synonyms, antonyms, oral and written exercises related to the text) |
| 14. | Week 14: Use of the indicative and subjunctive moods in dependent clauses; conjunctions – systematisation; syntactic analysis of the compound sentence |
| 15. | Week 15: Revision. The third testing of knowledge. (In addition to the three texts analysed in the class, the students are required to analyse one more text – a newspaper article or a short literary text.) |

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## Contemporary Spanish Language 5 /excercises/

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| **Name** | Contemporary Spanish Language 5 /excercises/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 52157 |
| **Semesters** | Winter |
| **Teachers** | Daša Grković, M.Sc., Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Spoken and Written Competence 3 |
| **Goal** | Development of linguistic and communication competences, acquisition of grammar and practicing of structures, acquisition of five language skills (listening comprehension, reading comprehension, interaction, oral and written expression) at the B2 level according to the instructions of the Common European Framework of Reference for Languages (CEFR). |
| **Teaching methods** | Interactive teaching; teaching by guided discovery and discussion; autonomous learning. |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete three written (graded) homework assignments and to pass three midterm exams as the condition for taking the final written and oral exam. |
| **Learning outcomes** |  |
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| 1. | Be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 2. | Be able to state and interpret the most important concepts from general Romance studies applicable to the Spanish language. |
| 3. | Be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers. |
| 4. | Be able to autonomously translate texts requiring no specific specialized knowledge from Spanish into Croatian and vice versa. |
| 5. | Be able to question acquired knowledge and professional insights and be able to apply learning skills necessary for the continuation of the course of study at a higher level (graduate study). |

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| **Content** |  |
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| 1. | Introduction to the plan and curriculum; revision of the content studied in the courses Spanish Language 3 and Spanish Language 4. |
| 2. | Compound sentence – systematisation; grammatical exercises; translation aimed at the acquisition of grammatical structures. |
| 3. | Compound sentence – systematisation; grammatical exercises; translation aimed at the acquisition of grammatical structures; systematisation (noun, adjective). |
| 4. | Text analysis I (vocabulary, synonyms, antonyms, oral and written exercises related to the text). |
| 5. | Revision. The first testing of knowledge. |
| 6. | The infinitive, gerund and participle in a clause. |
| 7. | Perífrasis verbales; grammatical exercises; translation aimed at the acquisition of grammatical structures. |
| 8. | Perífrasis verbales; grammatical exercises; translation aimed at the acquisition of grammatical structures. |
| 9. | Text analysis II (vocabulary, synonyms, antonyms, oral and written exercises related to the text). |
| 10. | Revision. The second testing of knowledge. |
| 11. | Direct and indirect speech. |
| 12. | Conditional clauses in indirect speech; grammatical exercises; translation aimed at the acquisition of grammatical structures; systematisation (pronouns and determiners). |
| 13. | Text analysis III (vocabulary, synonyms, antonyms, oral and written exercises related to the text). |
| 14. | Revision. |
| 15. | The third testing of knowledge. |

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## Contemporary Spanish Language 6 /excercises/

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| **Name** | Contemporary Spanish Language 6 /excercises/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 52162 |
| **Semesters** | Summer |
| **Teachers** | Daša Grković, M.Sc., Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Spanish Language 5 /excercises/ |
| **Goal** | Development of linguistic and communication competences, acquisition of grammar and practicing of structures, acquisition of five language skills (listening comprehension, reading comprehension, interaction, oral and written expression) at the B2 level with elements of the C1 level according to the instructions of the Common European Framework of Reference for Languages (CEFR). |
| **Teaching methods** | Interactive teaching; teaching by guided discovery and discussion; autonomous learning. |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete three written (graded) homework assignments and to pass three midterm exams as the condition for taking the final written and oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material. |
| 2. | Be able to state and interpret the most important concepts from general Romance studies applicable to the Spanish language. |
| 3. | Be able to correctly use receptive and productive communication skills. |
| 4. | Be able to categorize linguistic terms and concepts on all linguistic levels. |

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| **Content** |  |
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| 1. | Introduction to the plan and curriculum; revision of the content studied in the course Spanish Language 5. |
| 2. | The verbs SER/ESTAR, systematisation; grammatical exercises; translation aimed at the acquisition of grammatical structures. |
| 3. | The verbs SER/ESTAR (specific use, passive); systematisation (personal pronouns). |
| 4. | Text analysis I (vocabulary, synonyms, antonyms, oral and written exercises related to the text). |
| 5. | Revision. The first testing of knowledge. |
| 6. | Prepositions – revision and systematisation; grammatical exercises; translation aimed at the acquisition of grammatical structures. |
| 7. | Prepositions with verbs and adjectives; systematisation (adverbs, conjunctions). |
| 8. | Prepositions in idiomatic expressions. |
| 9. | Text analysis II (vocabulary, synonyms, antonyms, oral and written exercises related to the text). |
| 10. | Revision. The second testing of knowledge. |
| 11. | Word formation (compound words, derivatives). |
| 12. | Phraseology (phrases, idioms); abbreviations. |
| 13. | Text analysis III (vocabulary, synonyms, antonyms, oral and written exercises related to the text). |
| 14. | Grammatical and lexical exercises (systematisation and revision of various grammatical categories). |
| 15. | Revision. The third testing of knowledge. |

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## Contemporary Spanish Language 7 /excercises/

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| **Name** | Contemporary Spanish Language 7 /excercises/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117809 |
| **Semesters** | Winter |
| **Teachers** | Daša Grković, M.Sc., Senior Lector (primary)Pablo Llamas Fernández, Lector |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

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| **Prerequisites** | None |
| **Goal** | Fluent and precise speaking and writing; development of sociolinguistic competences; application of the acquired grammatical content, structures and vocabulary for the achievement of proficiency in Spanish – the C1 level according to the instructions of the Common European Framework of Reference for Languages (CEFR). Production and analysis of various types of texts, recognition of different Spanish registers, in particular the casual register. |
| **Teaching methods** | Interactive teaching; teaching by guided discovery and discussion; autonomous learning |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete three written homework assignments and give a presentation in the foreign lector’s class and to complete three homework assignments in the Croatian native-speaking lector’s class – these are the conditions for taking the final written exam. |
| **Learning outcomes** |  |
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| 1. | Demonstrate spontaneous and effortless knowledge of Spanish in all communication and language activities (productive and receptive) and in all areas of private and professional practice. |
| 2. | Use morphosyntactic structures specific for the type and function of the translated Spanish text and analytically compare them with other solutions, evaluate and support them or critically select a more appropriate solution in various forms of written and oral expression. |
| 3. | Be able to recognize the functions of use of specific language registers in literary texts and determine the semantic value of a specific style. |
| 4. | Be able to produce a professional paper autonomously and responsibly using research skills transferable to other professional contexts. |
| 5. | Be able to participate in academic communication in a foreign (Spanish) language in one's field of study. |
| 6. | Analyze characteristics of language on all linguistic levels. |
| 7. | Distinguish the role of language in society. |

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| **Content** |  |
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| 1. | Introduction to the plan and curriculum. |
| 2. | Grammatical and lexical text analysis I; textual typology – a model and examples. |
| 3. | Value of tenses and verbal moods; examples of narrative texts. |
| 4. | Sequence of tenses; examples of descriptive texts. |
| 5. | Direct and indirect speech; examples of informative texts. |
| 6. | Grammatical and lexical text analysis II; examples of texts with dialogues. |
| 7. | Relative clauses (conjunctions and use of verbal moods); examples of texts containing arguments. |
| 8. | Language functions (expressing obligations and needs); studying of a text (summarising, paraphrasing, recognition of the key ideas; semantics – homonymy, polysemy, antonymy, synonymy, hyponymy, semantic fields). |
| 9. | Language functions (orders, instructions, advice); writing a business letter. |
| 10. | Language functions (agreement and disagreement); writing a letter of complaint. |
| 11. | Grammatical and lexical text analysis III; personal e-mails. |
| 12. | Nouns and adjectives (specificities); language registers; colloquial language; idioms and phrasemes. |
| 13. | Adverbs; nonverbal language; oral expressions. |
| 14. | Revision (exercises related to grammar and vocabulary). |
| 15. | Revision (exercises related to grammar and vocabulary). |

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## Contemporary Spanish Language 8 /Excercises/

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| **Name** | Contemporary Spanish Language 8 /Excercises/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 124512 |
| **Semesters** | Summer |
| **Teachers** | Daša Grković, M.Sc., Senior Lector (primary)Pablo Llamas Fernández, Lector |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Spanish Language 7 /excercises/ |
| **Goal** | Fluent and precise speaking and writing; development of sociolinguistic competences; application of the acquired grammatical content, structures and vocabulary for the achievement of proficiency in Spanish – the C1 level with elements of the C2 level according to the instructions of the Common European Framework of Reference for Languages (CEFR). Creative writing including recognition and use of various figures of speech, from literary texts to commercials. |
| **Teaching methods** | Interactive teaching; teaching by guided discovery and discussion; autonomous learning. |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete three written homework assignments and give a presentation in the foreign lector’s class and to complete three homework assignments in the Croatian native-speaking lector’s class – these are the conditions for taking the final written exam. |
| **Learning outcomes** |  |
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| 1. | Conduct scholarly research and approach problem solving. |
| 2. | Demonstrate spontaneous and effortless knowledge of Spanish in all communication and language activities (productive and receptive) and in all areas of private and professional practice. |
| 3. | Use morphosyntactic structures characteristic of the type and function of the translated Spanish text and analytically compare them with other solutions, evaluate them or critically select a more appropriate solution. |
| 4. | Be able to recognize the function of using specific language registers in literary texts and determine the semantic value of a specific style. |
| 5. | Be able to participate in academic communication in a foreign (Spanish) language in one's field of study. |
| 6. | Be able to produce a professional paper autonomously and responsibly using research skills transferable to other professional contexts. |
| 7. | Analyze characteristics of language on all linguistic levels. |
| 8. | Lead linguistic research into language sources. |

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| **Content** |  |
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| 1. | Introduction to the programme. |
| 2. | Grammatical and lexical text analysis I. |
| 3. | Dependent clauses and conjunctions. Order of words in a sentence. Loci a persona. |
| 4. | Use of the infinitive, gerund and participle. Perífrasis verbales. Loci a re. |
| 5. | Prepositions (revision and systematisation). Prepositions with verbs and adjectives and in idiomatic expressions. Traditional biases. |
| 6. | Impersonal constructions. Passive. Figures of speech. |
| 7. | The verbs SER and ESTAR. Verbos de cambio. Figures of thought. |
| 8. | Use of the verbs of specific semantic value. Film projection. |
| 9. | Grammatical and lexical text analysis II: discussion related to the film. |
| 10. | Emphatic and reiterative forms. An example of a literary text. |
| 11. | Specificities of personal pronouns. Figures of speech. |
| 12. | Specificities of articles and determiners. From text to picture. |
| 13. | Grammatical and lexical text analysis III. |
| 14. | Word formation (derivation and composition). Formation of compound words. Foreign words in Spanish. |
| 15. | Phraseology (phrasemes and proverbs). |

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## Contemporary Spanish Language 9

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| **Name** | Contemporary Spanish Language 9 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 184295 |
| **Semesters** | Winter |
| **Teachers** | Daša Grković, M.Sc., Senior Lector (primary)Pablo Llamas Fernández, Lector |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Spanish Language 8 /Excercises/ |
| **Goal** | Fluent and precise speaking and writing; development of sociolinguistic competences; application of the acquired grammatical content, structures and vocabulary in order to obtain proficiency in Spanish – the C1 level according to the instructions of the Common European Framework of Reference for Languages (CEFR). Familiarisation with the formal style aimed at the student’s preparation for writing their master’s thesis and future academic papers. |
| **Teaching methods** | Interactive teaching; teaching by guided discovery and discussion; autonomous learning. |
| **Assessment methods** | Evaluation and grading of students’ active participation in the class through the completion of the tasks and mandatory homework assignments; midterm exams, written and oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Demonstrate spontaneous and effortless knowledge of Spanish in all communication and language activities (productive and receptive) and in all areas of private and professional practice. |
| 2. | Use morphosyntactic structures characteristic of the type and function of the translated Spanish text and analytically compare them with other solutions, evaluate them or critically select a more appropriate solution. |
| 3. | Be able to participate in academic communication in a foreign (Spanish) language in one's field of study. |
| 4. | Be able to choose a graduate paper topic under the guidance of a mentor, autonomously research primary and secondary corpus, collect data and produce a paper based on acquired methodological and theoretical knowledge. |
| 5. | Be able to recognize the function of using specific language registers in literary texts and determine the semantic value of a specific style. |
| 6. | Develop cognitive competences. |
| 7. | Distinguish the role of language in society. |
| 8. | Identify and isolate modes of communication in various linguistic registers. |

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| **Content** |  |
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| 1. | Introduction to the plan and curriculum. Reading comprehension, translation of a text from Croatian into Spanish. |
| 2. | Grammatical and lexical text analysis I. Characteristics of academic writing. |
| 3. | Exercises for the vocabulary expansion (synonyms, antonyms, paraphrases). Formal language. |
| 4. | Expressing spatial and temporal relations. Norm and use of Spanish. |
| 5. | Grammatical and lexical text analysis II. Publishing norms. |
| 6. | Euphemisms, homonymy. Orthotypography. |
| 7. | Interjections. Bibliography. Proper citation. |
| 8. | Expressing causes, assumptions and consequences (textos analizantes, sintetizantes, paralelos y encuadrados). |
| 9. | Expressing intention and manner. Production of a text in practice: bibliography. |
| 10. | Expressing comparisons. Production of a text in practice: academic expression. |
| 11. | Clauses of concession and contrast (similarities and differences). Production of a text in practice: a review. |
| 12. | Grammatical and lexical text analysis III. Students’ presentations. |
| 13. | Students’ presentations in group and individually related to the topics of tourism, economy, literature, media, politics. |
| 14. | Translation of newspaper articles and literary texts. Analysis of errors. |
| 15. | Determiners. Group communication (interaction). |

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## Creation of Language Teaching Materials 1

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| **Name** | Creation of Language Teaching Materials 1 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 124502 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Dunja Frankol, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Glottodidactics 1To enrol course it is necessary to pass course Acquisition of Second/Foreign Language 1 |
| **Goal** | Prepare the students for understanding of the curriculum, preparation of a teaching unit and its execution including critical approach to the set and/or selected material |
| **Teaching methods** | Class attendance, presentations, internship in schools, keeping aninternship diary, elaborating aninternship portfolio |
| **Assessment methods** | Assessment and analysis of a demonstration lesson; analysis of presentations and prepared teaching material; written and oral exam |
| **Learning outcomes** |  |
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| 1. | nterpret selected examples of teaching practice |
| 2. | Analyse parts of lessons |
| 3. | distinguish and evaluate the various teaching functions of the teaching process |
| 4. | determine the criteria for selecting curricula for learning Spanish as a foreign language |
| 5. | create materials for different didactic tasks for teaching Spanish las a foreign language |
| 6. | argue the use of teaching resources and aids |
| 7. | design, perform and evaluate the teaching unit |
| 8. | analyse and argue the structure and dynamics of the lesson together with the use of teacher and student strategies |
| 9. | elaboate and apply ndependently teaching materials and tools |
| 10. | prepare, design and perform independently a lesson of Spanish as a foreign language |

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| **Content** |  |
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| 1. | Introduction to the teaching process |
| 2. | Typology of students |
| 3. | Parts of a lesson |
| 4. | Use of a classroom |
| 5. | Teaching techniques |
| 6. | Typology of teaching activities |
| 7. | Use of teaching material and tools |
| 8. | Use of teaching material and tools |
| 9. | Typology and dynamics of work with students |
| 10. | Timing |
| 11. | Use and adaptation of teaching material |
| 12. | Student as the centre of the teaching process |
| 13. | Material and procedures in teaching linguistic content |
| 14. | Material and procedures in teaching other types of content |
| 15. | Development of teaching competences by observation and analysis of practical teaching |

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## Creation of Language Teaching Materials 2

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| **Name** | Creation of Language Teaching Materials 2 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117782 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Dunja Frankol, Lector |
| **Hours** |

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| --- | --- |
| Seminar | 15 |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Creation of Language Teaching Materials 1 |
| **Goal** | Analysis, comparison and production of materialused in the teaching process. Preparation of students for teaching Spanish at various levels of pupils’ competences and in various teaching conditions. Development of practical aspects of the teaching competence through personal teaching experience. Development of the capacity for self-evaluation of the teaching competence. |
| **Teaching methods** | Class attendance, presentations, production and analysis of teaching material, internship in schools, keeping an internship diary, preparation for and conduct of demonstration lessons |
| **Assessment methods** | Analysis and evaluation of demonstration lessons; analysis and evaluation of presentations; valuation of internship portfolios; written and oral exams |
| **Learning outcomes** |  |
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| 1. | rindependently resolving tasks of different segments of Spanish language teaching |
| 2. | evaluate the role and selection criteria of teaching materials for Spanish as a foeign language |
| 3. | select, create and apply teaching materials and tools |
| 4. | understand and distinguish the functions of different teacher roles in the teaching process |
| 5. | Analyse and critically reflect on certain aspects of teaching |
| 6. | select appropriate teaching methods and procedures with respect to the teaching goal |
| 7. | plan, create and perform independently a teaching unit of Spanish as a foreign language at different levels of knowledge |
| 8. | judge the process of learning and acquiring Spanish as a foreign language using basic theoretical principles related to different aspects of this process |
| 9. | explain and evaluate the role and criteria of selection of teaching materials |
| 10. | plan, design and perfom independently a lesson of Spanish as a foeign language according to the context of learning |
| 11. | Develop teamwork skills |

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| **Content** |  |
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| 1. | Goals and tasks of the course; working methods and obligations |
| 2. | Competences and learning outcomes |
| 3. | Production of teaching material (grammar) |
| 4. | Production of teaching material (grammar) |
| 5. | Production of teaching material (lexis) |
| 6. |  |
| 7. | Production of teaching material (lexis) |
| 8. | Production of teaching material (cultural content) |
| 9. | Production of teaching material (linguistic functions) |
| 10. | Production of teaching material (linguistic functions) |
| 11. | Analysis of material and teaching activities: reading |
| 12. | Analysis of material and teaching activities: understanding of audio and audio-visual material |
| 13. | Analysis of material and teaching activities: oral expression skills |
| 14. | Analysis of material and teaching activities: written expression skills |
| 15. | Teacher’s self-evaluation |

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## Croatian for Translators

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| **Name** | Croatian for Translators |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 161123 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Tomislava Bošnjak Botica, PhD |
| **Hours** |

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| --- | --- |
| Lectures | 15 |
| Practical language | 15 |

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| **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 Spanish. 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** |  |
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| 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 |

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| **Content** |  |
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| 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 Spanish 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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## Culture and Civilization of Hispanic America

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| **Name** | Culture and Civilization of Hispanic America |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 46989 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Gordana Matić, PhD, Assistant |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course Spanish Culture and Civilization |
| **Goal** | The students will acquire familiarity with the basic historical framework of the European discovery of the New World. They will acquire familiarity with the organisation of overseas viceroyalties, with the principles and implementation of evangelisation as the legal framework of the conquests, with the transculturation project – transfer of Hispanic culture with all its institutions and forms of cultural production to the viceroyalties. They will acquire basic knowledge and insights into the basic literature about the respective sequence of historical events and situations and be able to autonomously search the data and literature necessary for further studies in the field of Hispanic language and literature. |
| **Teaching methods** | Direct teaching and interactive learning based on documentaries and PowerPoint presentations; for a part of the content, e-learning is envisaged. Reading of mandatory primary and secondary literature with the help of student assistants according to the planned schedule. |
| **Assessment methods** | Continuous assessment. Verification of the reading assignments in the form of two written midterm exams and the final written exam. The students are allowed to take the written exam only after they have fulfilled their obligations related to the course, i.e. after they have gained insights into the selected texts and submitted all the homework assignments in the course of the semester. |
| **Learning outcomes** |  |
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| 1. | Be able to demonstrate knowledge and understanding of the basic concepts and problems of historiography of the Hispanic American territories from the European discovery of the continent until the end of the seventeenth century |
| 2. | Acquire competences for the analysis and understanding of literary phenomena in their historical context |
| 3. | Be able to demonstrate that he/she is familiar with the social, cultural and historical context relevant for the perception of the earliest Hispanic American literary production |
| 4. | Develop learning skills necessary for orientation in the literary-historical phenomena of the Hispanic world and for continuation of the course of study at a higher level |
| 5. | Acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material. |
| 6. | Be able to interpret relevant information from Hispanic literatures and use them in understanding cultural and social phenomena from a broader perspective. |
| 7. | Develop learning skills necessary for orientation in the literary-historical phenomena of the Hispanic world and for the continuation of the course of study in the field of literature at a higher level. |

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| **Content** |  |
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| 1. | The course focuses on the chronology of discoveries and conquests, the types of testimonies related to the discoveries and conquests in Spanish, the imagery of the discoverers and conquerors, the stereotypes and delusions related to the New World in Europe and among the conquerors. Demographic and racial aspects of the American society after the conquest and in the course of three centuries of colonial rule; the establishment of the Spanish reign, setting up of towns, universities and printing houses, with a special emphasis on the beginnings of Creolean literature. |
| 2. | Period of discoveries and conquests of the Indies. Fundamental reasons and causes. |
| 3. | Chronology of discoveries and conquests. Types of testimonies related to the discoveries and conquests in Spanish. |
| 4. | Three types of conquerors’ mentality: Christopher Columbus, Hernán Cortés and Bernal Díaz del Castillo. Reading and commenting on fragments from testimonies related to the discoveries and conquests |
| 5. | Imagery of the discoverers and conquerors. Stereotypes and main notions. |
| 6. | Pre-Columbian cultures and civilisations in Central America. The Olmec, Maya, Toltec, Aztec |
| 7. | “The second wave”: scribes replacing conquerors. Creoles, Indians, mestizos. Demographic and racial aspects of the American society after the conquest. |
| 8. | Establishment of the Seville-originated Spanish reign in the Indies. The town as the centre of power and focal point of the new civilisation. Division of power and land in the Indies. Towns, universities and printing houses. |
| 9. | Administrative organisation of the overseas countries. |
| 10. | Regulation of the market of Spanish books in the Indies and printing of American books. Prohibition of import of “lying histories”. Cronista Mayor of Indies. |
| 11. | Holy orders in the Indies and their relation to the secular state. Legal and theological debates and disputes related to the right of Christianisation in the Indies. |
| 12. | Beginnings of Creole/criollo literature. American Baroque in arts and sciences. Sor Juana Inés de la Cruz, Alarcón and Carlos Sigüenza y Góngora. |
| 13. | Everyday life in America in the seventeenth century. |
| 14. | Wars for independence of the Hispanic America. |
| 15. | Students’ questions and additional clarifications. Preliminary exam. |

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## Curriculum of Spanish as Foreign Language 1

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| --- | --- |
| **Name** | Curriculum of Spanish as Foreign Language 1 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 124499 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maša Musulin, PhD, Senior Lecturer |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Glottodidactics 1To enrol course it is necessary to pass course Acquisition of Second/Foreign Language 1 |
| **Goal** | Acquire basic concepts related to learning, teaching and evaluation applied to Spanish as a foreign language. Learn about the global programme of Spanish as a foreign language. Analyse referential levels of Spanish according to CEFR and their application in the process of learning, teaching and evaluation. |
| **Teaching methods** | The students attend lectures, actively participate in the seminar, analyse and comment on the given material, present and illustrate its application working in small groups, in pairs and individually.  |
| **Assessment methods** | Evaluation of active participation in seminars, preparation of presentations, analysis and critical consideration of the basic concepts and linguistic activities, testing of the acquisition of those concepts and activities by the written and oral exam |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | - define, explain, and evaluate key concepts and principles from the field of foreign language learning and acquisition and contemporary foreign language teaching |
| 2. | - critically evaluate the process of learning and acquisition of Spanish as a foreign language by using key theoretical propositions referring to various aspects of that process |
| 3. | - choose, apply, and evaluate methods, approaches and teaching procedures for receptive and productive language skills and linguistic and intercultural content |
| 4. | - critically assess and apply the procedures of evaluation of the skills in and knowledge of Spanish as a foreign language |
| 5. | - evaluate key elements in the field of teaching process planning and programming and integrate them into the teaching plan and the curriculum in Spanish as a foreign language |
| 6. | - develop lifelong learning and development skills, critical thinking inside one's profession, and evaluating one's teaching competence |
| 7. | autonomously plan, design, and teach a class in Spanish as a foreign language adapted to the context of study |
| 8. | explain and evaluate the role and selection criteria of classroom materials and tools |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to the reference levels for Spanish |
| 2. | Organisation of teaching material: levels and modular approach |
| 3. | Three dimensions of students – language users: communication, intertextuality, autonomy |
| 4. | From CEFR descriptors to components of the reference levels for Spanish |
| 5. | Grammatical component |
| 6. | Pronunciation and prosody; orthography |
| 7. | Linguistic functions |
| 8. | Pragmatic communication tactics and strategies |
| 9. | Discourse and texts |
| 10. | General lexical concepts |
| 11. | Specific lexical concepts |
| 12. | Cultural references |
| 13. | Socio-cultural elements |
| 14. | Intertextuality |
| 15. | Learning strategies |

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## Curriculum of Spanish as Foreign Language 2

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| --- | --- |
| **Name** | Curriculum of Spanish as Foreign Language 2 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 117778 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maša Musulin, PhD, Senior Lecturer |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Curriculum of Spanish as Foreign Language 1 |
| **Goal** | Enable students to apply the acquired theoretical concepts within the framework of CEFR and reference levels for Spanish in the teaching process. Set learning goals and outcomes according to CEFR and reference levels for Spanish. Prepare and enable students for autonomous analysis, planning and implementation of didactic activities. |
| **Teaching methods** | The students attend lectures, actively participate in the seminar, analyse and comment on the given material, present and illustrate their application working in small groups, in pairs and individually. |
| **Assessment methods** | Evaluation of active participation in seminars, preparation of presentations, analysis and critical consideration of the basic concepts and linguistic activities, testing of the acquisition of those concepts and activities by the written and oral exam |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | explain didactic theories and models and apply them in the classroom |
| 2. | define, explain, and evaluate key concepts and principles from the field of foreign language learning and acquisition and contemporary foreign language teaching |
| 3. | explain and evaluate the role of various factors on the process of teaching and acquisition of Spanish as a foreign language |
| 4. | analyze and critically evaluate the structure and dynamics of a class and teacher's/student's strategies |
| 5. | evaluate key elements in the field of teaching process planning and programming and integrate them into the teaching plan and the curriculum in Spanish as a foreign language |
| 6. | analyze and critically evaluate the structure and dynamics of a class and teacher's/student's strategies |
| 7. | evaluate key elements in the field of teaching process planning and programming and integrate them into the teaching plan and the curriculum in Spanish as a foreign language |

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| **Content** |  |
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| --- | --- |
| 1. | Overview of the basic concepts of CEFR |
| 2. | Overview of the basic concepts of the reference levels for Spanish – curriculum of the Cervantes Institute |
| 3. | Analysis: teaching process |
| 4. | Teaching and learning processes in the communicative approach |
| 5. | Teaching practice: procedures, techniques and strategies |
| 6. | Role of didactic material and tools in the programming of classes |
| 7. | Criteria for selection and gradation of assignments |
| 8. | Programming of teaching procedures |
| 9. | Curriculum – definition |
| 10. | Curriculum – typology |
| 11. | Planning of classes – plan and curriculum |
| 12. | Programming of teaching units; preparation for a class |
| 13. | Drawing up and preparation of teaching material |
| 14. | Role of the teacher in the programming of classes |
| 15. | Role of the educational authorities in the organization of the teaching content |

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## EU, Spanish and Croatian Institutions

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| --- | --- |
| **Name** | EU, Spanish and Croatian Institutions |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 161124 |
| **Semesters** | Winter |
| **Teachers** | Branka Oštrec, Senior Lector (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Familiarisation of students with the organisation of EU, Spanish and Croatian institutions, in order to facilitate the process of translation of texts from the relevant fields. |
| **Teaching methods** | Lectures, assignments for independent completion, multimedia, online sources |
| **Assessment methods** | Continuous performance tracking, weekly homework, class participation, written exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Familiarisation with the basic terminology and concepts related to the EU and its Member States |
| 2. | Understanding differences in the functioning of Spanish and Croatian systems, this being of key importance for the accurate translation of texts from the relevant fields. |
| 3. | Acquiring specific knowledge on the organisation of the public administration, institutions and authorities of the EU, Spain and Croatia |
| 4. | Being able to find relevant information and check their legitimacy in order to produce an accurate translation |

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| **Content** |  |
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| --- | --- |
| 1. | Familiarisation with the working plan, curriculum, methods and sources |
| 2. | Historical overview of the establishment of the EU with an emphasis on Spain and Croatia as full Member States |
| 3. | Overview of the major EU institutions: Council, Parliament, Commission, courts, Central Bank |
| 4. | Comparative analysis of the political and territorial organisation of Spain and Croatia |
| 5. | Comparative analysis of the organisation of Spanish and Croatian embassies |
| 6. | Comparative analysis of Spanish and Croatian legislative authorities |
| 7. | Legislative authority of the EU and its impact on Member States |
| 8. | Comparative analysis of Spanish and Croatian political parties |
| 9. | Comparative analysis of the judicial system in Spain and in Croatia (courts, court procedures, etc.) |
| 10. | EU judicial authorities and their impact on Member States |
| 11. | Comparative analysis of Spanish and Croatian executive authorities (government, ministries, etc.) |
| 12. | EU executive authorities and their impact on Member States |
| 13. | Comparative analysis of the banking system and banking products in the EU, Spain and Croatia |
| 14. | Comparative analysis of the health care system in Spain and in Croatia |
| 15. | Recapitulation of the studied topics |

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## Final Bachelor Thesis in Hispanic Studies

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| **Name** | Final Bachelor Thesis in Hispanic Studies |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 69899 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maja Zovko, PhD, Associate Professor (primary)Bojana Mikelenić, PhD, Postdoctoral ResearcherBranka Oštrec, Senior LectorDaša Grković, M.Sc., Senior LectorGordana Matić, PhD, AssistantMaša Musulin, PhD, Senior Lecturer |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 0 |

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| **Prerequisites** | To pass course it is necessary to pass course Worldwide Recognition of the Hispanic American LiteratureTo pass course it is necessary to pass course Methodology of Scientific WorkTo pass course it is necessary to pass course Translation Exercises 1 /Spanish\_Croatian; Croatian-Spanish/To pass course it is necessary to pass course Spanish Lexicology and LexicographyTo pass course it is necessary to pass course Contemporary Spanish Language 6 /excercises/To pass course it is necessary to pass course Physical Education 4To pass course it is necessary to pass course Spoken and Written Competence 4To pass course it is necessary to pass course Spoken and Written Competence 5To pass course it is necessary to pass course Introduction to Semantics |
| **Goal** | Enable the students to research and analyse primary and secondary literature and to produce a professional paper of at least twenty pages in accordance with the methodological and theoretical knowledge acquired in the undergraduate studies. |
| **Teaching methods** | Autonomous learning in the course of searching, evaluation and analysis of primary and secondary literature. Autonomous learning in the course of production of the professional paper and preparation for the presentation of the research results. Mentor’s guided teaching. |
| **Assessment methods** | Upon the completion of the paper, the mentor evaluates and grades the student’s entire success in the course; collection of the material, research and the final paper |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Be able to mediate knowledge acquired in the undergraduate studies orally and in writing in Spanish in accordance with professional standards and conventions of academic writing |
| 2. | Be able to autonomously research the literature necessary for further learning and development of the acquired knowledge |
| 3. | Be able to justify the selection of the secondary literature by means of critical assessment |
| 4. | Be able to collect the material relevant for the treatment of the topic from various sources and present it systematically |
| 5. | Be able to produce the final paper under the mentor’s guidance |
| 6. | master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics |
| 7. | be able to question acquired knowledge and professional insights and be able to apply learning skills necessary for the continuation of the course of study at a higher level (graduate study) |
| 8. | be able to produce a graduate paper in the field of linguistics or literature under the guidance of a mentor; be able to collect from various sources and systematically present the material relevant for the treatment of the topic |

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| **Content** |  |
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| 1. | Determining the topic of the paper under the mentor’s guidance |
| 2. | Autonomous search, critical evaluation and analysis of primary literature |
| 3. | Autonomous search, critical evaluation and analysis of primary literature |
| 4. | Autonomous search, critical evaluation and analysis of primary literature |
| 5. | Autonomous search, critical evaluation and analysis of primary literature. Mentor’s guidance in the evaluation of the collected corpus. |
| 6. | Autonomous search, critical evaluation and analysis of secondary literature |
| 7. | Autonomous search, critical evaluation and analysis of secondary literature |
| 8. | Autonomous search, critical evaluation and analysis of secondary literature. Drawing up the concept of the paper. |
| 9. | Autonomous search, critical evaluation and analysis of secondary literature. Mentor’s guidance in evaluation of the collected corpus. |
| 10. | Production of the professional paper on the basis of knowledge acquired by researching primary and secondary corpus in accordance with methodological and theoretical knowledge acquired in the course of the undergraduate studies |
| 11. | Production of the professional paper on the basis of knowledge acquired by researching primary and secondary corpus in accordance with methodological and theoretical knowledge acquired in the course of the undergraduate studies |
| 12. | Production of the professional paper on the basis of knowledge acquired by researching primary and secondary corpus in accordance with methodological and theoretical knowledge acquired in the course of the undergraduate studies. Mentor’s guidance with the aim of perfection and completion of the paper. |
| 13. | Completion of the professional paper on the basis of knowledge acquired by researching primary and secondary corpus in accordance with methodological and theoretical knowledge acquired in the course of the undergraduate studies |
| 14. | Completion of the professional paper on the basis of knowledge acquired by researching primary and secondary corpus in accordance with methodological and theoretical knowledge acquired in the course of the undergraduate studies |
| 15. | Final mentor’s observations and evaluation of the paper |

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## Final Master Thesis

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| **Name** | Final Master Thesis |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 15 |
| **ID** | 124514 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Andrea-Beata Jelić, PhD, Assistant Professor (primary)Gorana Bikić-Carić, PhD, Assistant Professor (primary)Maja Zovko, PhD, Associate Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 0 |

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| **Prerequisites** | None |
| **Goal** | Train students for autonomous determination of research topics, research and analysis of primary and secondary literature, preparation of a professional paper and presentation of the research results in accordance with methodological and theoretical knowledge acquired during the graduate studies |
| **Teaching methods** | Autonomous learning in the course of research, evaluation and analysis of primary and secondary literature. Autonomous learning through the preparation of the paper and presentation of the research results. Guided teaching – mentor’s guidance. |
| **Assessment methods** | After the student has written the master thesis and presented the research before the Committee, the mentor and other members of the Thesis Committee evaluate and grade his/her achievement in the course.  |
| **Learning outcomes** |  |
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| --- | --- |
| 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 |

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| **Content** |  |
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|  |  |
| --- | --- |
| 1. | Determination of the topic with the mentor’s guidance. |
| 2. | Autonomous research, critical evaluation and analysis of primary literature. |
| 3. | Autonomous research, critical evaluation and analysis of primary literature. |
| 4. | Autonomous research, critical evaluation and analysis of primary literature. Mentor’s guidance related to the evaluation of the collected corpus. |
| 5. | Autonomous research, critical evaluation and analysis of secondary literature. |
| 6. | Autonomous research, critical evaluation and analysis of secondary literature. |
| 7. | Autonomous research, critical evaluation and analysis of secondary literature. |
| 8. | Making a concept of the paper. Mentor’s guidance related to the evaluation of the collected corpus and the concept of the paper. |
| 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. |
| 10. | 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. |
| 11. | 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. |
| 12. | 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. |
| 13. | 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. |
| 14. | Preparation for the presentation and evaluation of the research results when defending the master’s thesis. |

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## Glottodidactics 1

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| --- | --- |
| **Name** | Glottodidactics 1 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 117779 |
| **Semesters** | Winter |
| **Teachers** | Andrea-Beata Jelić, PhD, Assistant Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Familiarise the students with the basic terminology, concepts and principles of the foreign language teaching theory and incite them to consider the models and methods of as well as approaches to foreign language learning |
| **Teaching methods** | Attendance of lectures and active participation in the seminar by analysing and commenting on the selected material and primary literature |
| **Assessment methods** | The students are required to attend the classes regularly and to participate in the discussions and autonomously complete the assignments related to the lectures on selected topics. In the oral exam, the students need to demonstrate their knowledge of the basic terminology and key concepts in the respective field and to consider the models and methods of as well as approaches to the foreign language learning in accordance with the course learning outcomes. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Define glottodidactics as an interdisciplinary scientific discipline |
| 2. | Define and explain the key concepts in the field of the contemporary foreign language teaching |
| 3. | Recognize and explain the influence of various factors on the process of learning and adoption of a second/foreign language |
| 4. | Explain specificities of foreign language teaching depending on the students’ age |
| 5. | Explain specificities of foreign language teaching depending on the learning context |
| 6. | Explain specificities of foreign language teaching depending on the learning degree |
| 7. | Explain and recognize the basic characteristics of the teaching process |
| 8. | describe and explain fundamental glottodidactic principles, as well as the methods and procedures of Spanish language teaching from diachronic and syncronic perspective |
| 9. | develop lifelong learning and development skills, critical thinking inside one's profession and evaluating one's teaching competence |
| 10. | critically evaluate relevant academic literature and present content to others |

 |
| **Content** |  |
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|  |  |
| --- | --- |
| 1. | Introduction to the course; literature, the concept of glottodidactics |
| 2. | Introduction to glottodidactics |
| 3. | Relations between the first and/or native language and the second and/or foreign language |
| 4. | Reasons and causes for learning a foreign language and their impact on the teaching process |
| 5. | Individual needs and customized courses with specific goals |
| 6. | Motivation for foreign language learning (types), success and failure |
| 7. | Types of institutionalised learning (regular schools, private institutions, individual teaching) |
| 8. | Basic characteristics of students’ age groups |
| 9. | Basic characteristics of the levels of knowledge according to CEFR |
| 10. | Teaching process, i.e. teaching and learning, differences between acquisition and learning, the role of teaching |
| 11. | Elements of the teaching process |
| 12. | Participants in the teaching process |
| 13. | Content of the teaching process: previous knowledge, acquired knowledge, skills, strategies, competences |
| 14. | Other communicative elements |
| 15. | Teaching process and methods of classroom teaching |

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## Glottodidactics 2

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| **Name** | Glottodidactics 2 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 124500 |
| **Semesters** | Summer |
| **Teachers** | Andrea-Beata Jelić, PhD, Assistant Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Glottodidactics 1 |
| **Goal** | Familiarise the students with the basic theoretical principles of the contemporary foreign language teaching and associated methods, with a special emphasis on Spanish. Enable the students to teach Spanish as a foreign language efficiently, applying various forms of teaching, didactical models and techniques. |
| **Teaching methods** | Direct teaching, discussion, text analysis, analysis of teaching material, autonomous learning |
| **Assessment methods** | Continuous tracking of students’ active participation in the class. The final grade is obtained at the final exam. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Define the concept of the communicative approach to foreign language teaching and explain its characteristics |
| 2. | Define the concept of the action approach to foreign language teaching, explain its main characteristics and critically evaluate it |
| 3. | Define the concept of the task-based approach in foreign language teaching, explain its main characteristics and critically evaluate it |
| 4. | Define and explain the key principles of neurolinguistic programming in foreign language teaching |
| 5. | Recognize and explain various elements influencing the dynamics of the teaching process |
| 6. | Distinguish intercultural elements in foreign language teaching, explain and evaluate them |
| 7. | Define the concept of autonomous learning and explain its characteristics |
| 8. | Explain and evaluate the role of various factors on the process of teaching and acquisition of Spanish as a foreign language |
| 9. | Describe and explain fundamental glottodidactic principles, as well as the methods and procedures of Spanish language teaching form a diachronic and synchronic perspective |
| 10. | Critically evaluate relevant academic literature and present content to others |

 |
| **Content** |  |
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| --- | --- |
| 1. | Kumaravadivelu and his postmethod pedagogy |
| 2. | Communicative approaches in foreign language teaching |
| 3. | Linguistic skills and pragmatic capacities related to the communication oriented teaching goals |
| 4. | Communication strategies and their development in the teaching process |
| 5. | Task-based approach |
| 6. | Final task – project, presentation |
| 7. | Action approach |
| 8. | Teaching process dynamics – work in pairs, groups, cooperative learning, play-based learning |
| 9. | Teaching process dynamics – affective dimension of learning |
| 10. | Use of neurolinguistic programming technique in foreign language teaching |
| 11. | Interculturalism in foreign language teaching – goals |
| 12. | Students as socio-cultural subjects (CEFR) |
| 13. | Non-verbal communication elements |
| 14. | Autonomy in the teaching process |
| 15. | Students as autonomous subjects (CEFR) |

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## Golden Age of Spanish Literature

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| **Name** | Golden Age of Spanish Literature |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 95335 |
| **Semesters** | Winter |
| **Teachers** | Maja Zovko, PhD, Associate Professor (primary) |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Culture and Civilization of Hispanic AmericaTo enrol course it is necessary to pass course Contemporary Spanish Language 2 /excercises/To enrol course it is necessary to pass course Spoken and Written Competence 1 |
| **Goal** | Familiarise the students with the basics of Medieval Spanish literature and Spanish literature of the sixteenth and seventeenth century; enable them to study, analyse and comment on the content of the course autonomously |
| **Teaching methods** | Direct teaching in the lectures. Teaching by guided discovery and discussion in the course of analysis and critical evaluation of primary literature texts in the lectures. Autonomous learning in the course of reading of primary literature and preparation for the final written exam. |
| **Assessment methods** | Through active participation in the class, the students must be able to explain and comment on the basic stylistic tendencies in literature of the Golden Age. They also must analyse the selected texts that they read and prepared for the class. They must provide arguments for their points of view and comment on them in cooperation with other students. In the midterm exam, they need to apply the acquired knowledge by reviewing and analysing mandatory primary literature texts. In the course of the semester, the following is assessed and graded: students’ participation in the abovementioned class activities, satisfying analysis of primary literature and ability to explain, summarise and demonstrate basic knowledge related to Spanish literature of the Golden age in the written exam. The negative grade based on continuous evaluation during the semester entails an oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Be able to apply the acquired knowledge when solving problems in the respective field. |
| 2. | Be able to demonstrate their knowledge in communication with experts in the respective field and assess others’ knowledge and competencies |
| 3. | Be able to describe, explain and comment on the development of literary genres and dominant styles in Spanish literature as well as the related terminology |
| 4. | Be able to analyse mandatory primary literature and autonomously apply the same analytical procedures to other texts from the relevant period |
| 5. | Be able to provide arguments for one’s critical opinion about Spanish literature of the Golden Age |
| 6. | Be able to describe and explain the development of literary genres and dominant styles in Hispanic literatures. |
| 7. | Be able to recognize, explain, and use basic critical apparatus of literary scholarship, basic literary-theoretical concepts necessary for an analysis of literary works in Spanish. |
| 8. | Be able to interpret relevant information from Hispanic literatures and use them in understanding cultural and social phenomena from a broader perspective. |

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| **Content** |  |
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| 1. | Presentation of the course. Overview of Medieval Spanish history. Medieval poetry. Cantar de Mio Cid. Alfonso X the Wise and his scientific prose. |
| 2. | Arcipreste de Hita: Libro de Buen Amor. Don Juan Manuel: El conde Lucanor. Fernando de Rojas: La Celestina. |
| 3. | Jorge Manrique: Coplas por la muerte de su padre. Characteristics of Spanish Renaissance (classification, historical and political circumstances, culture, religion, language). |
| 4. | Spanish poetry of the sixteenth century (metrics, stanzas, representatives, basic features). |
| 5. | Garcilas de la Vega’s poetry. Spanish mystics (San Juan de la Cruz, Santa Teresa de Ávila). |
| 6. | Narrative literary genres in the sixteenth century. Historical development of the novel and novelistic genres in Spanish literature. Picquaresque novel in the sixteenth century: Lazarillo de Tormes. |
| 7. | Characteristics of Spanish Baroque (classification, historical and political circumstances, culture, religion, society). Poetics of Culteranismo and Conceptismo: Luis de Góngora y Argote and Francisco de Quevedo y Villegas. |
| 8. | Miguel de Cervantes: Entremeses; Novelas ejemplares. |
| 9. | Picquaresque novel in the seventeenth century. Midterm exam. |
| 10. | Miguel de Cervantes: Don Quixote. |
| 11. | Theatre of the Golden Age: popularisation of the theatre, dramatic genres and performance conventions; Lope de Vega: Arte nuevo de hacer comedias. |
| 12. | Lope de Vega: El mejor alcalde, el rey. |
| 13. | Tirso de Molina. |
| 14. | Calderón de la Barca: La vida es sueño. |
| 15. | Revision. |

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## Hispanic American Literature and European Models of Periodization(16th-19th century)

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| **Name** | Hispanic American Literature and European Models of Periodization(16th-19th century) |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 52156 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maja Zovko, PhD, Associate Professor |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course The History of Spanish Literature of the 20th CenturyTo enrol course it is necessary to pass course Contemporary Spanish Language 4 /excercises/To enrol course it is necessary to pass course Spoken and Written Competence 3 |
| **Goal** | Familiarise the students with the key characteristics of the development of Hispanic American literature from the establishment of underkingdoms to the end of the eighteenth century, the problems of application of the traditional European periodisation to colonial Hispanic American literature and to Hispanic American literature in general, relations between Iberian Peninsula literature and overseas literatures in Spanish in the period from the sixteenth to the eighteenth century. Enable the students to autonomously research, analyse and comment on colonial texts from the perspective mentioned in the title of the course. |
| **Teaching methods** | Direct teaching in the form of lectures. Teaching by guided discovery and discussion in the course of analysis and critical evaluation of primary literature texts in the lectures and the seminar of reading. Autonomous learning in the course of reading of primary literature, research of secondary literature and preparations for the written exam.  |
| **Assessment methods** | Through active participation in the class, the students must be able to explain and comment on the elements of development of Hispanic American literature from the sixteenth to the eighteenth century on the basis of the below mentioned units, reading about them before each class in the respective readers and secondary literature. They also have to analyse the selected texts that they read and prepared for the class. They have to provide arguments for their points of view and comment on them in cooperation with other students. In the midterm exam, they need to apply the acquired knowledge by reviewing and analysing mandatory primary literature texts. In the course of the semester, the following is assessed and graded: students’ participation in the abovementioned class activities, satisfying analysis of primary literature in the midterm exams, ability to explain, summarise and demonstrate basic knowledge related to Hispanic American colonial literature in the written exam. |
| **Learning outcomes** |  |
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| 1. | The students will be able to describe and explain the development of literary genres and dominant styles in Hispanic American literature of the respective period, develop learning skills necessary for orientation in the literary-historical phenomena of the Hispanic world and for the continuation of the course of study in the field of literature at a higher level. They will also be able to recognize and evaluate relevant primary and secondary information sources and use them adequately in the process of developing knowledge and interpreting texts. |
| 2. | The students will be able to interpret relevant information from Hispanic American literature of the colonial period and use them in understanding cultural and social phenomena from a broader perspective. |
| 3. | The students will be able to describe, explain and comment on the development of literary genres and dominant styles in Hispanic American colonial literature as well as the related terminology. |
| 4. | The students will be able to analyse mandatory primary literature and autonomously apply the same analytical procedures to other texts from the relevant period. |
| 5. | The students will be able to provide arguments for their critical opinion about the development of the Hispanic American literature in the period from the sixteenth to the eighteenth century and its relation to Spanish literature of the same period. |
| 6. | The students will be able to apply the acquired knowledge when solving problems in the respective field. |
| 7. | The students will be able to demonstrate their knowledge in communication with experts in the respective field and assess others’ knowledge and competences. |
| 8. | Student will develop learning skills necessary for orientation in the literary-historical phenomena of the Hispanic world and for the continuation of the course of study in the field of literatuere at a higher level |
| 9. | Student will be able to interpret relevant information form Hispanic literatures and use them in understanding cultural and social phenomena form a broader perspective |

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| **Content** |  |
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| 1. | Spanish literary historiography; Hispanic American literary historiography/national historiographies |
| 2. | First reports on discovered lands / readers in Europe; European imagery related to the New Wold |
| 3. | Meaning and goal of reports/testimonies; intertextuality of diaries, reports, reporting letters, chronicles and histories; imagery of the discoverers/Spanish conquerors |
| 4. | Genres: diaries, reports, reporting letters, chronicles, histories – the most important part of Hispanic American literature of the sixteenth century according to literary historiography |
| 5. | The role of the town in the Spanish colonisation of the New World |
| 6. | University, publishing, literary circles, literary market, the Royal Charter of Ocaña, Nihil Obstat, etc. |
| 7. | Colonial lyric vs. Iberian Peninsula models; public life and lyric: poetry competitions, collections of poems – handwritten and printed |
| 8. | Colonial epics: apologetic epic poems and religious epic poems |
| 9. | Creolean theatre, missionary theatre, school theatre, “backyard theatre”, underking court theatre |
| 10. | Baroque as the most productive period of American colonial art; apologetic and philosophical aspects of baroque thought; differences in dominant stylistic orientations in relation to the Iberian Peninsula models; beginnings of American identities |
| 11. | The eighteenth century: new era? Jesuit humanism; “rediscovery” of America; first newspapers and so-called independent authors; travel literature |
| 12. | Contribution of American research centres and projects governed by the Spanish Crown to the entire European knowledge of the Age of Enlightenment in the field of natural sciences; publication of research results |
| 13. | The Enlightenment of Creolean circles; the idea of independence of Spanish America in literature |
| 14. | Additional testing of analytical procedures on new texts |
| 15. | Revision |

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## Hispanic Literatures in 21st century

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| **Name** | Hispanic Literatures in 21st century |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 172323 |
| **Semesters** | Summer |
| **Teachers** | Maja Zovko, PhD, Associate Professor (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

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| **Prerequisites** | To enrol course it is necessary to attend course Golden Age of Spanish Literature |
| **Goal** | Familiarise students with tendencies and narrative techniques in Hispanic literatures in the twenty-first century and enable them to conduct scientific research and autonomous analyses of literary works. |
| **Teaching methods** | Direct teaching in the class and interactive learning. In each lecture, the students get small assignments: to check certain data concerning literary works, to read shorter secondary literature texts, etc. In each seminar, the students’ full completion of the written assignments is checked. The students also need to read fragments of the primary literature texts mentioned under the Content. In the seminar, the students must read each of the selected texts according to the previously determined schedule and participate in the class by asking clarifications for each part of the text that they do not understand well. Understanding and analysis of the texts in the seminar is tested in writing after the reading of each text. In the course of the semester, the students write short written midterm exams in which their understanding of the selected texts and acquisition of new concepts are tested. |
| **Assessment methods** | When defining the final grade, continuous evaluation and the grades for presentations and the seminar paper will be taken into account. |
| **Learning outcomes** |  |
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| 1. | The students will able to describe, explain and comment on the narrative techniques in Hispanic literatures of the twenty-first century and the related terminology. |
| 2. | The students will be able to analyse mandatory primary literature and autonomously apply the same analytical procedures to other texts from the relevant period. |
| 3. | The students will be able to provide, orally and in writing, arguments for their critical opinion about literature of the twenty-first century written in Spanish and apply the acquired knowledge when solving problems in the respective field. |
| 4. | The students will be able to demonstrate their knowledge in communication with experts in the respective field and assess others’ knowledge and competences. |
| 5. | The students will be able to research Spanish literary works autonomously by applying the research methodology. |
| 6. | By producing the seminar paper related to the set topic, the students will be able to demonstrate their ability to collect and interpret relevant facts in the field of Hispanic literatures of the twenty-first century. |

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| **Content** |  |
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| 1. | Basic information related to the course, working methods, students’ obligations in the course of the year, exam, class attendance and literature. |
| 2. | Search and selection of literature, scientific journals, databases, quoting methods. |
| 3. | Introduction to narratology: time, narrators, perspective. |
| 4. | Prose by Clara Obligado. La muerte juega a los dados: basic facts about the literary work. |
| 5. | La muerte juega a los dados:: analysis (I). The question of genre. |
| 6. | La muerte juega a los dados:: analysis (II). Intertextuality. |
| 7. | La muerte juega a los dados:: analysis (III). Narrative techniques. |
| 8. | La muerte juega a los dados:: analysis (IV). Extraterritoriality, migrations, language. |
| 9. | Selection of topics for seminar papers. Setting hypothesis, goal and purpose of the research. Techniques for writing a seminar paper. |
| 10. | Prose by Rafael Chirbes. Crematorio and En la orilla. Essayistics. |
| 11. | En la orilla: analysis (I). Novel and current events. Crises in Spanish literature. |
| 12. | En la orilla: analysis (II). Topic of migrations in literature. |
| 13. | En la orilla: analysis (III). Narrative techniques. Narrators. |
| 14. | En la orilla: analysis (IV). Literature and critical view of society. |
| 15. | Students’ presentations. |

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## Hispanic Studies vs Romance and General Linguistics

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| **Name** | Hispanic Studies vs Romance and General Linguistics |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 124501 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maša Musulin, PhD, Senior Lecturer |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Sociolinguistic and Dialectal Varieties of Spanish |
| **Goal** | Familiarization of the students with the basic concepts of Romance and general linguistics. Learning about the most important historical periods and their impact on philology and subsequently on linguistics. Theoretical approach is based on selected book chapters and articles by authors who have significantly contributed to this branch of linguistics. |
| **Teaching methods** | Direct teachingAutonomous learningTeaching by guided discovery and discussion |
| **Assessment methods** | Attendance and active participation in the class including practical work: 20% of the total grade. The students are required to explain and comment on the selected texts, assignments and topics. Seminar paper: 20% of the total grade. Oral presentation of a set topic: 10% of the total grade. The midterm exam and the final written exam: 50% of the total grade.Grading system: Percentage Grade < 60 % Insufficient (1) 61 – 69 % Sufficient (2) 70 – 79 % Good (3) 80 – 89 % Very good (4) 90 – 100% Excellent (5) |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Connect theoretical approaches in the Spanish language with contemporary global theories. |
| 2. | Evaluate the validity of empirical language research results. |
| 3. | Critically evaluate linguistic theories and their origination in relation to social developments. |
| 4. | Evaluate linguistic phenomena with regard to the historical language development. |
| 5. | Make connections between global (general) linguistic trends |

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| **Content** |  |
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| 1. | Linguistic historiography, fundamental theoretical concepts and methods. |
| 2. | Description of the major linguistic orientations defined as the science of language (nature of linguistic phenomena) and the science of languages. |
| 3. | Considerations regarding the origin of language, mono and polygenesis. |
| 4. | First descriptions of ancient civilization's languages. Scripts and languages of the world. Language families and groups with a special emphasis on Romance languages. Script. Development of script. Considerations about the language in Ancient Greece and Rome. |
| 5. | First descriptions of national languages in Renaissance Humanism. Description of Romance dialects. Spanish dialects and the development of the Castilian dialect. Standardisation and codification in Spanish in relation to other Romance languages. |
| 6. | Midterm exam |
| 7. | Interdisciplinarity in linguistics. Applied linguistics. Language development in children and adults. |
| 8. | Language aquisition. Bilingualism. |
| 9. | Psycholinguistics. General notions. |
| 10. | Neurolinguistics. General notions and goals. |
| 11. | Cognitive linguistics. Introduction and general notions. |
| 12. | Cognitive metaphor. Lakoff and Johnson theory. |
| 13. | Interdisciplinarity in linguistics. Ongoing researches. |
| 14. | Students’ oral presentations. |
| 15. | Students’ oral presentations. |

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## Historical Overview of Teaching Methods

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| **Name** | Historical Overview of Teaching Methods |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 117793 |
| **Semesters** | Winter |
| **Teachers** | Andrea-Beata Jelić, PhD, Assistant Professor (primary)Ana Gabrijela Blažević, Assistant - Lecturer |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | Familiarise the students with the historical development of methods for teaching Spanish as a foreign language including the key features of eight well-known methods, their critical evaluation and actualisation, as a preparation for future professional activities. |
| **Teaching methods** | Frontal teaching with active participation of the students in discussions and critical analysis of the presented methods; autonomous learning |
| **Assessment methods** | The students are required to attend the classes regularly, to participate in the discussion and to complete the assignments related to the lectures about selected topics autonomously. In written tests, the final written exam and the oral exam, in accordance with the course learning outcomes, the students must demonstrate that they are familiar with the key concepts related to the methods of foreign language teaching, describe and explain the historical development of these methods and critically analyse and compare the features, advantages and disadvantages of specific methods. |
| **Learning outcomes** |  |
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| 1. | describe and explain fundamental glottodidactic principles, as well as the methods and procedures of Spanish language teaching from a diachronicand synchronic perspective |
| 2. | explain and evaluate the role and selection criteria of classroom materials and tools |
| 3. | Define the key concepts related to the methods of foreign language teaching |
| 4. | Describe the foreign language teaching and learning methods throughout history |
| 5. | Explain the development of the foreign language teaching and learning methods throughout history |
| 6. | Compare the key features of the foreign language teaching and learning methods throughout history |
| 7. | Consider advantages and disadvantages of certain methods |

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| **Content** |  |
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| --- | --- |
| 1. | Course introduction |
| 2. | Basic concepts |
| 3. | Grammar-translation method |
| 4. | Reformation movement and direct methods |
| 5. | Oral approach and situational language teaching |
| 6. | Audio-lingual methods |
| 7. | Community language learning; the Silent Way method |
| 8. | The first testing of knowledge; Suggestopedia |
| 9. | Total physical response |
| 10. | Natural approach |
| 11. | Communicative approach |
| 12. | Communicative approach |
| 13. | Communicative approach, eclecticism and post-methods |
| 14. | Revision |
| 15. | The second testing of knowledge |

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## History of Spanish Language

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| **Name** | History of Spanish Language |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 124509 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Gorana Bikić-Carić, PhD, Assistant Professor |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Romance Languages and Vulgar Latinity |
| **Goal** | Familiarisation with the development of the Spanish language, from Iberian specificities of Vulgar Latin to the contemporary standard language. Analysis of old texts aimed at the raising of awareness of the origin of the current forms, linguistic and extra-linguistic causes of development of the Spanish language and specificities of the Spanish language as compared to other Romance languages and dialects. |
| **Teaching methods** | Direct teaching (explanation of concepts); teaching by guided discovery and discussion; autonomous preparation and presentation of a seminar paper |
| **Assessment methods** | Oral exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Be able to understand the historical framework and circumstances of creation of the Spanish language |
| 2. | Be able to analyse modifications in Vulgar Latin which resulted in certain forms in Spanish |
| 3. | Learn about the development of phonetic, morphosyntactic and lexical specificities of Spanish, understand the significance of the impact of substrates and superstrates |
| 4. | Familiarise oneself with the differences between the Castilian dialect and other dialects on the Iberian Peninsula |
| 5. | Familiarise oneself with the specificities of the Sephardi Spanish and with the historical development of the American specificities of Spanish |
| 6. | Familiarise oneself with old texts and the development of Spanish literacy |
| 7. | Students will critically evaluate contemporary literature in linguistics |
| 8. | Students will develop cognitive competences |
| 9. | Students will participate in research projects in the field of linguistics and related fields, with a special emphasis on the Spanish language |
| 10. | Students will develop into an educated person, capable of autonomous thought, finding information and using it, and into good lecturers and researchers capable of knowledgably contributing to their future profession |

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| **Content** |  |
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| --- | --- |
| 1. | El contexto histórico |
| 2. | Los germanos |
| 3. | La influencia árabe |
| 4. | El primitivo romance hispánico. Reinos cristianos |
| 5. | Los primitivos dialectos |
| 6. | El español arcaico. Los siglos XIII y XIV |
| 7. | El siglo XV – transición del español medieval al clásico |
| 8. | Siglo de oro |
| 9. | El español moderno |
| 10. | El judeo-español |
| 11. | El español de América |
| 12. | Resumen – Fonología |
| 13. | Resumen – Morfosintaxis |
| 14. | Resumen – Léxico |
| 15. | El español en la Romania |

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## History of Spanish Language

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| --- | --- |
| **Name** | History of Spanish Language |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 163576 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Gorana Bikić-Carić, PhD, Assistant Professor |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the development of the Spanish language, from Iberian specificities of Vulgar Latin to the contemporary standard language. Raising of awareness of the origin of the current forms, linguistic and extra-linguistic causes of development of the Spanish language and specificities of the Spanish language as compared to other Romance languages and dialects. |
| **Teaching methods** | Direct teaching (explanation of concepts); teaching by guided discovery and discussion; autonomous preparation and presentation of a seminar paper |
| **Assessment methods** | Oral exam. |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | Be able to understand the historical framework and circumstances of creation of the Spanish language |
| 2. | Be able to analyse modifications in Vulgar Latin which resulted in specific forms in Spanish |
| 3. | Learn about the development of phonetic, morphosyntactic and lexical specificities of Spanish, understand the significance of the impact of substrates and superstrates |
| 4. | Familiarise oneself with the differences between the Castilian dialect and other dialects on the Iberian Peninsula |
| 5. | Familiarise oneself with the specificities of the Sephardi Spanish and with the historical development of the American specificities of Spanish |
| 6. | Students will critically evaluate contemporary literature in linguistics |
| 7. | Students will develop cognitive competences |
| 8. | Students will participate in research projects in the field of linguistics and related fields, with a special emphasis on the Spanish language |
| 9. | Students will develop into an educated person, capable of autonomous thought, finding information and using it, and into good lecturers and researchers capable of knowledgably contributing to their future profession |

 |
| **Content** |  |
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|  |  |
| --- | --- |
| 1. | El contexto histórico |
| 2. | Los germanos |
| 3. | La influencia árabe |
| 4. | El primitivo romance hispánico. Reinos cristianos |
| 5. | Los primitivos dialectos |
| 6. | El español arcaico. Los siglos XIII y XIV |
| 7. | El siglo XV – transición del español medieval al clásico |
| 8. | Siglo de Oro |
| 9. | El español moderno |
| 10. | El judeo-español |
| 11. | El español de América |
| 12. | Resumen – Fonología |
| 13. | Resumen - Morfosintaxis |
| 14. | Resumen – Léxico |
| 15. | El español en la Romania |

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## Introduction to Spanish Sociolinguistics and Dialectology

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| --- | --- |
| **Name** | Introduction to Spanish Sociolinguistics and Dialectology |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 184296 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maša Musulin, PhD, Senior Lecturer |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | Familiarisation with the basic concepts of sociolinguistics and dialectology of Spanish. Theoretical approach is based on the reading of selected book chapters and articles by authors who have significantly contributed to this branch of linguistics. By means of audio-video material, the students will see how a sociolinguistic research is conducted and learn about varieties of Spanish and their major characteristics.  |
| **Teaching methods** | Direct teachingAutonomous learningTeaching by guided discovery and discussion |
| **Assessment methods** | Class attendance and participation: 20% of the final grade. The students must be ready to explain and comment on the selected texts, assignments and topics studied in the class. Oral presentation of the selected topic: 30% of the final grade. Success in the midterm exam and final written exam: 50% of the final grade. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Distinguish the basic concepts of sociolinguistics and dialectology. |
| 2. | Be able to identify Spanish linguistic varieties in oral and written sources. |
| 3. | Identify similarities and differences between spoken varieties of Spanish in comparison with the standard language. |
| 4. | Critically evaluate linguistic material on the basis of the selected literature. |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction and basic concepts: sociolinguistics, sociology of language, dialectology. |
| 2. | Research methods: data collection and analysis. |
| 3. | Linguistic and sociolinguistic variables: phonological changes. |
| 4. | Impact of social factors on language: gender, age, social and cultural status. |
| 5. | Impact of style on linguistic changes, hypercorrectness, language attitudes. |
| 6. | Syntactic and morphological changes, syntactic changes in contemporary Spanish. |
| 7. | Midterm exam I. |
| 8. | Oral presentation of the articles + discussion. |
| 9. | Language variations and changes. |
| 10. | Spanish dialectology, geographical isoglosses on the Iberian Peninsula. |
| 11. | Dialectological division of Hispanic America: geographical and phonological isoglosses I. |
| 12. | Dialectological division of Hispanic America: geographical and phonological isoglosses II. |
| 13. | Language contacts (Hispanic America and Spain). |
| 14. | Spanish in the USA. |
| 15. | Audio presentations of a number of varieties quiz + discussion. |

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## Medieval Spanish Literature

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| **Name** | Medieval Spanish Literature |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 185718 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary) |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course The Critical Reception of "Don Quixote" in the Hispanic WorldTo enrol course it is necessary to pass course Unamuno and his Time |
| **Goal** | The main goal of the course is students’ acquisition of basic knowledge related to culture and literature as well as general written heritage of the Hispanic part of the Iberian Peninsula in the Middle Ages. It is also important that the students grow independent in presenting the determined topics and commenting on the relevant secondary literature. Reading of integral Medieval texts in the original form can unfortunately not be among the goals because the students did not previously study the history of the language, which would enable them to achieve such a goal; therefore, familiarisation with primary literature is mostly achieved by comparative reading of original texts and their translation into contemporary Spanish. |
| **Teaching methods** | Instructions regarding autonomous analysis of primary and secondary literature texts. A smaller number of classes consists of classical lectures, although they are necessary for the interpretation of Medieval phenomena and should include an interdisciplinary approach. A larger number of classes consists of students’ presentations including an interactive approach to the discussion about secondary literature read by the students.  |
| **Assessment methods** | Conditions for taking the exam: regular class attendance, preparation of all the assigned presentations, completion of all other tasks (reading and active commenting in the class). Active participation in the class is continuously tracked and represents 30% of the final grade. The remaining part of the grade is based on the written exam and the seminar paper. |
| **Learning outcomes** |  |
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| 1. | The students will be able to demonstrate their knowledge related to the basic cultural and historical framework of the Middle Ages in Spain. |
| 2. | The students will be able to research resources autonomously in order to prepare presentations related to specific topics. |
| 3. | The students will be able to describe and explain the development of literary genres in Medieval literature |
| 4. | Having acquired knowledge related to this formative period of Spanish culture and literature, the students will be able to extract knowledge required for understanding of later, complex phenomena in Spanish culture and literature in the New World and in Spain. |
| 5. | Student will be able to analyze and interpret literary texts in their proper context (aesthetical, genealogical, cultural, social and biographical aspects) |
| 6. | Student will be able to demonstrate a higher level of understanding and familiarity with a broad spectrum of methodological and critical approaches to literary texts |
| 7. | Student will be able to do authonomously research in order to develop the acquired knowledge and competences in the field of Spanish literature |

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| **Content** |  |
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| --- | --- |
| 1. | Images of the world in the Middle Ages and their origin |
| 2. | Beginnings of literacy in Roman dialects |
| 3. | Beginnings of literature; epic poetry |
| 4. | The Poem of the Cid (El Cantar de mio Cid); history of the text and history of its research; sources for the topic in Hispanic Latin chronicles; performance of epic poetry |
| 5. | Epic cycle Condes de Castilla |
| 6. | Jarcha and lyric in general in the Early Middle Ages |
| 7. | Mester de clerecia; Gonzalo de Berceo |
| 8. | Hagiographies written in verse |
| 9. | School of translation in Toledo in the twelfth century |
| 10. | Cultural and scientific activity at the court of Alfonso X the Wise |
| 11. | Primera Cronica General and General Estoria |
| 12. | Beginnings of literary prose: El Conde Lucanor |
| 13. | Pre-Renaissance lyric in Galician and Castilian |
| 14. | Auto sacramental and other performing and musical performing arts in the Middle Ages |
| 15. | Humanism in the period of reign of the Catholic Monarchs of Spain |

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## Methodology of Scientific Work

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| **Name** | Methodology of Scientific Work |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 184292 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Bojana Mikelenić, PhD, Postdoctoral Researcher |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Modern Spanish Syntax 2To enrol course it is necessary to pass course Contemporary Spanish Language 4 /excercises/ |
| **Goal** | Familiarise the students with the basic methodology of scientific work in the humanities and with the process of planning and conducting of research; enable them to read and analyse scientific texts, to collect data, analyse the results and write a paper autonomously. Familiarise the students with the tools and resources for Spanish, enable them to access and use linguistic corpora and programmes for managing bibliography and references. |
| **Teaching methods** | Seminars and workshops, assignments for autonomous completion |
| **Assessment methods** | Class attendance, seminar paper, practical work.Regular class attendance, studying of the selected texts and primary literature, commenting on them, testing of knowledge based on three practical assignments in the course of the semester and a seminar paper including the elaboration of the research plan. |
| **Learning outcomes** |  |
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| 1. | Be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers |
| 2. | Master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics |
| 3. | Be able to recognize and evaluate relevant primary and secondary information sources and use them adequately in the process of developing knowledge and interpreting texts |
| 4. | Be able to collect and analyse relevant literature autonomously |
| 5. | Be able to select the appropriate research method |
| 6. | Be able to collect data necessary for scientific research |
| 7. | Be able to use accessible linguistic tools and resources for Spanish |
| 8. | Learn various citation methods and use programmes for organisation of bibliography |

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| **Content** |  |
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| 1. | Basic information related to the course; familiarisation with the bibliography, working methods and students’ obligations in the course of the semester; detailed instructions regarding practical assignments. |
| 2. | Introduction to the methodology of scientific work |
| 3. | Selection of the topic and research of appropriate literature |
| 4. | Critical reading of literature and making notes |
| 5. | Categorisation and collection of data |
| 6. | Qualitative research methods; deadline for submission of the first practical assignment – reading of a scientific text |
| 7. | Quantitative research methods |
| 8. | Familiarisation with and use of accessible linguistic tools and resources for Spanish (linguistic corpus) |
| 9. | Role of corpus in language research; methods related to the establishment and working with corpus |
| 10. | Methods of structuring and analysing the collected data; deadline for submission of the second practical assignment – analysis of the corpus |
| 11. | Structuring a paper, writing a summary, selecting the key words |
| 12. | Argumentation and errors in argumentation |
| 13. | References and bibliography; citation styles and basics of work with tools for managing references |
| 14. | Final activities – review and inspection of the content, text formatting |
| 15. | Revision and exercises; instructions for the preparation of the research plan; deadline for submission of the third practical assignment – references |

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## Modern Spanish Syntax 1

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| **Name** | Modern Spanish Syntax 1 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 95341 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Bojana Mikelenić, PhD, Postdoctoral Researcher |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Seminar | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Spanish Language 2 /excercises/To enrol course it is necessary to pass course Spoken and Written Competence 1To enrol course it is necessary to pass course Introduction to History of Linguistic Theories |
| **Goal** | Familiarisation with the parts of speech and their classification according to the morphosyntactic and semantic criteria. Syntactical analysis of simple sentences in Spanish. Theoretical approach is based on the reading of selected book chapters and articles by authors who have significantly contributed to this branch of linguistics. |
| **Teaching methods** | Direct teachingAutonomous learningTeaching by guided discovery and discussion |
| **Assessment methods** | Class attendance and active participation: 20% of the final grade. The students must be ready to explain and comment on the selected texts, assignments and topics studied in the class. Oral presentation of the selected topic: 20% of the final grade. Success in the midterm exam and the final written exam: 60% of the final grade.Grading system:Percentage Grade < 60% Insufficient (1) 61 – 69% Sufficient (2) 70 – 79% Good (3) 80 – 89% Very good (4) 90 – 100% Excellent (5) |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression |
| 2. | Be able to categorize linguistic terms and concepts on all linguistic levels |
| 3. | Master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics |
| 4. | Categorise morphological concepts and linguistic units |
| 5. | Analyse Spanish words from the morphological point of view |
| 6. | Connect morphological processes in Spanish |
| 7. | Identify the basic syntactic theories |
| 8. | Connect words with their function in a sentence |
| 9. | Reach autonomous conclusions based on fundamental linguistic literature |
| 10. | Integrate theoretical knowledge into oral and written expressions |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to syntax: parts of speech, syntactic and semantic functions, types of syntagmas |
| 2. | Category and function |
| 3. | Parts of speech – nouns, pronouns, determinants, adjectives |
| 4. | Parts of speech – verbs, adverbs, prepositions, conjunctions, interjections |
| 5. | Revision and practice |
| 6. | Midterm exam |
| 7. | Introduction to the simple sentence |
| 8. | Types and analysis of syntagmas |
| 9. | Types of simple sentences |
| 10. | Syntactic functions – subject, predicate, atributo and predicativo |
| 11. | Syntactic functions – direct object, indirect object, prepositional complement, agent complement, adverbial phrase |
| 12. | Revision and practice |
| 13. | Oral presentations |
| 14. | Oral presentations |
| 15. | Preliminary exam |

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## Modern Spanish Syntax 2

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| **Name** | Modern Spanish Syntax 2 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 95343 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Bojana Mikelenić, PhD, Postdoctoral Researcher |
| **Hours** |

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| --- | --- |
| Lectures | 15 |
| Seminar | 15 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Modern Spanish Syntax 1 |
| **Goal** | Familiarisation with the parts of speech in the sentence and the types of sentences. Analysis of sentences. Theoretical approach is based on the reading of selected book chapters and articles by authors who have significantly contributed to this branch of linguistics. |
| **Teaching methods** | Direct teachingAutonomous learningTeaching by guided discovery and discussion |
| **Assessment methods** | Class attendance and active participation: 30% of the final grade. The students must be able to explain and comment on the selected texts, assignments and topics studied in the class. Success in the midterm exam and final written exam: 70% of the final grade.Grading system:Percentage Grade < 60% Insufficient (1) 61 – 69% Sufficient (2) 70 – 79% Good (3) 80 – 89% Very good (4) 90 – 100% Excellent (5) |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression |
| 2. | Be able to categorize linguistic terms and concepts on all linguistic levels |
| 3. | Master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics |
| 4. | Categorise the basic syntactic concepts |
| 5. | Conduct a syntactic analysis of Spanish sentences |
| 6. | Classify types of clauses in Spanish – dependent and independent |
| 7. | Reach autonomous conclusions based on linguistic literature |
| 8. | Connect theoretical knowledge with sentence analysis |
| 9. | Integrate theoretical knowledge into oral and written expressions |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction – sentences with more than one predicate (introducción – oraciones con más de un predicado) |
| 2. | Coordination, subordination and juxtaposition – basic definitions (coordinación, subordinación y yuxtaposición – definiciones básicas) |
| 3. | Two types of complex sentences (oración compuesta y compleja) |
| 4. | Coordination (oraciones coordinadas) |
| 5. | Coordination (oraciones coordinadas) |
| 6. | Subordination – nominal clauses (oraciones subordinadas sustantivas) |
| 7. | Subordination – nominal clauses (oraciones subordinadas sustantivas) |
| 8. | Subordination – relative clauses (oraciones subordinadas de relativo) |
| 9. | Subordination – relative clauses (oraciones subordinadas de relativo) |
| 10. | Subordination – adverbial clauses (oraciones subordinadas circunstanciales) |
| 11. | Subordination – adverbial clauses (oraciones subordinadas circunstanciales) |
| 12. | Complex sentences: revision and practice |
| 13. | Complex sentences: revision and practice |
| 14. | Complex sentences: revision and practice |
| 15. | Preliminary exam |

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## Octavio Paz and Jorge Luis Borges

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| **Name** | Octavio Paz and Jorge Luis Borges |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117792 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Gordana Matić, PhD, Assistant |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | None |
| **Goal** | Familiarisation with literary works, in particular the essayistic prose by two of the major authors of essayistic prose in Spanish in the twentieth century. Diachronic study of the function of this genre, primarily in Hispanic American literature. Expand the acquired knowledge related to the role of essay as a genre and to the articulation of national and cultural identities in Hispanic America. |
| **Teaching methods** | Direct teaching and interactive learning. In each lecture, the students get assignments for the next class: to read a primary or secondary literature text, or both. In each lecture, the students’ full completion of the assignments is checked. In the seminar, the students must read each of the selected texts according to the previously determined schedule, participate in the class by asking clarifications for each part of the text that they do not understand well and actively participate in the analysis of the text. Understanding and analysis of the texts in the seminar is tested in writing after the reading of each text.Students’ active class participation and the quality of their participation is checked in each class; frequency and quality of participation are tracked and evaluated. The students are given one point for class attendance and activity and another point for the preparation of the essay, i.e. seminar paper. The preparation of the essay is carefully tracked, providing insights into the students’ activities. After the positive evaluation of the seminar paper and the midterm exams, the student is entitled to take the written exam. |
| **Assessment methods** | Students’ active class participation and the quality of their participation is checked in each class; frequency and quality of participation are tracked and evaluated. The students are given one point for class attendance and activity and another point for the preparation of the essay, i.e. seminar paper. The preparation of the essay is carefully tracked, providing insights into the students’ activities. After the positive evaluation of the seminar paper and the midterm exams, the student is entitled to take the written exam. |
| **Learning outcomes** |  |
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| 1. | Be able to approach the national literary corpora comparatively and to situate literary-cultural phenomena of Mexican and Argentinian literature in a broader Hispanic American, European and global literary and historiographic context as well as in a broader interdisciplinary context |
| 2. | Be able to analyse and interpret literary texts by Octavio Paz and Jorge Luis Borges in the context of their creation and influence (aesthetic, genealogical, social, cultural, media-related, biographic aspects) and to discuss personal reading experiences and issues of literary evaluation of the content of the course |
| 3. | Be able to communicate ideas in Spanish, in writing and orally, in accordance with professional standards and conventions of academic writing in order to contribute to the knowledge of the respective field |
| 4. | Be able to produce a professional paper autonomously and responsibly using research skills transferable to other professional contexts |
| 5. |  |
| 6. | Student will be able to recognize the function of using specific language registers in literary texts and determine the semantic value of specific style |
| 7. |  |

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| **Content** |  |
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| 1. | Essay as a genre and the Hispanic American essay. Hispanic American essayistic prose with so-called “international” topics vs. Hispanic American essayistic prose with “national” or “American” topics. |
| 2. | Essayistic prose related to American identities in the nineteenth century. Mexican essayistic prose before Octavio Paz’s “El laberinto de la soledad”. |
| 3. | Samuel Ramos: “El perfil del hombre y la cultura en México” – analysis of the psychoanalytical approach to national identity. |
| 4. | Poetry and essayistic prose by Octavio Paz – analytical overview of the author’s work. |
| 5. | Topics of Paz’s essays: “shattered history” of Mexico in poetic terms. Relation of the topics to earlier Paz’s analyses and to his predecessors (S. Ramos, French moral philosophy). |
| 6. | Assessment of the key events of Mexican history in Paz’s essays – deviations from the official narration and from the treatment of these events in national art and literature. |
| 7. | Semantic and etymological analysis of the terms belonging to the “street language” in Paz’s essays. |
| 8. | Argentinian essayistic prose from Alberdi to first Borges’s essays. Argentinian essayistic prose and the topic of national identity. |
| 9. | Analytical overview of the literary opus of Jorge Luis Borges. |
| 10. | isputes regarding Borges: author of fantastic stories, thinker, one of the most original analysts of world cultural and philosophical heritage? |
| 11. | Borges’s literary circle in Buenos Aires in the 1920s and 1930s, phenomenon of collaborative authorship, journals, relation to politics and political changes. |
| 12. | Borges’s literary essays: El escritor argentino y la tradición La metáfora. Analysis of the relation to national and global literary tradition. |
| 13. | Borges’s relation to values of European and other cultures in his essayistic prose. |
| 14. | Link between Borges’s so-called philosophical essays and stories. |
| 15. | History of reading Borges in his homeland and worldwide. |

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## Phonetic Correction Practice of Spanish

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| **Name** | Phonetic Correction Practice of Spanish |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 1 |
| **ID** | 46997 |
| **Semesters** | Summer |
| **Teachers** | Daša Grković, M.Sc., Senior Lector (primary)Pablo Llamas Fernández, Lector |
| **Hours** |

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| --- | --- |
| Practical language | 15 |

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| **Prerequisites** | To enrol course it is necessary to pass course Spanish Pronounciation and Orthography |
| **Goal** | Acquire phonetic and orthographic skills; develop linguistic and communication competences. |
| **Teaching methods** | Lectures, exercises, autonomous work and group work. |
| **Assessment methods** | Testing of knowledge in the course of the semester; written and oral exam; homework. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Be able to correctly use receptive and productive communication skills. |
| 2. | Be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 3. | Having acquired phonetic and orthographic skills, develop linguistic and communication competences. |
| 4. | Be able to use terminology as well as phonetic and phonological structures and analyse them in various forms of written and oral expression. |

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| **Content** |  |
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| 1. | Week 1:- Introduction to terminology- Revision of the basic rules of Spanish orthography |
| 2. | Week 2:- Revision of accentuation rules (agudas, llanas, esdrújulas; diphthongs, triphthongs, hiatus; compound words, words of Latin origin, foreign words, capital letter) |
| 3. | Week 3:- Use of b, v , w |
| 4. | Week 4:- Use of c, k, q, z, ch |
| 5. | Week 5:- Pronunciation of “ceceo”; i “seseo” |
| 6. | Week 6:- Use of g, j, h |
| 7. | Week 7:- Use of i, y, ll |
| 8. | Week 8:- Use of m, n, ñ |
| 9. | Week 9:- Use of p, r, rr, t, x |
| 10. | Week 10:- Revision, practice, dictation |
| 11. | Week 11:- Spanish in Spain |
| 12. | Week 12:- Spanish in Hispanic America |
| 13. | Week 13:- Spanish in Hispanic America |
| 14. | Week 14:- “El voseo” phenomenon |
| 15. | Week 15:- Abbreviations, acronyms- Revision |

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## Phraseology and Spanish for Specific Purposes

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| **Name** | Phraseology and Spanish for Specific Purposes |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 124503 |
| **Semesters** | Summer |
| **Teachers** | Branka Oštrec, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Translation Theory |
| **Goal** | Train students for independent translation of specialised texts from various fields (archaeology, economy, law, medicine) including critical use of available tools and sources. Teach students how to construct a glossary for each specific field. |
| **Teaching methods** | Exercises, assignments for independent completion |
| **Assessment methods** | Continuous performance tracking, active participation in the class, translations on a weekly basis, testing of knowledge, written exam |
| **Learning outcomes** |  |
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| 1. | Independently translate simpler specialised texts |
| 2. | develop skills for independent search of available trustworthy terminological databases for the purpose of finding natural equivalents |
| 3. | Learn how to prepare glossaries for each specific field |
| 4. | Acquire the basic terminology and phraseology typical for various fields |
| 5. | connect and integrate, i.e. use autonomously, the knowledge and translation skills in the translation of texts in different linguistic registers |
| 6. | independently translate texts requiring specific knowledge of general language and language for specific purposes from Spanish into Croatian and texts requiring no specific specialized knowledge from Croatian into Spanish |

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| **Content** |  |
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| 1. | Familiarisation with the working plan, curriculum, methods and sources |
| 2. | A text in the field of archaeology |
| 3. | Elaboration of a glossary, available sources, phraseology |
| 4. | A text in the field of law |
| 5. | Elaboration of a glossary, available sources, phraseology |
| 6. | A text in the field of economy |
| 7. | Elaboration of a glossary, available sources, phraseology |
| 8. | Mid-term exam |
| 9. | A text in the field of medicine |
| 10. | Elaboration of a glossary, available sources, phraseology |
| 11. | A text in the field of politics |
| 12. | Elaboration of a glossary, available sources, phraseology |
| 13. | Translation of various types of speech |
| 14. | Analysis of the style of specialised texts |
| 15. | Exam |

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## Reading and Interpretation: "Libro de Buen Amor"

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| **Name** | Reading and Interpretation: "Libro de Buen Amor" |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 117789 |
| **Semesters** | Winter |
| **Teachers** | Maja Zovko, PhD, Associate Professor (primary) |
| **Hours** |

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| --- | --- |
| Seminar | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course The Critical Reception of "Don Quixote" in the Hispanic WorldTo enrol course it is necessary to pass course Unamuno and his Time |
| **Goal** | Expansion and application of knowledge related to Medieval literature, adoption of literary research methods, development of linguistic competences, enabling students to interpret and analyse literary works autonomously on the example of “Libro de Buen Amor”  |
| **Teaching methods** | Teaching by guided research and discussions.Autonomous learning by reading primary literature and preparing the final paper. |
| **Assessment methods** | Students’ class attendance and participation, oral presentation of the selected topic and the final written exam will be assessed. The students are allowed to take the written exam only after fulfilling their obligations related to the course, i.e. after giving an oral presentation of one of the aspects of the literary work “Libro de Buen Amor” (hereinafter: LBA).Structure of the final grade:Continuous evaluation of the student’s activities: 30%Oral presentation: 30%Written exam: 40%The negative grade based on continuous evaluation during the semester entails an oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Be able to autonomously analyse a literary text, use secondary literature, apply research methods, analyse linguistic and stylistic features of Medieval literary works in Spanish |
| 2. | Be able to interpret relevant data related to Medieval Spanish literature and use them in understanding cultural and social phenomena from a broader perspective |
| 3. | Be able to apply the acquired literary-critical apparatus and key insights into stylistic orientations and interpretation of literary works from the respective period |
| 4. | Be able to analyze and interpret literary texts in the context of their origin (aesthetic, genealogical, social, cultural, biographic aspects). |
| 5. | Be able to demonstrate a higher level of understanding and familiarity with a broad spectrum of methodological and critical approaches to literary texts. |
| 6. | Be able to autonomously search the literature necessary for further learning and development of acquired knowledge in the field of Hispanic literatures and culture. |

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| **Content** |  |
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| 1. | Introductory lesson. Explanation of the plan and curriculum. |
| 2. | Historical and social circumstances in the fourteenth century. A short overview of Medieval literature in the period up to the fourteenth century. LBA: author, manuscripts, title. |
| 3. | Structure of the literary work. Diversity of genres and metrics. |
| 4. | Reading and commenting on the text I. |
| 5. | Reading and commenting on the text II. |
| 6. | Reading and commenting on the text III. |
| 7. | Various approaches to the analysis of LBA. Various discourses in LBA. |
| 8. | Concept of religion in LBA. |
| 9. | Concept of sin in LBA. |
| 10. | Concept of love in LBA. The character of the madam. |
| 11. | Image of society in LBA. |
| 12. | LBA as didactic literature. |
| 13. | Students’ presentations. |
| 14. | Students’ presentations. |
| 15. | Students’ presentations. |

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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 - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117805 |
| **Semesters** | Winter |
| **Teachers** | Dražen Varga, PhD, Full Professor (primary)Gorana Bikić-Carić, PhD, Assistant Professor |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | None |
| **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** |  |
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| --- | --- |
| 1. | Understand and explain historical dynamics of the expansion of the Latin language |
| 2. | Understand and explain sources and methods of getting 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. | critically evaluate contemporary literature in linguistics |
| 7. | analyze characteristics of language on all linguistic levels |

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| **Content** |  |
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| 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 a 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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## Romanitcism in Spanish Literature

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| **Name** | Romanitcism in Spanish Literature |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 52154 |
| **Semesters** | Summer |
| **Teachers** | Maja Zovko, PhD, Associate Professor (primary) |
| **Hours** |

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| Seminar | 30 |

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| **Prerequisites** | To enrol course it is necessary to attend course Golden Age of Spanish Literature |
| **Goal** | Education in the field of Spanish literature and social history of the nineteenth century. Familiarity with relevant primary and secondary literature. Familiarity with dominant genres and characteristics of the verse. Ability to accomplish an oral and written analysis of various aspects of the literary text. |
| **Teaching methods** | Direct teaching in the class and interactive learning. In each lecture, the students get small assignments: to check certain data concerning literary works, to read shorter secondary literature texts, etc. In each seminar, the students’ full completion of the written assignments is checked. The students also need to read fragments of the primary literature texts mentioned under the Content. In the seminar, the students must read each of the selected texts according to the previously determined schedule and participate in the class by asking clarifications for each part of the text that they do not understand well. Understanding and analysis of the texts in the seminar is tested in writing after the reading of each text. In the course of the semester, the students write short written midterm exams in which their understanding of the selected texts and acquisition of new concepts are tested. |
| **Assessment methods** | When defining the final grade, continuous evaluation and the grades for presentations and the seminar paper will be taken into account. |
| **Learning outcomes** |  |
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| 1. | Acquire competences for the analysis and understanding of literary phenomena in their cultural and historical context |
| 2. | Be able to recognize the specificities and key features of Spanish Romanticism within European literature through familiarisation with the literary poetics of the respective literary period |
| 3. | Be able to communicate ideas related to Spanish Romanticism in Spanish in written and oral communication in accordance with professional standards and conventions of academic writing, in order to contribute to the of knowledge of the respective field |
| 4. | Be able to analyse and interpret literary texts belonging to the period of Spanish Romanticism in the context of their origin and influence (aesthetic, genealogical, social, cultural, biographic aspects) |
| 5. | In a seminar paper related to the selected topic, be able to demonstrate one’s ability to collect and interpret relevant facts in the field of Spanish Romanticism |

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| **Content** |  |
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| 1. | Presentation of the working method, type of the course, students’ obligations throughout the year, the exam, class attendance and literature. Searching and selecting literature, scientific journals, databases, citation methods. |
| 2. | Romanticism in Europe. Secondary literature: Ricardo Navas Ruiz, “El romanticismo europeo. Proyecciones españolas” in El romanticismo español, Cátedra, Madrid, 1990, pp. 13-35. |
| 3. | Early Romanticism in Spain: José Cadalso: Noches lúgubres. Primary literature: José Cadalso: Noches lúgubres. Secondary literature: Rinaldo Froldi: “¿Literatura 'preromántica' o literatura 'ilustrada'?” in David T. Gies, El romanticismo (a collection of texts about Spanish Romanticism), Alfaguara, Madrid, 1989, pp. 110-116. |
| 4. | The period between 1834 and 1850 in Spanish literature: mature phase of Romanticism. Historical context. |
| 5. | Peak of Spanish Romanticism. Manifests, debates, journals. Secondary literature: Ricardo Navas Ruiz, El romanticismo español, Cátedra, Madrid, 1990, capítulo IV. |
| 6. | Costumbrismo prose: Mariano José de Larra, Ramón Mesonero Romanos and Serafín Estébanez Calderón – one “cuadro de costumbers” by each of the mentioned authors |
| 7. | Mature phase of Romanticism – poetics. Literary genres. Primary literature: José de Espronceda: El estudiante de Salamanca |
| 8. | Mature phase of Romanticism. Primary literature: José de Espronceda: El estudiante de Salamanca. Selecting the topic for the seminar paper. Formulating the hypothesis, goal and purpose of research. Seminar paper writing techniques. |
| 9. | Mature phase of Romanticism. Projection of the play Don Juan Tenorio by José Zorrilla and fragments of Duque de Rivas’s play Don Álvaro o la fuerza del sino with comments and analysis.Comments and discussion, comparative analysis of the two abovementioned plays. |
| 10. | Comments and discussion, comparative analysis of the two abovementioned plays. |
| 11. | Late Romanticism in Spain: Gustavo Adolfo Bécquer. Analysis of the author’s poetic opus. Selection from the collection of poems Rimas. |
| 12. | Late Romanticism in Spain: Gustavo Adolfo Bécquer. Analysis of a romantic legend by this author. The history of the genre. Mandatory primary literature: Gustavo Adolfo Bécquer: Rimas y Leyendas |
| 13. | Late Romanticism in Spain: Rosalía del Castro. Primary literature: Rosalía del Castro: En las orillas del Saar. |
| 14. | Possible further information, discussion related to the studied literature and the activities in the course of the semester, students’ questions. |

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## Sociolinguistic and Dialectal Varieties of Spanish

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| --- | --- |
| **Name** | Sociolinguistic and Dialectal Varieties of Spanish |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117807 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maša Musulin, PhD, Senior Lecturer |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | None |
| **Goal** | Familiarisation with the concepts of sociolinguistics and dialectology of Spanish. Presentation of sociolinguistic research and of the varieties of Spanish by means of audio-video material. Theoretical approach is based on the reading of selected book chapters and articles by authors who have significantly contributed to this branch of linguistics. |
| **Teaching methods** | Direct teachingAutonomous learningTeaching by guided discovery and discussion |
| **Assessment methods** | Class attendance and participation: 10% of the final grade. The students must be able to explain and comment on the selected texts, assignments and topics studied in the class. Oral presentation of the selected topic: 10% of the final grade. Midterm exam and final written exam: 50% of the final grade. Final project: 30% of the final grade. |
| **Learning outcomes** |  |
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| 1. | Distinguish the basic concepts of sociolinguistics and dialectology. |
| 2. | Be able to identify different varieties of Spanish in oral and written sources. |
| 3. | Identify similarities and differences between spoken varieties of Spanish in comparison with the standard language. |
| 4. | Use sociolinguistic interview as a research technique |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction and basic concepts: sociolinguistics, sociology of language, dialectology. |
| 2. | Research methods: data collection and analysis. |
| 3. | Linguistic and sociolinguistic variables: phonological changes. |
| 4. | Impact of social factors on language: gender, age, social and cultural status. |
| 5. | Impact of style on linguistic changes, hypercorrectness, language attitudes. |
| 6. | Syntactic and morphological changes, syntactic changes in contemporary Spanish. |
| 7. | Midterm exam I. |
| 8. | Oral presentation of the articles + discussion. |
| 9. | Language variations and changes |
| 10. | Spanish dialectology, geographical isoglosses on the Iberian Peninsula. |
| 11. | Dialectological division of Hispanic America: geographical and phonological isoglosses I |
| 12. | Dialectological division of Hispanic America: geographical and phonological isoglosses II |
| 13. | Language contacts (Hispanic America and Spain) |
| 14. | Spanish in the USA |
| 15. | Oral presentation of the projects + discussion |

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## Spanish Culture and Civilization

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| --- | --- |
| **Name** | Spanish Culture and Civilization |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 46987 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Gordana Matić, PhD, Assistant |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Familiarisation with the basics of culture, civilisation, historical development, linguistic identity and literature of the Iberian territories, valuable for further studies of Spanish philology. The students will be able to demonstrate their familiarity with a rather wide spectrum of social, cultural and historical factors of the contexts relevant for the adoption of and an active relation to the Spanish language and to arts, culture and society of the Hispanic world. They will also be able to collect and evaluate all the facts related to the respective field autonomously. |
| **Teaching methods** | Direct teaching and interactive learning. Presentation methods based on contemporary technical tools (PowerPoint, documentaries, etc.) will also be used. |
| **Assessment methods** | Continuous assessment. Verification of the reading assignments in the form of two written midterm exams and the final written exam at the end of the semester, or in the form of two large midterm exams. The students are allowed to take the written exam only after they have fulfilled their obligations related to the course, i.e. after they have gained insights into the selected texts and submitted all the homework assignments in the course of the semester. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Acquire familiarity with the specific development of the Iberian Medieval world in relation to the Middle Ages in the rest of Europe |
| 2. | Gain insights into the most important cultural projects and literary works created on the Iberian Peninsula until the beginning of the Golden Age |
| 3. | Acquire familiarity with the basic historical, social, cultural and other factors which have, throughout a long-lasting historical process, formed contemporary society on the Iberian Peninsula |
| 4. | Be able to demonstrate knowledge and understanding of the basic concepts and problems of historiography of the Iberian territory from the ancient times to the end of the sixteenth century |
| 5. | Acquire competences for the analysis and understanding of literary phenomena in their historical context |
| 6. | Develop learning skills necessary for orientation in the literary-historical phenomena of the Hispanic world and for the continuation of the course of study in the field of literature at a higher level. |
| 7. | Acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material. |
| 8. | Be able to interpret relevant information from Hispanic literatures and use them in understanding cultural and social phenomena from a broader perspective. |

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| **Content** |  |
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| 1. | The course focuses on the analysis of concepts related to culture and civilisation in general and their application to the concrete Iberian area. The largest part of the content is related to the historical development in this area from the ancient times to the end of the sixteenth century, accompanied by history of culture and arts with a special emphasis on literature, from the earliest written documents to the greatest literary achievements of the so-called Spanish Golden Age. |
| 2. | Familiarisation with the concepts of history, civilisation, historical periods, etc. The area in which Spanish is spoken. The concepts of the Roman world, Romance languages, Iberian Romance languages, Hispanic/Iberian/American. Sephardi. |
| 3. | The oldest history of the Iberian Peninsula. Roman conquest. The end of the Roman reign and collapse of the empire. Christianity. Arrival of Germanic tribes. Visigoth kingdom. |
| 4. | Arabian conquest of the Iberian Peninsula. Arabian society and the position of Christians in it. Beginning of Reconquista. |
| 5. | Civilisations and cultures developed in the abovementioned historical periods Dominant and subordinated cultures. Mixing of cultures. |
| 6. | Specificities of the Iberian Middle Ages in comparison with the same period in other Western European areas, conditioned by historical developments. Coexistence and conflicts of three cultures. Interculturality. Concepts of mentality and imagery. |
| 7. | Earliest literacy and literature in Romance languages. Basic information related to the development and prevalence of Iberian Romance languages in the Middle Ages |
| 8. | Genres and the most important literary works of the Early Middle Age in Latin and in Romance languages. Where were the literary works created and for whom? How do they reach readers/listeners? Cantar de gesta, mester de clerecía, auto sacramental, beginnings of lyric poetry, literary and scientific prose. |
| 9. | Pilgrimage destinations. Galician-Portuguese lyric. Alfonso X the Wise. Reconquista in the twelfth and the thirteenth century and scientific activities at Alfonso’s court. |
| 10. | Late Middle Ages: changes in the society and mentalities. Diversification of literary genres. High and low in culture and literature. The most important literary works. |
| 11. | Great authors of the Late Middle Ages: Arcipreste de Hita, Don Juan Manuel, Pero López de Ayala, Marqués de Santillana, Jorge Manrique i „Celestina” in the civilisation and cultural context. |
| 12. | Church and Inquisition. Standstill in Reconquista in the fifteenth century. The Catholic Monarch of Spain. The year 1492. |
| 13. | Discovery of the New World and its consequences for the Iberian Peninsula. The Habsburg dynasty at the Spanish throne. Its expansion to other parts of Europe. Relation to the Ottoman Empire. Erasmus and Erasmism, their relations to the Hispanic world. |
| 14. | Beginning of the Golden Age of the Spanish culture. New philological studies. Genres of novels and their readers and listeners. Historians and moralists. The Spaniards in other parts of Europe. Humanists and the political thought related to Humanism. |
| 15. | Students’ questions, clarifications and the preliminary exam. |

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## Spanish Language 1

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| **Name** | Spanish Language 1 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 184293 |
| **Semesters** | Winter |
| **Teachers** | Ana María Valencia Spoljaric, Lector (primary)Maša Musulin, PhD, Senior LecturerDunja Frankol, Lector |
| **Hours** |

|  |  |
| --- | --- |
| Lectures | 15 |
| Practical language | 60 |

 |
| **Prerequisites** | None |
| **Goal** | Development of linguistic and communication competences, acquisition of grammar and practicing of structures, acquisition of five language skills (listening comprehension, reading comprehension, interaction, oral and written expression) at the A2 level with elements of the B1 level according to the instructions of the Common European Framework of Reference for Languages (CEFR) |
| **Teaching methods** | Interactive teaching, teaching by guided discovery and discussion, autonomous learning |
| **Assessment methods** | Class attendance, completion of homework, three midterm exams in the semester, final written and oral exam |
| **Learning outcomes** |  |
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|  |  |
| --- | --- |
| 1. | be able to state and interpret the most important concepts from general Romance studies applicable to the Spanish language. |
| 2. | be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 3. | be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers. |
| 4. | master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics. |
| 5. | master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics. |
| 6. | acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material. |

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| **Content** |  |
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| --- | --- |
| 1. | General facts related to the Spanish language and its geographical distribution; oral exercises (meeting people, introduction) |
| 2. | General morphological concepts; nouns – types, characteristics of the gender and number, irregularities; the verbs SER and ESTAR – basic differences in the meaning and use; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to the description of a town, village, house, etc. |
| 3. | Adjectives – characteristics of the gender and number, apocope, position of adjectives; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to the description of persons |
| 4. | General characteristics of verbs; formation and use of the present indicative (irregularities in its formation); grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to family and everyday tasks; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 5. | General characteristics of pronouns; personal pronouns – forms and use; formation of the gerund and use of the verbal periphrasis ESTAR + gerund; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to climate and atmospheric phenomena; translation of isolated sentences aimed at the acquisition of grammatical structures. The first testing of knowledge. |
| 6. | Articles – types, forms and use; formation of compound tenses; the past participle – formation and use, the perfect (pretérito perfecto) indicative – formation and use; the verbal periphrasis ACABAR DE + infinitive; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to travels and holidays; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 7. | Possessive adjectives and nouns – forms and use; demonstrative adjectives and pronouns – forms and use, the verb GUSTAR; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to sports and leisure; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 8. | Imperfect (pretérito imperfecto) indicative – formation and use; aorist (pretérito indefinido) indicative; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to the description of childhood and telling about past events; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 9. | Irregularities in the use of the aorist; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to biographies of famous persons; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 10. | Past perfect (pretérito pluscuamperfecto) indicative – formation and use; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to short news; translation of isolated sentences aimed at the acquisition of grammatical structures. The second testing of knowledge. |
| 11. | Contrastive use of the past indicative tenses; grammatical exercises; revision of the acquired vocabulary based on short newspaper articles; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 12. | Numbers – types, forms, use; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to shopping; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 13. | The indicative tenses used for expressing the future (futuro absoluto, antefuturo, futuro hipotético, antefuturo hipotético); the verbal periphrasis IR A + infinitive; grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to plans for the future; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 14. | Comparison of adjectives; grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 15. | Revision of the studied content. The third testing of knowledge |

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## Spanish Language 2

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| **Name** | Spanish Language 2 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 184294 |
| **Semesters** | Summer |
| **Teachers** | Ana María Valencia Spoljaric, Lector (primary)Maša Musulin, PhD, Senior LecturerDunja Frankol, Lector |
| **Hours** |

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| --- | --- |
| Lectures | 15 |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Spanish Language 1 |
| **Goal** | Development of linguistic and communication competences, acquisition of grammar and practicing of structures, acquisition of five language skills (listening comprehension, reading comprehension, interaction, oral and written expression) at the A2 level with elements of the B1 level according to the instructions of the Common European Framework of Reference for Languages (CEFR) |
| **Teaching methods** | Interactive teaching, teaching by guided discovery and discussion, autonomous learning |
| **Assessment methods** | Class attendance, completion of homework, three midterm exams in the semester, final written and oral exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | be able to state and interpret the most important concepts from general Romance studies applicable to the Spanish language. |
| 2. | be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 3. | be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers. |
| 4. | master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics. |
| 5. | be able to recognize and evaluate relevant primary and secondary information sources and use them adequately in the process of developing knowledge and interpreting texts. |
| 6. | Identify and isolate modes of communication in various language registers |

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| **Content** |  |
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| 1. | Revision and systematisation of the content studied in the course Spanish Language 1 with an emphasis on the use of all the indicative tenses |
| 2. | Formation and use of the present subjunctive; grammatical exercises; expressing desires, obligations, prohibitions, giving advice; oral and written exercises for the acquisition of the vocabulary related to medical appointments, parts of the body, health; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 3. | Imperative (affirmative and negative); acquisition of the vocabulary related to the asking and giving of instructions, ordering in a restaurant; oral and written exercises |
| 4. | Indefinite adjectives and pronouns; grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures; reading and analysing a short story |
| 5. | Formation and use of past subjunctive; grammatical exercises; expressing opinions related to specific circumstances and events; translation of isolated sentences aimed at the acquisition of grammatical structures. The first testing of knowledge |
| 6. | Relative pronouns; grammatical exercises; dictation; translation of isolated sentences aimed at the acquisition of grammatical structures; reading and analysing newspaper articles |
| 7. | Interrogative adjectives and nouns (systematisation); grammatical exercises; acquisition of the vocabulary related to various questionnaires and quizzes in oral and written exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 8. | Formation and use of imperfect subjunctive and past perfect subjunctive; grammatical exercises; expressing probabilities, possibilities and assumptions – oral and written exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 9. | The verbs SER and ESTAR (systematisation and specificities of use); grammatical exercises; oral and written exercises for the acquisition of the vocabulary related to the description of persons (physical and mental characteristics) and of landscapes and spaces; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 10. | Invariable parts of speech; adverbs; formation and use of diminutives and augmentatives; translation of isolated sentences aimed at the acquisition of grammatical structures. The second testing of knowledge |
| 11. | Prepositions including special systematisation of the use of prepositions a, en, de con, pori para; grammatical exercises; revision of the vocabulary acquired in short newspaper articles; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 12. | Direct and indirect speech; retelling of events, conversations and short stories; oral and written exercises; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 13. | Conjunctions and interjections; grammatical exercises; translation of isolated sentences aimed at the acquisition of grammatical structures; reading and analysing a short story (autonomous activity) |
| 14. | Morphological analysis; systematisation of the studied morphosyntactic structures; dictation; translation of isolated sentences aimed at the acquisition of grammatical structures |
| 15. | Revision of the studied content. The third testing of knowledge |

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## Spanish Lexicology and Lexicography

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| **Name** | Spanish Lexicology and Lexicography |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 52161 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maša Musulin, PhD, Senior Lecturer |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course Spoken and Written Competence 3 |
| **Goal** | Familiarisation with Spanish lexis from diachronic and synchronic perspective. Familiarisation with the word formation at the lexical level, with the types of loanwords and neologisms in Spanish and with the patterns causing changes in the language in general. Theoretical approach is based on the reading of selected book chapters and articles by authors who have significantly contributed to this branch of linguistics. |
| **Teaching methods** | Direct teachingAutonomous learningTeaching by guided discovery and discussion |
| **Assessment methods** | Class attendance and active participation: 10% of the final grade. The students must be ready to explain and comment on the selected texts, assignments and topics studied in the class (20% of the grade). Oral presentation of the selected topic: 20% of the final grade. Success in the midterm exam and final written exam: 50% of the final grade. |
| **Learning outcomes** |  |
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| 1. | Student will be able to categorize linguistic terms and concepts on all linguistic levels. |
| 2. | Categorise lexical and lexicographic concepts |
| 3. | Acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material. |
| 4. | Analyse Spanish lexis – at the word level, formation, origin. |

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| **Content** |  |
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| 1. | Basic lexicological concepts, lexicology and semantics, historical development. |
| 2. | Word definition, word formation, word origin, lexis. |
| 3. | Word origin; types of loanwords; historical loanwords. |
| 4. | Loanwords in contemporary Spanish, adaptation. |
| 5. | Neologisms; bank of neologisms. |
| 6. | Etymology of words, proverbs, sayings; vulgarisms, barbarisms, taboos, euphemisms. |
| 7. | Lexical and semantic calque; types and techniques. |
| 8. | Midterm exam I. |
| 9. | Oral presentations. |
| 10. | Oral presentations. |
| 11. | Lexicography, introduction to lexicographic terminology, typology. |
| 12. | Micro- and microstructure of the dictionary. |
| 13. | Entries, definitions; parts of definitions, abbreviations, instructions and designations. |
| 14. | Types of dictionaries. |
| 15. | Historical development of Spanish lexicography. |

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## Spanish Pronounciation and Orthography

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| **Name** | Spanish Pronounciation and Orthography |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 36704 |
| **Semesters** | Winter |
| **Teachers** | Daša Grković, M.Sc., Senior Lector (primary)Pablo Llamas Fernández, Lector |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

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| **Prerequisites** | None |
| **Goal** | Learn about and acquire the principles of the Spanish phonetics, orthoepy and orthography; acquire phonetic and orthographic skills; develop linguistic and communication competences. |
| **Teaching methods** | Lectures, exercises, autonomous work and group work. |
| **Assessment methods** | Participation in the class; weekly homework; periodical testing of knowledge; written and oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Master basic methodology of linguistics and terminology on different levels of synchronic and diachronic language study; apply in the analysis of phonetics, phonology, morphology, syntax, semantics and pragmatics. |
| 2. | Having acquired phonetic and orthographic skills, develop linguistic and communication competences. |
| 3. | Analyse terminology and phonological structures in various forms of written and oral expression. |
| 4. | Correctly use receptive and productive communication skills. |

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| **Content** |  |
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| 1. | Week 1:- introduction to terminology- Spanish alphabet |
| 2. | Week 2:- alphabet- orthography of letters |
| 3. | Week 3:- orthography of letters- digraphs |
| 4. | Week 4:- accentuation rules (palabras agudas, llanas y esdrújulas)- exercises, dictation |
| 5. | Week 5:- graphic accentuation of words- accentuation of monosyllabic words |
| 6. | Week 6:- graphic accentuation of diphthongs and hiatuses |
| 7. | Week 7:- graphic accentuation of triphthongs |
| 8. | Week 8:- exercises, dictation |
| 9. | Week 9:- testing of knowledge |
| 10. | Week 10:- division of words into syllables |
| 11. | Week 11:- accentuation of compound words, Latinisms and words of foreign origin |
| 12. | Week 12:- capital letter |
| 13. | Week 13:- punctuation |
| 14. | Week 14:- intonation- practice |
| 15. | Week 15:- written and oral exam |

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## Spoken and Written Competence 1

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| **Name** | Spoken and Written Competence 1 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 38041 |
| **Semesters** | Summer |
| **Teachers** | Ana María Valencia Spoljaric, Lector (primary)Almudena Santamaría Martín, M.A., Lector |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Spanish Pronounciation and OrthographyTo enrol course it is necessary to pass course Contemporary Spanish Language 1 /excercises/ |
| **Goal** | Development of linguistic and communication competences, development of interaction and of spoken and written expression for the achievement of the A2 level according to the instructions of the Common European Framework of Reference for Languages |
| **Teaching methods** | Interactive teaching; autonomous learning, group work, multimedia, online sources, seminars, workshops |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete four homework assignments and autonomously hold a presentation. They also have to pass periodical tests as a precondition for taking the final written and oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material. |
| 2. | be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 3. | be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers. |
| 4. | Be able to discuss various topics, thus validating the acquired knowledge related to the profession and other fields as well as their own insights and opinions |
| 5. | be able to correctly use receptive and productive communication skills. |
| 6. | Be able to connect linguistic processes with social developments |
| 7. | Be able to develop cognitive competences |

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| **Content** |  |
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| 1. | Introduction to the course plan, curriculum and student’s obligations |
| 2. | Written and oral exercises. Topic: Me and my family |
| 3. | Written and oral exercises. Topic: Description of a flat/house |
| 4. | Written and oral exercises. Topic: Description of a town/village |
| 5. | Written and oral exercises. Topic: Everyday activities |
| 6. | Written and oral exercises. Topic: Holidays |
| 7. | Written and oral exercises aimed at the acquisition of conventional phrases used in specific social situations |
| 8. | Watching of a selected film |
| 9. | Written and oral exercises related to the film |
| 10. | Written and oral exercises. Topic: Travelling |
| 11. | Written and oral exercises. Topic: Hotel, restaurant, bar |
| 12. | Written and oral exercises. Topic: Shopping |
| 13. | Written and oral exercises. Topic: Leisure activities |
| 14. | Written and oral exercises. Topic: People’s age (past, present and future) |
| 15. | Written and oral exercises. Topic: Health |

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## Spoken and Written Competence 2

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| **Name** | Spoken and Written Competence 2 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 52145 |
| **Semesters** | Winter |
| **Teachers** | Ana María Valencia Spoljaric, Lector (primary)Almudena Santamaría Martín, M.A., Lector |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Spanish Language 2 /excercises/To enrol course it is necessary to pass course Spoken and Written Competence 1 |
| **Goal** | Development of linguistic and communication competences, development of interaction and of spoken and written expression for the achievement of the B1 level according to the instructions of the Common European Framework of Reference for Languages  |
| **Teaching methods** | Interactive teaching; autonomous learning, group work, seminar papers, presentations, multimedia and online sources, workshops |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete four homework assignments and autonomously hold a presentation. They also have to pass periodical tests as a precondition for taking the final written and oral exam. |
| **Learning outcomes** |  |
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| 1. | acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material. |
| 2. | be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 3. | be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers. |
| 4. | Be able to distinguish the role of language in society, to identify and isolate modes of communication in various language registers |
| 5. | be able to correctly use receptive and productive communication skills. |
| 6. | Be able to connect linguistic processes with social developments |
| 7. | Be able to discuss various topics, thus validating the acquired knowledge related to the profession and other fields as well as their own insights and opinions |

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| **Content** |  |
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| 1. | Introduction to the course plan, curriculum and student’s obligations |
| 2. | Written and oral exercises. Topic: Sociological profile of the Spanish society |
| 3. | Written and oral exercises. Topic: Young people and free time |
| 4. | Written and oral exercises. Topic: The language of youth in contemporary Spanish |
| 5. | Written and oral exercises. Topic: Media (radio, television, press) |
| 6. | Written and oral exercises. Topic: Media (radio, television, press) |
| 7. | Watching a selected film |
| 8. | Written and oral exercises related to the film |
| 9. | Written and oral exercises. Topic: Inventions of the twentieth century |
| 10. | Written and oral exercises. Topic: New technologies |
| 11. | Written and oral exercises. Topic: Major Spanish cities (students’ presentations) |
| 12. | Written and oral exercises. Topic: Major Spanish cities (students’ presentations) |
| 13. | Written and oral exercises. Topic: Significant personalities in Hispanic culture (students’ presentations) |
| 14. | Written and oral exercises. Topic: Significant personalities in Hispanic culture (students’ presentations) |
| 15. | Revision, presentations |

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## Spoken and Written Competence 3

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| **Name** | Spoken and Written Competence 3 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 52152 |
| **Semesters** | Summer |
| **Teachers** | Ana María Valencia Spoljaric, Lector (primary)Almudena Santamaría Martín, M.A., Lector |
| **Hours** |

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| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Modern Spanish Syntax 1To enrol course it is necessary to pass course Spoken and Written Competence 2 |
| **Goal** | Development of linguistic and communication competences, development of interaction and of spoken and written expression for the achievement of the B1/B2 level according to the instructions of the Common European Framework of Reference for Languages  |
| **Teaching methods** | Interactive teaching; autonomous learning, group work, multimedia and online sources |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete four homework assignments and hold a presentation autonomously. They also have to pass periodical tests as a precondition for taking the final written and oral exam. |
| **Learning outcomes** |  |
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| 1. | be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers. |
| 2. | Be able to discuss various topics, thus examining the acquired knowledge related to the profession and other fields as well as their own insights and opinions |
| 3. | be able to correctly use receptive and productive communication skills. |
| 4. | Be able to connect linguistic processes with social developments |
| 5. | acquire familiarity with social, cultural, and historical factors of the context relevant for an active relation to language, art, culture, and society of the Hispanic world; autonomous collection and processing of material. |
| 6. | Be able to connect linguistic processes with social developments |
| 7. | be able to describe and explain the development of literary genres and dominant styles in Hispanic literatures. |
| 8. | develop learning skills necessary for orientation in the literary-historical phenomena of the Hispanic world and for the continuation of the course of study in the field of literature at a higher level. |

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| **Content** |  |
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| 1. | Introduction to the course plan, curriculum and student’s obligations |
| 2. | Written and oral exercises. Topic: Social relationships |
| 3. | Written and oral exercises. Topic: Holidays and festivities in Spain (in general) |
| 4. | Written and oral exercises. Topic: Holidays and festivities in Spain (detailed analysis of a holiday, comparison with Croatia, presentations) |
| 5. | Written and oral exercises. Topic: Feelings and moods |
| 6. | Written and oral exercises. Topic: Sports (bullfight), expressing opinions |
| 7. | Written and oral exercises. Topic: Music and tópicos (a debate) |
| 8. | Written and oral exercises. Topic: Global image of Spanish gastronomy (in general) |
| 9. | Written and oral exercises. Topic: Global image of Spanish gastronomy (recipes, comparison with Croatian gastronomy, presentations) |
| 10. | Watching a film about Spain |
| 11. | Written and oral exercises related to the film |
| 12. | Written and oral exercises. Topic: Spanish labour market |
| 13. | Written and oral exercises. Topic: Biography/CV, a letter of application |
| 14. | Written and oral exercises. Topic: Problems of our planet, ecology |
| 15. | Revision, presentations |

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## Spoken and Written Competence 4

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| **Name** | Spoken and Written Competence 4 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 52159 |
| **Semesters** | Winter |
| **Teachers** | Ana María Valencia Spoljaric, Lector (primary)Almudena Santamaría Martín, M.A., Lector |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Modern Spanish Syntax 2To enrol course it is necessary to pass course Contemporary Spanish Language 4 /excercises/To enrol course it is necessary to pass course Spoken and Written Competence 3 |
| **Goal** | Development of linguistic and communication competences, development of interaction and of spoken and written expression for the achievement of the B2 level according to the instructions of the Common European Framework of Reference for Languages  |
| **Teaching methods** | Interactive teaching; autonomous learning |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete four homework assignments and autonomously hold a presentation. They also have to pass periodical tests as a precondition for taking the final written and oral exam. |
| **Learning outcomes** |  |
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| 1. | be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 2. | be able to correctly use receptive and productive communication skills. |
| 3. | Develop skills of working in a team and presenting results of the teamwork in the field of the Spanish language |
| 4. | be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers. |
| 5. | Be able to use vocabulary from various spheres of life autonomously, orally and in writing |
| 6. | Be able to express one’s opinion and defend one’s points of view related to the assigned topic autonomously and providing arguments |
| 7. | Familiarise oneself with elements of Hispanic civilisation and culture |

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| **Content** |  |
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| 1. | Introduction to the plan, curriculum and students’ obligations |
| 2. | Personal opinion or point of view related to a problem or stereotype (letters to newspaper or magazine editors) |
| 3. | Defects and malfunctions in the house (letters of complaint) |
| 4. | Sophisticated household appliances (instructions for use) |
| 5. | Old crafts vs. new technologies (discussion) |
| 6. | Traditional and new professions (discussions) |
| 7. | The issue of unemployment in Spain and Croatia (discussion, contrastive report) |
| 8. | The issue of immigrants in Spain (debate) |
| 9. | Contemporary Spanish film (in general) |
| 10. | Watching a selected film |
| 11. | Critical review of the film (summary, review) |
| 12. | Convictions and views related to the national identity (expressing opinions) |
| 13. | Problems of the twenty-first century (questionnaire, summary, commentary) |
| 14. | Students’ presentations |
| 15. | Students’ presentations |

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## Spoken and Written Competence 5

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| **Name** | Spoken and Written Competence 5 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 52163 |
| **Semesters** | Summer |
| **Teachers** | Daša Grković, M.Sc., Senior Lector (primary)Pablo Llamas Fernández, Lector |
| **Hours** |

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| Practical language | 30 |

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| **Prerequisites** | To pass course it is necessary to pass course Spoken and Written Competence 4 |
| **Goal** | Development of linguistic and communication competences, development of interaction and of spoken and written expression for the achievement of the B2/C1 level according to the instructions of the Common European Framework of Reference for Languages. |
| **Teaching methods** | Interactive teaching; teaching by guided discovery and discussion; autonomous learning. |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete three homework assignments and autonomously hold a presentation. They also have to pass periodical tests as a precondition for taking the final written and oral exam. Students who pass the periodical tests and fulfil all the other obligations do not need to take the written part of the final exam. |
| **Learning outcomes** |  |
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| 1. | Be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 2. | Be able to autonomously produce a written text on a given topic, i.e. autonomously apply knowledge of language in different language registers. |
| 3. | Be able to categorize linguistic terms and concepts on all linguistic levels. |
| 4. | Be able to express one’s opinion, defend one’s points of view related to the assigned topic and provide arguments. |
| 5. | Acquire necessary skills for autonomous study of texts (writing a summary, reformulating the text, identifying the key ideas, determining semantic fields). |

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| **Content** |  |
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| 1. | Introduction to the curriculum |
| 2. | Various texts in Spanish – from the conversational to formal style |
| 3. | Various texts in Spanish – from the conversational to formal style |
| 4. | Study of a text – summary, paraphrases, arguments, key words |
| 5. | Study of a text – summary, paraphrases, arguments, key words |
| 6. | Proper citing. Construction of bibliographies |
| 7. | Film viewing |
| 8. | Discussion related to the film |
| 9. | Practicing written expression: text analysis |
| 10. | Practicing written expression: Hispanic postcards |
| 11. | Practicing written expression: Hispanic postcards |
| 12. | Practicing written expression: Colloquial language in pictures |
| 13. | Practicing written expression: Colloquial language in pictures |
| 14. | Group communication |
| 15. | Students’ presentations |

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## Teaching Literature in Spanish as a Foreign langugae

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| **Name** | Teaching Literature in Spanish as a Foreign langugae |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 184291 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Ana Ćavar, PhD, Assistant Professor |
| **Hours** |

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| Seminar | 30 |

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| **Prerequisites** | None |
| **Goal** | To acquaint students with the role and approaches to literary texts in teaching Spanish as a foreign language, to train them to encourage basic language skills in teaching starting from literary texts |
| **Teaching methods** | lectures, seminars, individual assignments and presentations |
| **Assessment methods** | continuous monitoring, individual assignments |
| **Learning outcomes** |  |
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| **Content** |  |
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| 1. | Introduction to the course program and student obligations |
| 2. | Characteristics of reading in a foreign language on the example of Spanish |
| 3. | Strategies in reading literary texts |
| 4. | The role of literary text in foreign language teaching |
| 5. | Criteria for choosing a literary text in teaching |
| 6. | Phases of the lesson and types of activities |
| 7. | Reading a literary text as a form of reading in an intercultural position |
| 8. | Literary text and development of written expression skills |
| 9. | Canonical authors in Spanish language teaching at different levels of teaching |
| 10. | Film adaptations of literary texts in teaching Spanish as a foreign language |
| 11. | Adapted literary texts (lecturas graduadas) |
| 12. | Comics and the development of basic language skills in Spanish as a foreign language |
| 13. | Literary text in contemporary textbooks of Spanish as a foreign language |
| 14. | Approaches to literary text – design of teaching materials |
| 15. | Repetition |

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## The Critical Reception of "Don Quixote" in the Hispanic World

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| **Name** | The Critical Reception of "Don Quixote" in the Hispanic World |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 124508 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maja Zovko, PhD, Associate Professor |
| **Hours** |

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| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Hispanic American NovelTo enrol course it is necessary to pass course Octavio Paz and Jorge Luis Borges |
| **Goal** | Thorough familiarisation with the text of the novel “Don Quixote” and the entire opus of Miguel de Cervantes, with the social, cultural and literary context of the novel, including the overview of the novel’s reception in the Hispanic world since its publishing. Enabling the students to research autonomously and expand their knowledge related to the wider content of the course, in particular with regard to essayistic literature of the early twentieth century, which often has this novel as a topic, and to apply their knowledge creatively in a wider context. The students will be able to research autonomously the history of reception of a literary work in a specific period and in a specific environment. |
| **Teaching methods** | Direct teaching in the form of lectures. Teaching by guided discovery and discussion in the course of analysis and critical evaluation of primary and secondary literature texts in the lectures and the reading seminar. Autonomous learning through reading of primary literature, research of secondary literature, preparation of presentations and preparation for the written exam. |
| **Assessment methods** | For each lecture, the students must study the selected secondary literature texts and they must analyse and critically evaluate them in the class. They also must provide arguments for their opinions and comment on them in cooperation with other students. In the course of the semester, they must produce a paper about the selected topic from the content of the course, most frequently in the form of a review of a critical text related to the Cervantes’s novel. Once in the semester, in the form of a presentation, they must demonstrate their knowledge of one of the topics from the content of the course, most frequently about one of the aspects of the novel or Miguel de Cervantes’s opus. In the midterm exam, they need to apply the acquired knowledge by reviewing and analysing the novel “Don Quixote”.In the course of the semester, the following will be assessed and evaluated:1. Student’s participation in the abovementioned activities in the class (lectures): analysis and critical evaluation of the secondary literature texts;2. Success in the analysis of the primary literature in the midterm exams;3. Written analysis and evaluation of a critical secondary literature text;4. Success in the preparation of presentation of one of the aspects of the novel or Miguel de Cervantes’s opus;5. Ability to explain, synthesise and present the basic knowledge of Cervantes’s opus and the reception of the novel “Don Quixote” in the written exam. |
| **Learning outcomes** |  |
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| 1. | Be able to consider critically and from various perspectives the literary-historical phenomena relevant for the reception of the novel throughout history and analyse the narrative text in a wider interdisciplinary context |
| 2. | Be able to produce autonomously and independently a professional paper about the selected topic from the content of the course, using research skills and competence |
| 3. | Be able to provide written and oral arguments for one’s own critical opinion regarding primary and secondary literature, present one’s judgments in the appropriate oral and written form, assess others’ knowledge and competences |
| 4. | Be able to research the literature necessary for further studies autonomously and to expand the acquired knowledge about Cervantes’s opus and the periods included in research of its reception |
| 5. | Student will be able to analyze and interpret literary texts in the context proper to them (aesthetic, genealogical, social, cultural and biographic aspects) |
| 6. | Student will be able to situate literary and cultural phenomena into a wider European and global context and thus ultimately evaluate them |
| 7. | Student will develop critical approach to literary phenomena evaluated in historical perspective from various theoretical perspectives and situate literary studies in a wider interdisciplinary context |
| 8. | Be able to analyse and interpret the novel “Don Quixote” in the context of its origin (aesthetic, genealogical, social, cultural and biographic aspects) and to demonstrate a higher level of understanding and familiarity with a broad spectrum of methodological and critical approaches to this literary text |

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| **Content** |  |
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| 1. | Each lecture includes the following: listening to the lecture, analysis of primary literature texts (in parallel with the reading in the seminar) and commenting on secondary literature texts. The end of the “Iron Age” and the beginning of the Golden Age: spreading of printing activities and the momentum it provides to the new type of reception of literary works. |
| 2. | Literary genres in the Golden Age and their audience. |
| 3. | Types of novels and their reception. |
| 4. | Don Quixote” – a novel that does not belong to any of the previously established types of novels. Relationship between the novel and other Cervantes’s works. |
| 5. | The entire Cervantes’s opus in the context of the literary types and genres to which his works belong. |
| 6. | Composition and narrative structure of the novel “Don Quixote”; apocryphal second part, the so-called “Quixote de Avellaneda”; history of editions of “Don Quixote” in Spain and of its translations worldwide. |
| 7. | Aspects of Cervantes’s life “turned into literature”, i.e. used as material for his own literary works. Paradigmatic significance of his life for the given historical period. |
| 8. | Text analysis (in parallel with the reading in the seminar): commenting on the novel and secondary literature sources. In each class, a student presents one of the aspects of research of this novel. The structure of the text in relation to the literary tradition: why are there analogies with chivalric romances some seventy years after the peak of their popularity? Don Quixote and Sancho Panza – two mind-sets. |
| 9. | Text analysis (in parallel with the reading in the seminar): commenting on the novel and secondary literature sources. In each class, a student presents one of the aspects of research of this novel. Depiction of the Spanish society in the novel. |
| 10. | Text analysis (in parallel with the reading in the seminar): commenting on the novel and secondary literature sources. In each class, a student presents one of the aspects of interpretation of this novel. A) Key properties of the literary-linguistic expression. B) Intertextuality in “Don Quixote”. |
| 11. | Text analysis (in parallel with the reading in the seminar): commenting on the novel and secondary literature sources. In each class, a student presents one of the aspects of interpretation of this novel. Philosophy of the novel: traces and interpretation of the prevalent philosophical and religious sentiments in Spain that influenced Cervantes and his interpretation of these. Cervantes’s life experience, political and economic situation in the empire as major factors of his worldview. |
| 12. | Text analysis (in parallel with the reading in the seminar): commenting on the novel and secondary literature sources. In each class, a student presents one of the aspects of interpretation of this novel. History of reception of “Don Quixote”. The fictional text in the Golden Age culture at the turn from the Renaissance to Baroque. Reception and interpretation of the novel in Spain, both on the Iberian Peninsula and overseas. Vulgarisation of novel’s characters in colonial traditional festivities. |
| 13. | Text analysis (in parallel with the reading in the seminar): commenting on the novel and secondary literature sources. In each class, a student presents one of the aspects of interpretation of this novel. Romanticism: new interpretation of “Don Quixote” within the context of new understanding of the significance of literature in the entire culture of a nation within Romanticism with a conservative inclination. Evaluation of the novel by the leading Spanish literary historians and critics at the end of the nineteenth century. |
| 14. | Evaluation of the novel by the leading Spanish literary historians and critics at the end of the nineteenth century. |
| 15. | Text analysis (in parallel with the reading in the seminar): commenting on the novel and secondary literature sources. In each class, a student presents one of the aspects of research of this novel. a) “Don Quixote” in literary works of great authors of the twentieth century: Ortega y Gasset, A. Castro and others. B) “Don Quixote” as the object of analyses and syntheses of literary historiography, literary theory and literary critics within Hispanic studies – a few examples. |

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## The History of Spanish Literature of the 20th Century

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| **Name** | The History of Spanish Literature of the 20th Century |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 95337 |
| **Semesters** | Summer |
| **Teachers** | Maja Zovko, PhD, Associate Professor (primary) |
| **Hours** |

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| Lectures | 30 |

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| **Prerequisites** | To enrol course it is necessary to pass course Golden Age of Spanish Literature |
| **Goal** | Familiarise the students with the basics of Spanish literature of the eighteenth and nineteenth century as an introduction to the topic of contemporary Spanish literature of the twentieth century. Enable them to study, analyse and comment on the content of the course autonomously. |
| **Teaching methods** | Direct teaching in the form of lectures. Teaching by guided discovery and discussion in the course of analysis and critical evaluation of primary literature texts in the lectures. Autonomous learning through reading of primary literature, research of secondary literature, preparation of a paper about the selected topic and preparation for the written exam. |
| **Assessment methods** | By active participation in the class, the students must be able to explain and comment on the basic stylistic tendencies in Spanish literature in the twentieth century. They also have to analyse the selected texts studied for the class. They have to provide arguments for their points of view regarding the selected literature and comment on them in cooperation with other students. They have to apply the acquired knowledge by reviewing and analysing mandatory primary literature texts. In the course of the semester, the following is assessed and graded: students’ participation in the abovementioned class activities, satisfying analysis of primary literature, ability to explain, synthesise and demonstrate the basic knowledge related to Spanish literature of the twentieth century in the written exam. |
| **Learning outcomes** |  |
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| 1. | Be able to describe, explain and comment on the development of literary genres and dominant styles in Spanish literature of the twentieth century as well as the terminology related to that field |
| 2. | Be able to analyse mandatory primary literature and autonomously apply the same analytical procedures to other texts from the respective period |
| 3. | Be able to provide oral and written arguments for one’s own critical opinion on literature of the twentieth century in Spanish |
| 4. | Be able to apply knowledge to resolution of problems in the relevant field |
| 5. | Be able to demonstrate one’s knowledge in communication with experts in the respective field and assess others’ knowledge and competences |
| 6. | Be able to describe and explain the development of literary genres and dominant styles in Hispanic literatures. |
| 7. | Be able to apply acquired literary-critical apparatus and key insights into literary-stylistic formations and interpretation of literary works. |
| 8. | Develop learning skills necessary for orientation in the literary-historical phenomena of the Hispanic world and for the continuation of the course of study in the field of literature at a higher level. |

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| **Content** |  |
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| 1. | Literary, social and historical developments in the eighteenth century in Spain. Neoclassicism: the key features and representatives. José Cadalso: Cartas marruecas (selected fragments – Introducción, Cartas: I, VI, IX, XXVI, XXXVIII). |
| 2. | Literary, social and historical developments in the first half of the nineteenth century. Costumbrismo prose at the beginning of the century. Mariano José de Larra: Vuelva usted mañana. Late Romanticism in poetry and prose by Gustavo Adolfo Bécquer (Rimas y Leyendas). |
| 3. | Overview of literary, historical and social developments in the second half of the nineteenth century. The key features and representatives of Spanish Realism and Naturalism. Benito Pérez Galdós: La Fontana de oro. Emilia Pardo Bazán: Los pazos de Ulloa (selected fragments). Beginning of preparation of a seminar paper about the selected topic with mentor’s guidance: selection of the topic, literature, drawing up of the concept. In the course of the semester, the students collect data and interpret certain literary-historical topics of relevance for the course. |
| 4. | Cultural-historical circumstances in the twentieth century in Spain. Literary tendencies from the beginning of the century to the Civil War. Impact of the post-war political and social circumstances on the cultural and literary development of the Iberian Peninsula. |
| 5. | Spanish poetics of Modernism in the European context. Manuel Machado (selected verses). |
| 6. | Literary generation of ‘98. Revaluation of the Spanish tradition and search for new literary and historical identity. Novel: Pío Baroja and Miguel de Unamun. Poetry: Antonio Machado (Campos de Castilla). Theatre: Ramón María del Valle-Inclán (Luces de bohemia). |
| 7. | Literary generation of ’14: new approaches to the study of social and artistic tendencies in the essayistic prose by José Ortega y Gasset. |
| 8. | Spanish Avant-garde. Ramón Gómez de la Serna: Greguerías (selected fragments). Literary generation of ’27: Avant-garde and tradition in the twentieth-century poetry. |
| 9. | Representatives of the generation of ’27. Federico García Lorca: Romancero gitano and Poeta en Nueva York (selected verses). Poetry by Miguel Hernández. |
| 10. | Federico García Lorca as a playwright: La casa de Bernarda Alba. |
| 11. | Exile and exilio interior. Rafael Alberti: Retornos de lo vivo lejano (selected verses). Post-war poetry by Dámas Alonso: Hijos de la ira (selected verses). Spanish post-war society. |
| 12. | Theatrical tendencies of the twentieth century: Modernism and Avant-garde in the theatre in the first half of the twentieth century. Miguel Mihura’s Theatre of the Absurd. Analysis of the post-war social developments in the drama by Antonio Buero Vallejo. Spanish poetry in the second half of the twentieth century. |
| 13. | Spanish novel in the 1940s and 1950s: the key features and representatives. Tremendismo in the novel by Camilo José Cela (La familia de Pascual Duarte). Urban topics and new narrative techniques in the novel by Camilo José Cela (La colmena). |
| 14. | Spanish novel in the 1960s: Luis Martín-Santos (Tiempo de silencio); Juan Marsé (Últimas tardes con Teresa). Contemporary Spanish literature. |
| 15. | Revision. |

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## Translation Excercises 2 /Spanish-Croatian; Croatian-Spanish/

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| **Name** | Translation Excercises 2 /Spanish-Croatian; Croatian-Spanish/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 124510 |
| **Semesters** | Summer |
| **Teachers** | Branka Oštrec, Senior Lector (primary)Almudena Santamaría Martín, M.A., Lector |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Translation Exercises 1 /Spanish\_Croatian; Croatian-Spanish/ |
| **Goal** | Through autonomous translation and analysis of their own and others’ translations, the students will acquire translation-related skills and knowledge for translation of literary texts and texts with general topics into Spanish. They will learn how to analyse an original text, recognize potential problems and apply an appropriate method for achieving equivalence in translation. |
| **Teaching methods** | Exercises, assignments for autonomous completion |
| **Assessment methods** | Continuous tracking, weekly assignments, class participation, testing of knowledge, written exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Acquire translation skills in translating into Spanish language, using the methodology adapted to simpler literary texts and texts with general and up-to-date topics |
| 2. | Recognize cultural differences in their social and textual dimensions and their impact on the translation process and the translation as its product |
| 3. | Evaluate one’s own work and take steps aiming at continuous growth and improvement of skills |
| 4. | Translate a text so that the obtained translation fulfils its purpose/aim and achieves the goal of the communicational situation |
| 5. | Recognize and estimate the problems in the translation process and find appropriate solutions |
| 6. | Explain and/or justify the decisions made in the translation process |
| 7. | evaluate and present textual, paratextual, estra-textual, contextual, and intercultural content on various topics in a contrastive manner |
| 8. | distinguish the role of language in society |
| 9. | autonomously translate texts requiring specific knowledge of general language and language for specific purposes from Spanish into Croatian and texts requiring no specific specialized knowledge from Croatian into Spanish |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to the plan, curriculum, working methods and sources. |
| 2. | Transcript of a documentary show. Translation and editing of the text. |
| 3. | Translation analysis. Consideration of various translation-related procedures and solutions. |
| 4. | A literary text. Translation and editing of the text. |
| 5. | Translation analysis. Consideration of various translation-related procedures and solutions. |
| 6. | A speech. Translation and editing of the text. |
| 7. | Translation analysis. Consideration of various translation-related procedures and solutions. |
| 8. | Knowledge test |
| 9. | A literary text. Translation and editing of the text. |
| 10. | Translation analysis. Consideration of various translation-related procedures and solutions. |
| 11. | A newspaper article with a general topic. Translation and editing of the text. |
| 12. | Translation analysis. Consideration of various translation-related procedures and solutions. |
| 13. | Translation of a text on contemporary politics and editing of the text. |
| 14. | Translation analysis. Consideration of various translation-related procedures and solutions. |
| 15. | Recapitulation. Analysis of typical errors in translation. |

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## Translation Excercises II /Spanish-Croatian; Croatian-Spanish/

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| --- | --- |
| **Name** | Translation Excercises II /Spanish-Croatian; Croatian-Spanish/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 52164 |
| **Semesters** | Summer |
| **Teachers** | Branka Oštrec, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Translation Exercises 1 /Spanish\_Croatian; Croatian-Spanish/ |
| **Goal** | Familiarise the students with translation techniques for more complex translations and enable them to independently translate such literary and specialised texts using the back translation method in order to check the equivalence |
| **Teaching methods** | Exercises, individual assignments  |
| **Assessment methods** | The following is assessed and evaluated: students’ class participation, weekly translations in the form of homework, testing of knowledge, written and oral exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Translate autonomously more complex literary and specialised texts from Spanish into Croatian, achieving an idiomatic translation |
| 2. | Analyse the meaning of Spanish sentences in texts from various fields, for the purpose of finding natural equivalents |
| 3. | Develop skills for autonomous search of databases in order to find natural equivalents |
| 4. | Differentiate between the meanings that words adopt depending on the context they are situated in. |
| 5. | Analyse the meaning of Spanish texts and transpose them into Croatian, achieving equivalence of translation |
| 6. | Use the back translation technique for the purpose of checking one’s own translations |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to the plan, curriculum, methodology and sources |
| 2. | Role of context in translation |
| 3. | Meaning and how to transpose it |
| 4. | Literal translation, calque, loanwords |
| 5. | Formal and natural equivalents, equivalence of translation |
| 6. | Critical review of accessible information sources |
| 7. | Mid-term exam |
| 8. | Translation of specialised texts: analysis of their characteristics |
| 9. | Specialised terminology and elaboration of a glossary |
| 10. | Style in literary and specialised texts: comparison |
| 11. | Adaption of texts to the target culture |
| 12. | Freedom in translation or translational procedures? |
| 13. | Back translation |
| 14. | Interpretation |
| 15. | Exam |

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## Translation Exercises 1 /Spanish\_Croatian; Croatian-Spanish/

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| --- | --- |
| **Name** | Translation Exercises 1 /Spanish\_Croatian; Croatian-Spanish/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 52158 |
| **Semesters** | Winter |
| **Teachers** | Branka Oštrec, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Spanish Language 4 /excercises/To enrol course it is necessary to pass course Spoken and Written Competence 3 |
| **Goal** | Familiarisation of the students with the basics of translation and translation techniques, enable them to independently translate simpler literary and specialised texts, using the back translation method in order to check equivalence |
| **Teaching methods** | Interactive teaching, individual work, group work |
| **Assessment methods** | Continuous performance tracking; regular class attendance and participation, weekly translations in the form of homework, mid-term exams (2), written exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Analyse the meaning of Spanish sentences in texts form various fields in order to find a natural equivalent |
| 2. | Efficiently use various dictionaries in order to find appropriate translation in the specific context |
| 3. | Apply the back translation technique in order to check own translations |
| 4. | Translate simpler texts from various fields into Croatian language accurately, correctly and idiomatically |
| 5. | correctly use receptive and productive communication skills |
| 6. | independently translate texts requiring no specific specialized knowledge from Spanish into Croatian and vice versa |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to the plan and curriculum; sense and meaning of translation, general translation techniques |
| 2. | Translation of realia; elaboration of a glossary |
| 3. | Context in translation |
| 4. | Meaning and how to transpose it |
| 5. | Literal translation: when to use it, when to avoid it |
| 6. | Idioms: meaning and how to translate it |
| 7. | Mid-term exam |
| 8. | Formal and natural equivalents, equivalence in translation |
| 9. | Translation of abbreviations, acronyms |
| 10. | Style in literary and specialised texts |
| 11. | Specialised terminology: where to find it and how to use it |
| 12. | False friends |
| 13. | Back translation method for the purpose of checking the meaning |
| 14. | Exam |
| 15. | Results and analysis on the acquired knowledge and achieved results |

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## Translation Exercises 1 /Spanish\_Croatian; Croatian-Spanish/

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| --- | --- |
| **Name** | Translation Exercises 1 /Spanish\_Croatian; Croatian-Spanish/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117795 |
| **Semesters** | Winter |
| **Teachers** | Branka Oštrec, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

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| **Prerequisites** | None |
| **Goal** | The students will acquire the basic translation skills and knowledge by means of autonomous translation and analysis of their own and others’ translations. They will learn how to analyse an original text, recognize potential problems and apply an appropriate method for achieving equivalence in translation. |
| **Teaching methods** | Exercises, assignments for autonomous completion |
| **Assessment methods** | Continuous performance tracking, weekly homework, class participation, periodical testing of knowledge, written exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Acquire advanced knowledge in the field of translation and, in the professional context, be able to demonstrate thorough understanding of the theoretical and above all practical aspects and methodology in this field |
| 2. | Foresee and control complex situations in translation using the appropriate methodology for scientific, specialised and general fields of expertise |
| 3. | Recognize cultural differences in their social and textual dimensions and their impact on the translation process and the translation as its product |
| 4. | Evaluate one’s own work and take steps aiming at continuous growth and improvement of skills |
| 5. | Translate a text so that the obtained translation complies with its purpose/aim and achieves the goal of the communicational situation |
| 6. | Explain and/or justify the decisions made in the translation process |
| 7. | autonomously translate texts requiring specific knowledge of general language and language for specific purposes from Spanish into Croatian and texts requiring no specific specialized knowledge from Croatian into Spanish |
| 8. | use morphosyntactic structures characteristic of the type and function of the translated Spanish text and analytically compare them with other solutions, evaluate them or critically select a more appropriate solution |
| 9. | acquire knowledge and understanding of a wide spectrum of social, cultural, and historical factors of the context relevant for the acquisition and an active relation to the translated text; be able to choose the correct traductological strategy |

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| **Content** |  |
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| 1. | A text in the field of the theory of translation |
| 2. | A text in the field of culture |
| 3. | A text in the field of archaeology |
| 4. | Mid-term exam |
| 5. | Translation analysis |
| 6. | A text in the field of tourism |
| 7. | A newspaper article in the field of sports |
| 8. | A newspaper article in the field of contemporary politics |
| 9. | Mid-term exam |
| 10. | Translation analysis |
| 11. | A text in the field of gastronomy |
| 12. | PowerPoint presentation |
| 13. | Translation of audio-visual materials (subtitling) |
| 14. | Translation of a selected literary text |
| 15. | Exam |

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## Translation Exercises 3 /Spanish-CRoatian; Croatian-Spanish/

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| **Name** | Translation Exercises 3 /Spanish-CRoatian; Croatian-Spanish/ |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117796 |
| **Semesters** | Winter |
| **Teachers** | Branka Oštrec, Senior Lector (primary)Almudena Santamaría Martín, M.A., Lector |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Translation Excercises 2 /Spanish-Croatian; Croatian-Spanish/ |
| **Goal** | Through independent translation and analysis of their own and others’ translations, the students will acquire translation skills and competences necessary for translation of more demanding literary and specialised texts into Spanish. They will learn how to analyse an original text, recognize potential problems and apply an appropriate method for achieving equivalence in translation. |
| **Teaching methods** | Exercises, individual assignments, analysis |
| **Assessment methods** | Continuous performance tracking, weekly assignments, class participation, testing of knowledge, written exam |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Acquire translation skills required for translation into Spanish language using the methodology suited for more complex literary and specialised texts |
| 2. | Recognize cultural differences in their social and textual dimensions and their impact on the translation process and the translation as its product |
| 3. | Evaluate one’s own work and take steps aiming at continuous growth and improvement of skills |
| 4. | Translate a text so that the obtained translation complies with its purpose/aim and achieves the goal of the communication situation |
| 5. | Recognize and estimate the problems in the translation process and find appropriate solutions |
| 6. | Explain and/or justify the decisions made in the translation process |
| 7. | autonomously translate texts requiring specific knowledge of general language and language for specific purposes from Spanish into Croatian and texts requiring no specific specialized knowledge from Croatian into Spanish language |
| 8. | develop skills for autonomous searching of available credible terminological databases for the purpose of finding natural equivalents |
| 9. | apply the technique of reverse translation for the purpose of reviewing one's translations; the student will be able to translate simpler texts from various fields correctly, precisely, and in accordance with the standards of Croatian language |

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| **Content** |  |
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| --- | --- |
| 1. | Introduction to the plan, curriculum, methodology and sources. |
| 2. | A literary text. Translation and editing of the text. |
| 3. | Translation analysis. Consideration of various translation procedures and solutions. |
| 4. | A text in the field of archaeology. Translation and editing of the text. |
| 5. | Translation analysis. Consideration of various translation procedures and solutions. |
| 6. | A newspaper article about a specialised topic (architecture). Translation and editing of the text. |
| 7. | Translation analysis. Consideration of various translation procedures and solutions. |
| 8. | Mid-term exam |
| 9. | Analysis of typical translation errors. |
| 10. | A literary text. Translation and editing of the text. |
| 11. | Translation analysis. Consideration of various translation procedures and solutions. |
| 12. | An opening speech at a conference (technical topic). Translation and editing of the text. |
| 13. | Translation analysis. Consideration of various translation procedures and solutions. |
| 14. | Correction of a translated text with the topic related to trade unions. Comparison and analysis of translation solutions. |
| 15. | Recapitulation. Analysis of typical errors in translation. |

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## Translation of Literary Works

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| **Name** | Translation of Literary Works |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117794 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Gordana Matić, PhD, Assistant |
| **Hours** |

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| --- | --- |
| Practical language | 60 |

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| **Prerequisites** | None |
| **Goal** | Introduce students to the practice of translation of literary texts. Emphasise the importance of understanding a literary text as part of literary practice in the synchronic and diachronic sense in literature and in the culture of origin. Particular attention will be devoted to stylistic and linguistic properties of various prose genres from various periods of Hispanic literatures on a number of examples. |
| **Teaching methods** | The classes are organised in the form of exercises. In eight or nine sessions, fragments (max. two pages long) from four literary works from various periods and various national literatures (no older than the early twentieth century and not containing radical dialects or very specific jargons) are translated. The students receive each of the texts a week in advance. In the class, the homework assignments are read and the students comment on them jointly and decide about the best solutions. |
| **Assessment methods** | Continuous assessment.Written exam in the last class of the semester, consisting of translation of several pages of a literary text. All the students are tasked with translating the same text. Before taking the exam, the students must translate ten pages from a contemporary Spanish or Hispanic American novel. Each student is given a different text to translate. |
| **Learning outcomes** |  |
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| 1. | Be able to use dictionaries, grammar books, orthography guides and other linguistic reference books in the course of translation |
| 2. | Familiarise oneself with the basic processes in translation of narrative prose |
| 3. | Be able to transpose the basic stylistic specificities of narrative prose texts in Spanish when translating into Croatian |
| 4. | Be able to recognize the main narrative processes as well as stylistic and linguistic specificities of various narrative texts |
| 5. | Connect and integrate, i.e. use autonomously, the knowledge of language and translation skills in the translation of texts in different linguistic registers. |
| 6. | Evaluate and present textual, paratextual, extra-textual, contextual, and intercultural content on various topics in a contrastive manner. |
| 7. | Acquire knowledge and understanding of a wide spectrum of social, cultural, and historical factors of the context relevant for the acquisition and an active relation to the translated text; be able to choose the correct traductological strategy. |

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| **Content** |  |
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| 1. | On a number of examples, the introductory part emphasises practical problems that translators encounter, caused by cultural and civilisation-related differences between the Hispanic world and Croatian culture and language. |
| 2. | Indications of appropriate secondary literature providing cultural, historical and literary explanations as well as literature in which the students may search for appropriate language equivalents. Instructions how to search and identify differences in literary texts of various national literatures and literatures of various cultures (using different variations of the Spanish language). |
| 3. | Introduction to contemporary literary translation: methods, problems, tools. Group translations of literary texts from various periods of literary history. Assignment: each group conducts a research on the given part of the text and edits research of the translated fragment. |
| 4. | Recognition of stylistic features of the selected texts and their linguistic specificities. Positioning of the texts into their contexts. Analysis and commentary of the students’ trial translations. |
| 5. | Analysis and commentary of the students’ trial translations. Assignment: translation of a fragment from a contemporary Spanish novel. |
| 6. | Analysis and commentary of the students’ translations. Assignment: translation of a fragment from a contemporary Hispanic American novel. |
| 7. | Analysis and commentary of the students’ translations. Assignment: translation of a literary essay. |
| 8. | Essay as a genre. Analysis of the students’ translations. |
| 9. | Analysis and commentary of the students’ translations. Assignment: translation of selected minifictions. |
| 10. | Analysis and commentary of the students’ translations. Assignment: translation of selected fables from various periods. Syntactic and lexical archaisms in literary translation: narrative prose from earlier periods. |
| 11. | Commentary of a complete, published translation. Finding errors, offering alternative solutions and justifying them. Emphasis on metalanguage. |
| 12. | Reading and commenting on various scientific articles related to literary translation. Each student must conduct a minor research and present it in the class |
| 13. | Students’ presentations. |
| 14. | Students’ presentations |
| 15. | Exam in the form of translation. |

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## Translation Theory

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| **Name** | Translation Theory |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 2 |
| **ID** | 117812 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Branka Oštrec, Senior Lector |
| **Hours** |

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| --- | --- |
| Lectures | 30 |

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| **Prerequisites** | None |
| **Goal** | By attending lectures, reading of specialised literature, completion of individual and group assignments and by participating in discussions, the students will become familiarised with the topics in the field of translation and with contemporary theoretical and scientific approaches to translation. |
| **Teaching methods** | Lectures, individual assignments |
| **Assessment methods** | Regular class attendance, active participation in discussions in the class, presentation of individual assignments and oral exam at the end of the semester is assessed and evaluated. |
| **Learning outcomes** |  |
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| 1. | familiarising oneself with modern translation-studies and other interdisciplinary approaches |
| 2. | acquiring knowledge about the history of the discipline |
| 3. | be able to apply specialised metalanguage |
| 4. | analysing texts regarding various tendencies of translation studies |
| 5. | becoming aware of the significance of cultural insights and knowledge in the translation process |
| 6. | learning how to differentiate between the ethics, morality and deontology and their role in the translators’ profession |
| 7. | evaluate and present textual, paratextual, extra-textual, contextual, and intercultural content on various topics in a contrastive manner |
| 8. | use morphosyntactic structures characteristic of the type and function of the translated Spanish text and analytically compare them with other solutions, evaluate them or critically select a more appropriate solution |

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| **Content** |  |
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| 1. | Introduction: Theory of Translation and Translation Studies |
| 2. | Purpose, characteristics of translations, basic principles |
| 3. | Evolution of Translation Studies: from Cicero to the first Contemporary Theories |
| 4. | Linguistic theory (Vinay and Darbelnet) |
| 5. | Nida and dynamic equivalence |
| 6. | Interpretative theory |
| 7. | Skopos theory |
| 8. | Polysystem theory |
| 9. | Terminology |
| 10. | Tools, resources and strategies in the translation process |
| 11. | Translation of cultural elements |
| 12. | Translation of scientific and specialised texts |
| 13. | Literary translation |
| 14. | Interpretation |
| 15. | Final lecture |

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## Unamuno and his Time

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| **Name** | Unamuno and his Time |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 124513 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maja Zovko, PhD, Associate Professor |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Hispanic American NovelTo enrol course it is necessary to pass course Octavio Paz and Jorge Luis Borges |
| **Goal** | Familiarise the students thoroughly with Miguel de Unamuno’s opus and the social, cultural and literary context of his period. Enable the students to research and expand their knowledge in the respective field, to apply this knowledge creatively in a wider context and in solving complex problems related to the subject matter. |
| **Teaching methods** | Direct teaching in the form of lectures. Teaching by guided discovery and discussion in the course of analysis and critical evaluation of primary literature texts in the lectures and the seminar of reading. Autonomous learning through reading of primary literature, research of secondary literature, drawing up of a paper about the selected topic, preparation of presentations and preparation for the written exam. |
| **Assessment methods** | For each lecture, the students have to read selected second literature texts, which they analyse and critically evaluate in the class. They have to provide arguments for their points of view and comment on them in cooperation with other students. In the course of the semester, they have to draw up a paper about the selected topic from the respective field, usually in the form of review, analysis and comparison of critical texts related to Unamuno’s works. Once in the semester they also have to give a presentation demonstrating their knowledge of one of the topics studied in the course (usually related to one of the aspects of Unamuno’s opus). In the midterm exam, they need to apply the acquired knowledge by reviewing and analysing mandatory primary literature texts. In the course of the semester, the following is assessed and graded: 1. Participation in the abovementioned class activities: analysis and critical evaluation of secondary literature texts,2. Successful analysis of primary literature in the midterm exams,3. Written analysis and evaluation of secondary literature critical texts,4. Successful presentation of one of the aspects of Miguel de Unamuno’s opus,5. Ability to explain, summarise and demonstrate basic knowledge related to Unamuno’s opus in the written exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | The students will expand their knowledge of Miguel de Unamuno’s works acquired in the undergraduate study and focus on the analysis of texts written by Unamuno and his literary contemporaries in the first half of the twentieth century. |
| 2. | The students will be able to link the knowledge of Unamuno’s works and the social, cultural and literary context of his opus with the analysis of his literary texts. |
| 3. | The students will be able to evaluate secondary literature critical texts autonomously. |
| 4. | The students will be able to corroborate their critical view of primary and secondary literature by oral and written arguments, to demonstrate their knowledge to experts in the respective field and to assess others’ knowledge and competences. |
| 5. | The students will be able to research literature necessary for further studies and expansion of their knowledge of Miguel de Unamuno’s opus autonomously. |
| 6. | Student will be able to analyze and interpret literary texts in the proper context (aesthetic, genealogical, social, cultural and biographic aspects) |
| 7. | Student will be able to situate literary and cultural phenomena into a wider European and global context in order to evaluate them properly |
| 8. | Student will demonstrate a higher level of understanding and familiarity with a broader spectrum of methodological and critical approaches to literary texts |

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| **Content** |  |
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| 1. | Each lecture includes: listening to the lectures, analysing the primary literature texts (in parallel with the reading in the seminar), commenting on the secondary literature texts; in addition to this, in each class one of the students presents an aspect of Unamuno’s work. Topics of the lectures: factors determining Spanish social and cultural life at the beginning of the twentieth century. |
| 2. | Period from 1900 to 1936 as the second Golden Age of Spanish literature. |
| 3. | Overview of the literary-historical reviews since 1939 related to the period from 1900 to 1936. |
| 4. | Miguel de Unamuno: a man of his “generation” or a unique phenomenon? Overview of Unamuno’s written and literary legacy: 1) novels and the specific structure of characters; 2) essays; 3) poetry; 4) written correspondence. |
| 5. | Unamuno as a politically active intellectual. Changes in his political views and affiliations. Deliberations about the future of Spain. |
| 6. | Unamuno as a “philosopher”: essay Del Sentimiento Trágico de la Vida. |
| 7. | Concept of the “soul of the nation” and representative works of European national literatures. Relation to ideologies. |
| 8. | Spanish literature of Unamuno’s period and politics. Essays: Ortega y Gasset: La rebelión de las masas. |
| 9. | Continuation: main tendencies in the relations to Spanish cultural tradition and their political subtext. |
| 10. | Anarchism and the arts in Spain in the early twentieth century. |
| 11. | The art of Avant-garde |
| 12. | Federico García Lorca's circle. |
| 13. | Evaluation of the classification of literature between 1900 and 1936 into generations: advantages, disadvantages and the relation of such a classification to ideologies and politics. |
| 14. | Disappearance of the political (sub)text from post-war literature. |
| 15. | Unamuno’s relationship to European publicists and politicians. |

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## Vocabulary and Interpretation of Texts in Spanish 1

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| **Name** | Vocabulary and Interpretation of Texts in Spanish 1 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 46991 |
| **Semesters** | Winter |
| **Teachers** | Ana María Valencia Spoljaric, Lector (primary)Almudena Santamaría Martín, M.A., Lector |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

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| **Prerequisites** | None |
| **Goal** | Develop linguistic competences (above all, understanding of a text and of an oral expression through interaction and commenting), expand and update vocabulary and appropriate grammatical structures on examples of the journalistic genre |
| **Teaching methods** | Interactive teaching, autonomous learning |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete weekly assignments, pass the tests and participate in the preparation and presentation of a group project. |
| **Learning outcomes** |  |
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| 1. | be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |
| 2. | be able to correctly use receptive and productive communication skills. |
| 3. | Develop skills of working in a team and presenting results of the teamwork in the field of the Spanish language |
| 4. | Be able to understand a newspaper article on various society-related topics autonomously |
| 5. | Be able to use vocabulary related to the journalistic genre autonomously, orally and in writing |
| 6. | Be able to write a newspaper article autonomously, based on arguments and belonging to various newspaper sections |
| 7. | Familiarise oneself with elements of Hispanic civilisation and culture |

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| **Content** |  |
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| 1. | Introduction to the course plan, curriculum and students’ obligations |
| 2. | Printed media (serious, yellow press, tabloids) |
| 3. | News |
| 4. | Feature story |
| 5. | Commentary |
| 6. | Interview |
| 7. | Written testing of knowledge |
| 8. | Letters to an editor |
| 9. | Tourist guide |
| 10. | Sports events |
| 11. | Cultural guide |
| 12. | Notification |
| 13. | Entertainment |
| 14. | Commercials |
| 15. | Project: mini-newspaper |

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## Vocabulary and Interpretation of Texts in Spanish 2

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| **Name** | Vocabulary and Interpretation of Texts in Spanish 2 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 46993 |
| **Semesters** | Summer |
| **Teachers** | Branka Oštrec, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

 |
| **Prerequisites** | None |
| **Goal** | Develop linguistic competences (above all, understanding of a text and oral expression through interaction and commenting), expand and update vocabulary and appropriate grammatical structures on the basis of texts related to Hispanic folklore, tradition, customs and gastronomy |
| **Teaching methods** | Interactive teaching, individual learning |
| **Assessment methods** | Continuous performance tracking. In addition to regular class attendance, the students are required to complete weekly assignments and pass mid-term exams and the final exam |
| **Learning outcomes** |  |
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| 1. | Autonomously understand texts on various topics related to Hispanic tradition |
| 2. | Independently use the vocabulary related to Hispanic tradition, customs, culture in oral and written forms |
| 3. | Independently identify similarities and differences between Hispanic and Croatian tradition, customs, culture |
| 4. | Use typical Spanish syntagmas, expressions and sayings |

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| **Content** |  |
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| 1. | Introduction to the course plan, curriculum and students’ obligations |
| 2. | Fairy tales |
| 3. | Vocabulary of fairy tales. Use in a contemporary context. |
| 4. | Cuisine, recipes |
| 5. | Vocabulary in the field of gastronomy |
| 6. | Sports |
| 7. | Sports vocabulary in use |
| 8. | Mid-term exam |
| 9. | Analysis of errors |
| 10. | Fables |
| 11. | Proverbs, sayings and related vocabulary |
| 12. | Fables |
| 13. | Vocabulary in use – characteristics and adjectives for the description of people and animals |
| 14. | Recapitulation |
| 15. | Exam |

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## Vocabulary and Interpretation of Texts in Spanish 3

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| **Name** | Vocabulary and Interpretation of Texts in Spanish 3 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 52146 |
| **Semesters** | Winter |
| **Teachers** | Daša Grković, M.Sc., Senior Lector (primary)Pablo Llamas Fernández, Lector |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Spoken and Written Competence 1 |
| **Goal** | Familiarisation of the students with literary texts written by various Hispanic authors. Acquisition of new vocabulary by means of synonymy, antonymy and word formation. Familiarisation of the students with Spanish archaisms. |
| **Teaching methods** | Interactive teaching; autonomous learning. |
| **Assessment methods** | Continuous tracking. In addition to regular class attendance, the students are required to complete weekly assignments and pass the written and oral exam. |
| **Learning outcomes** |  |
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| --- | --- |
| 1. | Be able to autonomously understand and analyse literary texts written by various Hispanic authors. |
| 2. | Be able to use the newly acquired vocabulary autonomously, orally and in writing, to recognize synonyms and antonyms and to form derivatives and compound words. |
| 3. | Be able to autonomously recognize Spanish archaisms and vocabulary no longer in use . |
| 4. | Be able to use Spanish morphosyntactic structures and analyze them in various forms of written and oral expression. |

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| **Content** |  |
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| 1. | Introduction to the curriculum. |
| 2. | Spain: Alberto Méndez: Los girasoles ciegos (2004) |
| 3. | Mexico: Carlos Fuentes: Terra nostra (1975) |
| 4. | Argentina: Julio Cortázar: Segundo viaje, in: Deshoras (1982) |
| 5. | Paraguay: Augusto Roa Bastos: Vigilia del Almirante (1982) |
| 6. | Uruguay Mario Benedetti: Andamios (1996) |
| 7. | Columbia: Gabriel García Márquez: El amor en los tiempos del cólera (1985) |
| 8. | Venezuela: Arturo Uslar Pietri: La visita en el tiempo (1990) |
| 9. | Peru: Fernando Iwasaki: Ajuar funerario (2004) |
| 10. | Chile: Jorge Edwards: El origen del mundo (1996) |
| 11. | Honduras: Augusto Monterroso: Rosa tierno, in: Movimiento perpetuo (1972) |
| 12. | Bolivia: Edmundo Paz Soldán: La materia del deseo (2001) |
| 13. | Dominican Republic: Juan Bosch: El oro y la paz (1975) |
| 14. | Archaisms and vocabulary not in use in Spain |
| 15. | Preparation for the exam. |

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## Vocabulary and Interpretation of Texts in Spanish 4

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| **Name** | Vocabulary and Interpretation of Texts in Spanish 4 |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 3 |
| **ID** | 52153 |
| **Semesters** | Summer |
| **Teachers** | Branka Oštrec, Senior Lector (primary) |
| **Hours** |

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| --- | --- |
| Practical language | 30 |

 |
| **Prerequisites** | To enrol course it is necessary to pass course Contemporary Spanish Language 2 /excercises/To enrol course it is necessary to pass course Spoken and Written Competence 1 |
| **Goal** | Familiarise the students with the specific vocabulary of literary, essayistic, technical and specialised texts in order to expand their vocabulary in Spanish and to improve their capacity of understanding such texts and expressing themselves in formal language registers |
| **Teaching methods** | Interactive teaching; independent learning |
| **Assessment methods** | Continuous performance tracking. In addition to regular class attendance, the students are required to complete weekly assignments and pass the written exam |
| **Learning outcomes** |  |
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| 1. | independently understand and analyse literary, essayistic, specialised and technical texts in Spanish language |
| 2. | Use the newly acquired vocabulary independently, in oral and written expression, recognize synonyms and antonyms, as well as form derivatives and compound words |
| 3. | independently recognize Spanish neologisms and foreign words |
| 4. | Familiarise oneself with the Hispanic civilisation and culture |
| 5. | Distinguish expressions belonging to various language registers and various countries in the Spanish-speaking world |

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| **Content** |  |
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| 1. | Introduction to the curriculum |
| 2. | Social topics through Gastronomy |
| 3. | Meteorology |
| 4. | Sports and physical activities |
| 5. | Arturo Pérez-Reverte, columns |
| 6. | Newspapers (El mundo, El país, El diario) |
| 7. | Mid-term exam |
| 8. | Carlos Fuentes, Aura |
| 9. | Cinematography |
| 10. | Means of transportation |
| 11. | Travelling |
| 12. | Newspapers articles; technical texts; IT, economy |
| 13. | Neologisms and foreign words; rarely used vocabulary |
| 14. | Recapitulation |
| 15. | Exam |

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## Word Formation in Contemporary Spanish

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| **Name** | Word Formation in Contemporary Spanish |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 5 |
| **ID** | 117786 |
| **Semesters** | Winter |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maša Musulin, PhD, Senior Lecturer |
| **Hours** |

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| --- | --- |
| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | To enrol course it is necessary to pass course Hispanic Studies vs Romance and General Linguistics |
| **Goal** | The students are familiarised with the word formation in Spanish at all linguistic levels and with the content of the course on the basis of texts and the respective corpus. They are also familiarised with the basics of lexicology and the role of the word in this linguistic branch. Theoretical approach is based on the reading of selected book chapters and articles by certain authors who have significantly contributed to this branch of linguistics. |
| **Teaching methods** | Direct teachingAutonomous learningTeaching by guided discovery and discussion |
| **Assessment methods** | Class attendance and active participation: 10% of the final grade. The students must be able to explain and comment on the texts, assignments and topics studied in the class. Oral presentation related to the selected topic: 10% of the final grade. Success in the midterm exams and/or final exam: 50% of the final grade. |
| **Learning outcomes** |  |
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| 1. | Identify the types of word formation in Spanish. |
| 2. | Distinguish and categorise the word formation at the morphological and lexical levels. |
| 3. | Be able to make critical assessments based on selected linguistic literature. |
| 4. | Analyze characteristics of language on all linguistic levels. |
| 5. | Connect and integrate, i.e. use autonomously, the knowledge of language and translation skills in the translation of texts in different linguistic registers. |

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| **Content** |  |
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| 1. | Basic word formation mechanisms in Spanish: morphological, lexical and semantic formation. |
| 2. | Prefixation (types of prefixes: prefijos populares o vulgares, prefijos cultos, prefijos de composición, prefijos de derivación, prefijos según distintos contenidos semánticos). |
| 3. | Suffixation (differences in meaning, formation of various parts of speech by means of suffixes – nouns, verbs, adjectives, adverbs, etc.). |
| 4. | Types of suffixes (augmentatives, diminutives and their regional distribution, impact on idiolect and affective value. Parasynthesis as a type of word formation. |
| 5. | Language composition: techniques and properties (sinapsia, disyunción, contraposición, yuxtaposición). |
| 6. | Onomatopoeia, metaphor, metonymy – semantic formation, motivated and non-motivated words; formation of common and proper nouns. |
| 7. | Midterm exam. |
| 8. | Oral presentations by students. |
| 9. | Words of foreign origin: barbarisms, calques and loanwords according to the level of adaptation in the receiving language. |
| 10. | Loanwords; etymology of Spanish lexis; lexis categorization. |
| 11. | Lexical linking; acronyms, abbreviations, sigla. |
| 12. | Neologisms, use of banks of neologisms, methods of their formation and adoption by the language. |
| 13. | Proverbs, sayings, various linguistic phenomena: jargon, taboo, euphemisms. |
| 14. | Basic pragmatic concept; deixis. |
| 15. | Systematisation of the lexis; types of dictionaries; typology and methods. |

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## Worldwide Recognition of the Hispanic American Literature

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| **Name** | Worldwide Recognition of the Hispanic American Literature |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **ECTS credits** | 4 |
| **ID** | 52707 |
| **Semesters** | Summer |
| **Teachers** | Mirjana Polić-Bobić, PhD, Full Professor (primary)Maja Zovko, PhD, Associate Professor |
| **Hours** |

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| Lectures | 30 |
| Seminar | 15 |

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| **Prerequisites** | To enrol course it is necessary to pass course Hispanic American Literature and European Models of Periodization(16th-19th century) |
| **Goal** | Clarify the change: colonial literature – national literatures in the newly established republics – relation to the common framework of “Hispanic American literature”. Describe the mutations in the relation of Hispanic American literary environments to the Hispanic heritage and the role of literature in the simultaneous creation of national identities. Explain the literary phenomena caused either by following European examples or by the acquired independence of national literatures. Present and clarify how all the Hispanic American environments changed their relation to their own cultural heritage at the beginning of the twentieth century. Present temporal coincidence of that point of view with the interest in cultural “otherness” in European cultural centres and clarify how such a spirit of the times influenced the recognition of Hispanic American literature as a significant part of the Western literature in the course of the twentieth century.  |
| **Teaching methods** | Direct teaching in the class and interactive learning. In each lecture, the students get small assignments: to check certain data concerning literary works, to read shorter secondary literature texts, etc. In each lecture, the students’ full completion of the assignments is checked. The students also need to read fragments of the primary literature texts mentioned under the Content. In the seminars, the students must read each of the selected texts according to the previously determined schedule and participate in the class by asking clarifications for each part of the text which they do not understand well. Understanding and accomplished analysis of the texts in the seminar is tested in writing after the reading of each text. |
| **Assessment methods** | Conditions for taking the exam: regular attendance of the lectures and seminars (the students may not be absent more than three times) and passed written tests in the seminar. Active participation in the seminar: 30% of the grade; active participation in the class: 15% of the grade, depending on the quality of the activity. Final exam: the students demonstrate their knowledge by long written answers to complex questions related to the exam material. |
| **Learning outcomes** |  |
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| 1. | Be able to demonstrate knowledge and understanding of literary-historical phenomena related to the Hispanic American territory in the period from the nineteenth to the mid-twentieth century |
| 2. | Be able to place Hispanic American literary phenomena into the European and global literary and historiographic framework |
| 3. | Be able to recognize and evaluate relevant primary and secondary information sources and use them adequately in the process of acquiring knowledge and interpreting texts; be able to transfer them to other related fields and problems |
| 4. | Be able to demonstrate the acquired knowledge in the field of Hispanic American history of culture and literature of the nineteenth and the first half of the twentieth century orally and in writing in Spanish, in accordance with professional standards and conventions of academic writing |

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| **Content** |  |
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| 1. | Programmes of creation of national cultural identities in the nineteenth century as a dominant topic in national literatures. Distancing of Hispanic American literatures from Spanish, i.e. Peninsula literature as a role model. Specificities of individual national literatures. Awareness of Hispanic American artists at the beginning of the twentieth century with regard to potentials of their own cultural heritage. Specificities of Hispanic American avant-garde authors and their reception in Europe. Local vs. universal in narration. |
| 2. | The nineteenth century: establishment of new countries; war and literature going hand in hand. |
| 3. | Role of national literatures in the creation of national identities; political and ideological conflicts and turmoil. |
| 4. | Neoclassicism in poetry and Romanticism in novels. Discovery of the “American exotic” element owing to the European interest in pre-Columbian cultural heritage. |
| 5. | Blending of the folk, oral and scholarly tradition: gaucho poetry. Reading and interpretation of fragments: José Hernandez, Martín Fierro („Ida“). |
| 6. | The end of the nineteenth century. Domination of modernist sensibility. Reading and commenting on the text: Rubén Darío, „Azul“. |
| 7. | Creation of the new Hispanic American/Latin American movement: Rodó and Martí, „Ariel“ and „Nuestra América“ (reading and commenting on fragments); Justo Sierra and “mestizoism” of the Mexican culture. |
| 8. | Narrative prose: ascent of the novel; short story – paradigmatic genre of Hispanic American literature |
| 9. | The turn of the century: spirit of the new age, loss of faith in God, in Europe as a role model; replacement of faith by culture |
| 10. | Cosmopolitism and avant-garde of the 1920s and 1930s. European art discovers Hispanic America. |
| 11. | Regionalism and binary opposition civilisation/barbarism (civilisación/barbarie) in the narrative prose at the beginning of the twentieth century. Reading of fragments from the novel „Doña Bárbara“ by Rómulo Gallegos. |
| 12. | Types of novels: novels of Costumbrismo, novels on dictators, novels on the Mexican revolution, etc. Reading and interpretation of fragments from novels and short stories: Manuel Gutiérrez Nájera: „Después de las carreras“, Mariano Azuela: „Los de abajo“, Rómulo Gallegos: „Doña Bárbara“, J. Eustasio Rivera: „La vorágine“. |
| 13. | So-called “new Hispanic American novel” – when does it begin? History of the approach to the topic and how it is conditioned by the global market success of several authors. |
| 14. | Essayistic prose and national identities. Thematic coincidences of the essayistic and the narrative prose. Fragments: Juan Rulfo: „Pedro Páramo“, Guuillermo Cabrera Infante: „Tres tristes tigres“. |

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# Teachers

## Llamas Fernández, Pablo

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| **Academic degree** |  |
| **Title** | lector |
| **Organizational unit** | Department of Romance languages and literature - Spanish language |
| **CV** |  |
| Education:2011 Bachelor's Degree in Librarianship and Information Sciences at the Faculty of Humanities and Social Sciences, University of León2010 - 2012 Studied English Language and Literature at the University of Maine Fort Kent2017 Bachelor's Degree in Spanish Language and Literature at the Faculty of Humanities and Social Sciences, University of León2019 Master's Degree in Teaching of Spanish as a Foreign Language at the Faculty of Humanities and Social Sciences, National Distance Education University (UNED)Work experience:2017 - 2018: Spanish language teacher at a language school in ZagrebAt the Faculty of Foreign Languages, University of Tirana, Department of Spanish:2018 - 2020: Native lecturer of Spanish languageAt the Faculty of Humanities and Social Sciences, University of Zagreb, Department of Romanistics:2020 - 2021: Native lecturer of Spanish language |
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