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1. Advanced Communicative Skills in English 1

1. GENERAL INFORMATION				
1.1. Course teacher	Marija Andraka, PhD		1.6. Year of the study	3
1.2. Name of the course	Advanced Communicative Skills in English 1		1.7. ECTS credits	2
1.3. Associate teachers	Nikola Novaković		1.8. Type of instruction (number of hours L + E + S + e-learning)	0+0+30+e-learning
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.9. Expected enrolment in the course	45
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - students will use strategies of successful spoken communication (active listening, interaction, speaking) - students will be able to express their thoughts and opinions through discussion and debate in complex language situations - students will acquire the appropriate expressions necessary to make communication happen - students will continuously develop and raise language awareness - students will develop accuracy and fluency in using English (the expected level of communicative competence is C1 according to the CEFR) 			

2.2. Enrolment requirements and/or entry competences required for the course	n/a		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Students will:</p> <ul style="list-style-type: none"> - master the dictionary and phraseological corpus of English related to school, modern media, popular culture, child environment and childhood and early adolescence in general; - take responsibility for their own professional development and lifelong learning, analyse and evaluate their own work and their process of education and learning; - develop accuracy and fluency in written and oral communication in English at the C1 level according to the Common European framework of reference for languages. 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>On completing the course students will be able to:</p> <ul style="list-style-type: none"> - use strategies of successful spoken communication (active listening, interaction, speaking); - express their thoughts and opinions in complex language situations; - appropriately express their opinion on an issue or topic; - use appropriate expressions which are necessary to make communication happen; - continuously develop and raise their language awareness; - use English accurately and fluently (at C1 level according to the CEFR); - apply successful vocabulary memorizing strategies. 		
2.5. Course content (syllabus)	<p>The aim of the course is to cover selected topics from C1 materials and to complement them with authentic texts (from newspapers, magazines, literature) in order to develop communicative competence of students. Vocabulary is expanded through work on collocations, idioms and phrasal verbs. Discussion and debate are used in class in connection with the topics. Advanced grammar structures are dealt with in class through communicative activities (articles, word formation, prepositions, word order, conditional clauses and other). Part of the classes are dedicated to content thematically linked to teaching English in the primary classroom (education, ecology, health, food, clothes, sports, weather, plants and animals). Each student chooses two topics to present in class (as peer teaching) – one text and one grammar activity with accompanying tasks for students.</p>		
2.6. Format of instruction:	lectures	<u>independent assignments</u>	2.7. Comments:
	<u>seminars and workshops</u>	multimedia and the internet	

	exercises online in entirety partial e-learning field work	laboratory work with mentor <u>peer teaching</u> (other)							
2.8. Student responsibilities	Regular attendance and active participation - 30 hours Preparing presentations of two topics - 6 hours Homework and preparation for class - 9 hours Independent learning and preparing for exam - 15 hours								
2.9. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES</u>	NO
	Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	<u>YES</u>	NO
	Preliminary exam	YES	<u>NO</u>	Practical work	YES	<u>NO</u>	(other)	YES	NO
	Project	YES	<u>NO</u>	Written exam	<u>YES</u>	NO	ECTS credits (total)	2	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Selected passages from: Jones, L. (2002): New Progress to Proficiency, Cambridge: CUP.						1		
	Newbrook, J, Wilson, J. (2001): New Proficiency Gold. Harlow: Pearson Longman.						1		
	McCarthy, M. and F. O'Dell (2002): English Vocabulary in Use (Advanced). Cambridge: CUP.						1	pdf	
	Authentic language material: recent articles from newspapers and magazines, short passages from literary works							scan	
	Recent English monolingual dictionary								

	Grammar handbook		
2.11. Optional literature	Cambridge Certificate of Proficiency in English 1, 2, 3, 4 - Examination Papers from University of Cambridge ESOL Examinations. Cambridge: CUP		
2.12. Other (as the proposer wishes to add)	The course is held entirely in English.		

2. Advanced Communicative Skills in English 2

1. GENERAL INFORMATION				
1.1. Course teacher	Marija Andraka, PhD		1.6. Year of the study	4
1.2. Name of the course	Advanced Communicative Skills in English 2		1.7. ECTS credits	2
1.3. Associate teachers	Silvija Hanžić Deda		1.8. Type of instruction (number of hours L + E + S + e-learning)	0+0+30+e-learning
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.9. Expected enrolment in the course	45
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - students will use strategies of successful spoken communication (active listening, interaction, speaking) - students will be able to express their thoughts and opinions through discussion and debate in complex language situations 			

	<ul style="list-style-type: none"> - students will acquire the appropriate expressions necessary to make communication happen - students will continuously develop and raise language awareness - students will develop accuracy and fluency in using English (the expected level of communicative competence is C1 according to the CEFR)
2.2. Enrolment requirements and/or entry competences required for the course	n/a
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Students will:</p> <ul style="list-style-type: none"> - master the dictionary and phraseological corpus of English related to school, modern media, popular culture, child environment and childhood and early adolescence in general; - take responsibility for their own professional development and lifelong learning, analyse and evaluate their own work and their process of education and learning; - develop accuracy and fluency in written and oral communication in English at the C1 level according to the Common European framework of reference for languages.
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>On completing the course students will be able to:</p> <ul style="list-style-type: none"> - use strategies of successful spoken communication (active listening, interaction, speaking); - express their thoughts and opinions in complex language situations; - appropriately express their opinion on an issue or topic; - use appropriate expressions which are necessary to make communication happen; - continuously develop and raise their language awareness; - use English accurately and fluently (at C1 level according to the CEFR); - apply successful vocabulary memorizing strategies.
2.5. Course content (syllabus)	<p>The course is a continuation of the course <i>Advanced Communicative Skills in English 1</i> the students attended in semester 6. The aim of the course is to cover selected topics from C1 materials and to complement them with authentic texts (from newspapers, magazines, literature) in order to further develop communicative competence of students. Vocabulary is expanded through work on collocations, idioms and phrasal verbs. Discussion and debate are used in class in connection with the topics. Advanced grammar structures are dealt with in class through communicative activities (reported speech, reporting questions, articles, word formation, prepositions, mixed conditional clauses and other). Part of the classes are dedicated to a selection among the following topics: popular culture, people and relationships, leisure and lifestyle, society</p>

	and institutions. Each student chooses two topics to present in class (as peer teaching) – one text and one grammar activity with accompanying tasks for students.									
2.6. Format of instruction:	lectures	<u>independent assignments</u>					2.7. Comments:			
	<u>seminars and workshops</u>						multimedia and the internet			
	exercises	laboratory								
	online in entirety	work with mentor								
	partial e-learning	<u>peer teaching</u> (other)								
	field work									
2.8. Student responsibilities	Regular attendance and active participation - 30 hours									
	Preparing presentations of two topics - 6 hours									
	Homework and preparation for class - 9 hours									
	Independent learning and preparing for exam - 15 hours									
2.9. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>	
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES</u>	NO	
	Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	<u>YES</u>	NO	
	Preliminary exam	YES	<u>NO</u>	Practical work	YES	<u>NO</u>	(other)	YES	NO	
	Project	YES	<u>NO</u>	Written exam	<u>YES</u>	NO	ECTS credits (total)	2		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Selected passages from:						1			
	Jones, L. (2002): New Progress to Proficiency, Cambridge: CUP.									
Newbrook, J, Wilson, J. (2001): New Proficiency Gold. Harlow: Pearson Longman.						1				

	McCarthy, M. and F. O'Dell (2002): English Vocabulary in Use (Advanced). Cambridge: CUP.	1	pdf
	Authentic language material: recent articles from newspapers and magazines, short passages from literary works		scan
	Recent English monolingual dictionary		
	Grammar handbook		
2.11. Optional literature	Cambridge Certificate of Proficiency in English 1, 2, 3, 4 - Examination Papers from University of Cambridge ESOL Examinations. Cambridge: CUP		
2.11. Other (as the proposer wishes to add)	The course is held entirely in English.		

3. ELT Methodology: Culture in Teaching English to Young Learners

1. GENERAL INFORMATION				
1.1. Course teacher	Marija Andraka, PhD		1.6. Year of the study	5
1.2. Name of the course	ELT Methodology: Culture in Teaching English to Young Learners		1.7. ECTS credits	2
1.3. Associate teachers	Ivana Cindrić, PhD Silvija Hanžić Deda		1.8. Type of instruction (number of hours L + E + S + e-learning)	15+0+15+e-learning
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.9. Expected enrolment in the course	45
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e- learning (level 1, 2, 3),	1

			percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - to enable students to create materials for teaching culture to young learners of English as a foreign language; - to develop students' awareness of cultural symbols and ideas. and the ability of a positive critical approach to cultural diversity and differences.; - to empower students to create cross-curricular cultural activities and tasks for young learners of EFL. - to develop students' competence for using stories, rhymes, songs, and animation with young learners of EFL. 			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Having completed their tasks in the course, the students will:</p> <ul style="list-style-type: none"> - acquire knowledge of the developmental characteristics of young learners; - acquire awareness of teh importance to encourage a holistic development of children, taking into consideration the child's developmental characteristics, abilities, interests and the right to diversity; - be able to successfully teach classes in multicultural settings; - - understand and respect all the stakeholders in the educational process and be able to establish quality communication and to cooperate and work in a team; - acquire theoretical and practical knowledge from the area of culture and intercultural language learning at an early age and apply this knowledge in the teaching of English in the primary environment. 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Having completed the course, the students will:</p> <ul style="list-style-type: none"> - acquire knowledge of topics and materials appropriate for use in the foreign language classroom throughout primary education; - develop the ability to critically evaluate teaching materials containing cultural content; - develop the ability to establish criteria for selecting cultural topics relevant to young learners of EFL; - master the methodological, linguistic and grammatical principles of teaching culture to young learners; 			

	<ul style="list-style-type: none"> - be able to improve intercultural communicative skills of learners; - be able to implement teaching culture in a cross-curricular way; - be able to promote a positive climate and interest for different cultures in the classroom. 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1 Introduction: show and tell activity 2 Terminology: young learners, culture, intercultural language learning 3 Language and cultural identity; European identity 4 Cultural awareness and intercultural competence 5 Models of intercultural learning in EFL 6 Stereotypes and teaching English as a foreign language to young learners 7 A comparative approach to teaching culture in EFL – cultural similarities and differences (names, family names, holidays, etc.) 8 Culture in the primary EFL curriculum 9 An analysis of cultural topics in primary ELT coursebooks 10 Assessing intercultural competence 11 Teaching culture through literature (stories, rhymes, picture books and their use in the classroom) 12 Education for development 13 Education for peace and human rights; Children's rights 14 The role of source culture in teaching EFL to young learners 15 Conclusions; self-assessment, course evaluation 		
2.6. Format of instruction:	<u>lectures</u> <u>seminars and workshops</u> <u>exercises</u>	<u>independent assignments</u> multimedia and the internet laboratory	2.7. Comments:

	online in entirety <u>partial e-learning</u> field work	work with mentor <u>consultations</u> (other)							
2.8. Student responsibilities	Regular attendance and active participation - 30 hours Preparing for classes by reading required passages and following the media - 10 hours Preparing and delivering one presentation in class - 5 hours Preparing a culture lesson plan and presenting it in class - 5 hours Compiling the portfolio – 10 hours								
2.9. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES</u>	NO
	Essay	YES	<u>NO</u>	Seminar paper	YES	<u>NO</u>	Peer teaching	<u>YES</u>	NO
	Preliminary exam	YES	<u>NO</u>	Practical work	YES	<u>NO</u>	(Presentation in	<u>YES</u>	NO
	Project	YES	<u>NO</u>	Written exam	YES	<u>NO</u>	ECTS credits (total)	2	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Selected passages from: Byram, M.(ur.)(2003). Intercultural competence. Strasbourg: Council of Europe.						1		
	Brewster, J., Ellis, G. and D. Girard (2002) The Primary English Teachers Guide, London: Penguin Group.						1		
	Gill, S. and M.Čankova (2003) Intercultural Activities. Oxford Basics, Oxford: OUP.						1		
	Sampedro, R. i Hillyard, S. (2008). Global Issues (ur. Alan Maley). Oxford: Oxford University Press.						1		
	Tomalin, B., Stempleski, S. (1993). Cultural awareness. Oxford: Oxford University Press.						1		

	Huber-Kriegler, M., Lazar I.& Strange,J. (2003) Mirrors and Windows - An intercultural communication textbook , Graz: Council of Europe.	10	
2.11. Optional literature	<p>Andraka, M. (2020). Strani jezik, udžbenik i kultura. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</p> <p>Andraka, M., Petravić, A. (2007). Razvoj interkulturalne kompetencije u osnovnoškolskoj nastavi stranih jezika. U : Dijete i jezik danas - Zbornik radova s međunarodnoga stručnog skupa. Čakovec-Osijek, 27-48.</p> <p>Antunac, M. (2004) Pripovijetka u nastavi anglosaksonske kulture i civilizacije.- U: Strani jezici 33(1-2). Storyworks, časopis</p> <p>Čudina-Obradović, M. i D. Težak (1995). Mirotvorni razred : priručnik za učitelje o mirotvornom odgoju. Zagreb: Znamen.</p> <p>Deardorff , D. K. (2006). Identification and Assessment of Intercultural Competence. Journal of Studies in International Education 10 (3), 241-266.</p> <p>Petravić, A. (2016). Međukulturna kompetencija u nastavi stranih jezika: od teorijskih koncepata do primjene. Zagreb: Školska knjiga</p> <p>Phillips, D., Burwood, S. and H. Dunford (1999) Projects with Young Learners, Oxford: OUP.</p> <p>Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. Annual Review of Applied Linguistics 24, 209-239.</p> <p>Vickov, G. (2016.) Hrvatska kultura u učenju stranog jezika.Zagreb: Hrvatska sveučilišna naklada/Filozofski fakultet u Splitu..</p>		
2.12. Other (as the proposer wishes to add)	The course is held entirely in English.		

2. Introduction to cultural studies

1. GENERAL INFORMATION			
1.1. Course teacher	Marija Andraka, PhD	1.6. Year of the study	2
1.2. Name of the course	Introduction to cultural studies	1.7. ECTS credits	4
1.3. Associate teachers	Silvija Hanžić Deda	1.8. Type of instruction (number of hours L + E + S + e-learning)	30+0+30+e-learning

	Nikola Novaković			
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.9. Expected enrolment in the course	45
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e- learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Students will become acquainted with the essence of cultural studies, the institutions, organisations and social categories involved in culture and civilisation.</p> <p>They will be able to grasp the causes and consequences of the development of modern society.</p> <p>They will master the terminology and specific linguistic features related to the course.</p> <p>They will develop the ability to use a positive critical approach when dealing with cultural differences.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Students will:</p> <ul style="list-style-type: none"> - be able to successfully teach classes in multicultural settings - acquire theoretical and practical cultural and intercultural knowledge and know how to apply that knowledge in teaching English - acquire the knowledge and skills necessary to carry out research, professional, and scientific work in the field of culture and in other areas related to teaching English as a foreign language - be able to plan, carry out and evaluate English language teaching and corresponding extracurricular activities at primary school level - understand and respect all the stakeholders in the educational process and be able to establish quality communication and acquire cooperative and teamwork skills 			

<p>2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>On completing the course students will:</p> <ul style="list-style-type: none"> - be able to apply knowledge of sociocultural similarities and differences between their own country and the countries whose language they learn, respect them and be able to apply that knowledge in new situations and contexts - become familiar with basic cultural topics and the relationship between culture and sociopolitical, educational, creative and other aspects of life in a particular milieu - be able to recognize and critically reflect on cultural and political aspect of various cultures in interaction - be able to use knowledge of sociocultural specificities of linguistic and non-linguistic communication and adapt it to intercultural communication by using appropriate models of behaviour in familiar situations and by trying out new models of behaviour in new, unfamiliar situations - have developed the awareness of the need to implement tolerant and emphatic behaviour in contacts with persons from different cultures as well as the awareness of the existence of stereotypes and prejudice and of the need to deconstruct them - be able to independently apply various strategies to sustain and re-establish interrupted communication and to avoid and/or overcome misunderstandings, including identifying and recognizing stereotypes and prejudices both about their own culture and other cultures - have developed awareness of the influence of their own culture on the perception of own and other cultures, awareness of the cultural condition of communicative and cultural patterns, and of the variety, changes and development as important elements of cultures - be able to encourage pupils' development of the awareness of harmful hasty generalizations and stereotypes
<p>2.5. Course content (syllabus)</p>	<ol style="list-style-type: none"> 1 Culture and civilisation – definitions, terminological nuances – similarities and differences; high-context vs. low-context cultures; big C and little c 2 Types of identity; cultural identity 3. Language, culture and society 4 Cultural differences – intercultural communication, culture shock and culture bumps 5 Globalisation – positive and negative aspects, effect of globalization on culture 6 Globalisation and language; English as a language of international communication – English as a lingua franca, the role of culture in ELF 7 Norms; political correctness and taboos 8 Cultural stereotypes and cultural awareness

	<p>9 Popular culture; minorities and subcultures</p> <p>10 The United Nations Organisation, the role of UNESCO</p> <p>11 Human rights and civil rights</p> <p>12 Food and culture (glocalisation, McDonaldisation, celebrity chefs)</p> <p>13 Influence of food on cultural events through history (e.g. slavery, the Boston TeaParty, the Salt March, and other)</p> <p>14 Democracy; classical democracy and modern democracy; civil society and individual freedoms</p> <p>15 History of Europe; the European Union, Cultural activities in the EU</p>								
2.6. Format of instruction:	<u>lectures</u> <u>seminars and workshops</u> <u>exercises</u> online in entirety <u>partial e-learning</u> field work	<u>independent assignments</u> multimedia and the internet laboratory work with mentor <u>consultations</u> (other)	2.7. Comments:						
2.8. Student responsibilities	Regular attendance and active participation - 60 hours Preparing for classes by reading required passages and following the media - 15 hours Preparing and delivering one presentation in class and writing a paper on the same topic - 15 hours Independent learning and preparing for exam - 30 hours								
2.9. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	<u>NO</u>	Oral exam	YES	<u>NO</u>
	Experimental work	YES	<u>NO</u>	Report	YES	<u>NO</u>	Homework	<u>YES</u>	NO
	Essay	YES	<u>NO</u>	Seminar paper	<u>YES</u>	NO	Peer teaching	<u>YES</u>	NO
	Preliminary exam	YES	<u>NO</u>	Practical work	YES	<u>NO</u>	(Presentation in	<u>YES</u>	NO
	Project	YES	<u>NO</u>	Written exam	<u>YES</u>	NO	ECTS credits (total)	4	

	Title	Number of copies in the library	Availability via other media
2.10. Required literature (available in the library and/or via other media)	Selected passages from:		
	Byram, M.(ur.)(2003). Intercultural competence. Strasbourg: Council of Europe.	1	
	Kramsch, C. (1998). Language and Culture. Oxford: Oxford University Press.	1	
	Sampedro, R. and S. Hillyard (2004) Global Issues, Oxford: OUP.	1	
	Tomalin, B. and S. Stempleski, (2003) Cultural Awareness, OUP.	1	
2.11. Optional literature	<p>Andraka, M. (2020). Strani jezik, udžbenik i kultura. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</p> <p>Andraka, M. & Petravić, A. (2007). Razvoj interkulturalne kompetencije u osnovnoškolskoj nastavi stranih jezika. U : Dijete i jezik danas - Zbornik radova s međunarodnoga stručnog skupa. Čakovec-Osijek, str. 27-48.</p> <p>Čudina-Obradović, M. & Težak, D. (1995). Mirotvorni razred : priručnik za učitelje o mirotvornom odgoju. Zagreb: Znamen.</p> <p>Fountain, S. (1999). Education for Development: A Teacher's Resource for Global Learning, UNICEF.</p> <p>Graddol, D. (2006). English Next. The British Council. URL: http://www.britishcouncil.org/learning-research-english-next.pdf</p> <p>Hall, J. K. (2002) Teaching and Researching Language and Culture. London: pearson Longman.</p> <p>Ingelhart, R. & Norris P. (2003). Rising Tide: Gender Equality and Cultural Change around the World, Cambridge, Cambridge University Press.</p> <p>Kramsch, C. (1994). Context and Culture in Language Teaching, Oxford:OUP.</p> <p>Lázár, I. (2003). Incorporating intercultural communicative competence in language teacher education. Strasbourg: Council of Europe Publishing.</p> <p>Petravić, A. (2010). Udžbenik stranog jezika kao mjesto susreta kultura: slike stranoga i vlastitoga u hrvatskim udžbenicima njemačkog jezika. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu/Školska knjiga.</p> <p>Spencer-Oatey, Helen (2008). Culturally Speaking : Managing Rapport through talk across Cultures. London: Continuum.</p>		

	Valdes, J.M. (2001). Culture Bound (P.170-178). UK: Cambridge University Press.
2.12. Other (as the proposer wishes to add)	The course is held entirely in English.

3. Encouraging of child's music creativity

1. GENERAL INFORMATION				
1.1. Course teacher	PhD. Blaženka Bačlija Sušić, Assistant professor		1.6. Year of the study	First year
1.2. Name of the course	Encouraging of child's music creativity		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	1+0+1
1.4. Study programme (undergraduate, graduate, integrated)	Graduate study		1.9. Expected enrolment in the course	90
1.5. Status of the course	mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Exploring ways of encouraging musical creativity in preschool children			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the programme to	Knowledge grounding in the profession: decision making, critical and self-critical ability and problem-solving ability Openness to different ways of creative expression Adoption of new learning skills as a prerequisite for lifelong learning (informal, formal)			

which the course contributes			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Understanding the structure and purpose of educational systems and trends in the education of early and preschool children</p> <p>Competences of educators for conducting activities to encourage preschool children's musical creativity</p> <p>Ways of encouraging children's musical creativity</p> <p>Spontaneous improvisation as a basic form of children's musical creativity</p> <p>Activity of listening, imitating and recognition of sounds</p> <p>Body percussion as child's creative way of expression</p> <p>Encouraging children's musical creativity through the so-called activity of <i>Small Orchestra</i></p> <p>Sung and rhythmic speech as the way of child's creative expression</p> <p>Encouraging musical creativity through activities of asking musical questions and completing unfinished musical phrases</p> <p>A child's creative singing as a spontaneous creative expression</p> <p>Activity of improvising a melody on existing verses and designing a text on an existing melody</p> <p>Sound story, fairy tale, fable and song as a way to encourage children's musical creativity</p> <p>Listening to music with dance and/or artistic expression as a child's creative expression</p> <p>Planning and practical implementation of research activities on different ways of encouraging children's musical creativity in kindergarten</p> <p>Evaluation and presentation of conducted research</p>		
2.5. Course content (syllabus)			
2.6. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work	independent assignments multimedia and the internet laboratory work with mentor (other)	2.7. Comments:
2.8. Student responsibilities	Regular attendance at lectures and active participation in classes for 15 hours (0.5 ECTS)		

	Regular seminar attendance and active participation 15 hours (0.5ECTS) Independent implementation of activities in kindergarten that integrates different ways of encouraging children's musical creativity (1 ECTS) Presentation of results through seminars (1 ECTS) Total: 3 ECTS credits									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)			
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Gospodnetić, H. (2015.) Metodika glazbene kulture za rad u dječjim vrtićima 1 i 2						DA			
	Bačlija Sušić, B. (2016). Spontana improvizacija kao sredstvo postizanja samoaktualizacije, optimalnih i vrhunskih iskustava u glazbenoj naobrazbi. Školski vjesnik, 65 (1), 95-115.							DA		
	Bačlija Sušić, B. (2018). Dječje glazbeno stvaralaštvo: stvaralački i autotelični aspekt. Metodčki ogledi, 25 (1), 63-83.							DA		
	Bačlija Sušić, B. i Županić Benić, M. (2018). Preschool Teachers' Sensibility in Music and Visual Arts as a Foundation for Encouraging Creative Expression in Children. Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 20, Sp. Ed.3; 9							DA		
	Mayesky, M. (2009). Creative activities for Young Children, Ninth Edition. Delmar: Cengage Learning							DA		
	Blackburn, C. (2016). Communicative musicality: sound, pulse and rhythm in music and language. Birmingham city University							DA		
2.11. Optional literature	Burnard, P., & Murphy, R. (2017). Teaching music creatively. Routledge.									

2.12. Other (as the proposer wishes to add)	Rogers, S. (Ed.). (2010). Rethinking play and pedagogy in early childhood education: Concepts, contexts and cultures. Routledge.
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3. Instrumental accompaniment with singing 1

1. GENERAL INFORMATION				
1.1. Course teacher	PhD. Blaženka Bačlija Sušić, Assistant professor		1.6. Year of the study	2
2.1. Name of the course	Instrumental accompaniment with singing 1		1.7. ECTS credits	1
3.1. Associate teachers	dr.sc. Jelena Blašković, lecturer Branimir Magdalenić, senior lecturer Igor Peteh, senior lecturer		1.8. Type of instruction (number of hours L + E + S + e-learning)	0+2+0
4.1. Study programme (undergraduate, graduate, integrated)	Undergraduate university Study of Early and Preschool Education Zagreb, Čakovec Petrinja		1.9. Expected enrolment in the course	15
5.1. Status of the course	compulsory	optional	1.10. Level of application of e- learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	Developing playing and singing skills and abilities in order to practically perform music in the educational process in working with children of early and preschool age.			
2.2. Enrolment requirements	Passed exam from the Piano 2 course			
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding and developing the professional identity of the preschool teacher and acting in accordance with ethical norms and the professional code. Awareness of the need to encourage the holistic development of the child.			

2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Application of acquired knowledge and skills for conducting musical activities in the immediate educational process in working with children of early and preschool age. Ability to adapt the practice of craft education to the specifics of the individual development of the child, through the educational and cultural context of the early and preschool curriculum.										
2.5. Course content (syllabus)	Introduction to harmony. Intervals Major degrees in the scale. Common chords and their inversions. Easy harmonization of songs for children of younger and middle age group based on the main stages. Major cadence up to 4 signs. Minor cadence up to 2 signs. Major scales up to 4 signs. Combining vocal and instrumental expression in interpretation, individually and in a group.										
2.6. Format of instruction	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching				hands on assignments multimedia and network lab mentorship (other)			2.7. Comments			
2.8. Student responsibilities											
2.9. Monitoring students' work	Class attendance		YES	Research			NO	Oral exam		YES	
	Experimental work		NO	Report			NO	(other)			NO
	Essay		NO	Paper work			NO	(other)			NO
	Midterm exam		NO	Practical assignment		YES	(other)			NO	
	Project		NO	Test paper		NO	Number of ECTS points (total)		1		
2.10. Required literature	TITLE						Available in library	Available through other media /resources			

(available in the library and/or via other media)	Nikolajew, A. (1989). Die Russische Klavierschule, Bd.1. i 2. Hamburg: Sikorski		
	John Thompson's Adult Piano Course: Book 1. i 2. Willis Music		
	Peteh, I. Sviranka I., recenzirani priručnik, zbirka skladbi za klavir ili synthesizer za djecu preškolske dobi i studente odgojiteljskih studija. Zagreb 2015		
	Gospodnetić, Novosel i Blašković (2010). Skripta: Sviranje i pjevanje za predškolski odgoj. Učiteljski fakultet		
	Kraljić, J.(2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet		
2.11. Optional literature	Mioč, D. (1997). Mala početnica za klavir. Zagreb: Targa.		
2.12. Other (suggestions)			

3. Instrumental accompaniment with singing 2

1. GENERAL INFORMATION			
1.1. Course teacher	PhD. Blaženka Bačlija Sušić, Assistant professor	6.1. Year of the study	3
1.2. Name of the course	Instrumental accompaniment with singing 2	7.1. ECTS credits	1
1.3. Associate teachers	dr.sc. Jelena Blašković, lecturer Branimir Magdalenić, senior lecturer Igor Peteh, senior lecturer	8.1. Type of instruction (number of hours L + E + S + e-learning)	0+1+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate university Study of Early and Preschool Education Zagreb	9.1. Expected enrolment in the course	15
1.5. Status of the course	compulsory optional	10.1. Level of application of e-learning (level 1, 2, 3),	

				percentage of online instruction (max. 20%)					
2. COURSE DESCRIPTION									
1.1. Course objectives	Developing playing and singing skills and abilities in order to practically perform music in the educational process in working with children of early and preschool age.								
2.1. Enrolment requirements	Passed exam in the course Instrumental Accompaniment with Singing 1								
3.1. Learning outcomes at the level of the programme to which the course contributes	Understanding and developing the professional identity of the preschool teacher, and acting in accordance with ethical norms and the professional code. Awareness of the need to encourage the holistic development of the child.								
4.1. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	The use of different forms of musical expression in the curricula of early and preschool education. Ability to adapt the musical practice of early and preschool education to the specifics of the individual development of the child in the educational and cultural context.								
5.1. Course content (syllabus)	Harmonization of larger-scale songs for older children, common chords of major degrees. Major - cadence up to 4 signs. Minor - cadence up to 2 signs. Major - scales up to 4 signs. Minor - scales up to 2 signs. Independence in performance: playing and singing. Recognize the needs of children, and in accordance with their age, abilities, interests and preferences, choose appropriate musical content for them. Analysis, comparison and experimental introduction of new music content.								
6.1. Format of instruction	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching		hands on assignments multimedia and network lab mentorship (other)	7.1. Comments					
8.1. Student responsibilities	Regular class attendance and active participation: 15 school hours Regular preparation for classes, exercise: čča								
9.1. Monitoring students' work	Class attendance	YES		Research		NO	Oral exam	YES	
	Experimental work		NO	Report		NO	(other)		NO
	Essay		NO	Paperwork		NO	(other)		NO

	Midterm exam		NO	Practical assignment	YES		(other)		NO
	Project		NO	Test paper		NO	Number of ECTS points (total)	1	
2.10. Required literature (available in the library and/or via other media)	TITLE						Available in library	Available through other media /resources	
	Nikolajew, A. (1989). Die Russische Klavierschule, Bd.1. i 2. Hamburg: Sikorski							DA	
	John Thompson's Adult Piano Course: Book 1. i 2. Willis Music							DA	
	Peteh, I. Sviranka I., recenzirani priručnik, zbirka skladbi za klavir ili synthesizer za djecu preškolske dobi i studente odgojiteljskih studija. Zagreb 2015						DA		
	Gospodnetić, Novosel i Blašković (2010). Skripta: Sviranje i pjevanje za predškolski odgoj. Učiteljski fakultet							DA	
	Kraljić, J.(2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet							DA	
2.11. Optional literature	Mioč, D. (1997). Mala početnica za klavir. Zagreb: Targa.								
2.12. Other (suggestions)									

3. Methods of Preschool Music Education 1

1. GENERAL INFORMATION			
1.1. Course teacher	PhD. Blaženka Bačlija Sušić, Assistant professor	1.6. Year of the study	3.
1.2. Name of the course	Methods of Preschool Music Education 1	1.7. ECTS credits	4

1.3. Associate teachers	Josipa Kraljić, senior lecturer Branimir Magdalenić, senior lecturer dr.sc. Jelena Blašković, lecturer Vesna Brebrić, mag. praesc. educ.		1.8. Type of instruction (number of hours L + E + S + e-learning)	2+1+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate university Study of Early and Preschool Education		1.9. Expected enrolment in the course	80 Zagreb, Petrinja i Čakovec 30
1.5. Status of the course	compulsory	optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	To develop students' musical skills and knowledge for the practical implementation of musical activities in the immediate educational process in working with children of early and preschool age.			
2.2. Enrolment requirements	Passed subject exams: Music culture, Instrument 1 and Instrument 2.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding and developing the professional identity of the preschool teacher, and acting in accordance with ethical norms and the professional code. Awareness of the need to encourage the holistic development of the child.			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Ability to adapt the practice of craft education to the specifics of the individual development of the child, through the educational and cultural context of the early and preschool curriculum. Application and understanding of basic didactic principles in the field of Music Education. Knowledge and differentiation of basic types (forms) of music activities within the methodology of music education. Application of acquired knowledge and skills for conducting musical activities in the immediate educational process in working with children of early and preschool age.			
2.5. Course content (syllabus)	Basics of music education methodology in kindergartens. Basic instructions for singing with children. Preschool teachers' preparing activities. Types (forms) and contents of music activities. Work styles in music activity. Methodical procedures in the activities of getting to know / adopting songs, nursery rhymes and active music listening.			

	Selection of music literature (playlist). Body percussion and playing with percussions. Listening to music with movement and dancing. Singing games.									
2.6.Format of instruction	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching			hands on assignments multimedia and network lab mentorship (other)			2.7. Comments			
2.8. Student responsibilities										
2.9. Monitoring students' work	Class attendance	YES		Research		NO	Oral exam	YES	NO	
	Experimental work		NO	Report		NO	(other)		NO	
	Essay		NO	Paperwork		NO	(other)		NO	
	Midterm exam		NO	Practical assignment	YES		(other)		NO	
	Project		NO	Test paper	YES		Number of ECTS points (total)	4		
2.10.Required literature (available in the library and/or via other media)	TITLE						Available in library	Available through other media /resources		
	Gospodnetić,H. (2015.) Metodika glazbene kulture za rad u dječjim vrtićima 1 i 2						YES			
	Marić,LJ.,Goran,LJ.(2012.) Zapjevajmo radosno, priručnik za odgojitelje, studente i roditelje, Zagreb: Gloden Marketing-Tehnička knjiga						YES			
	Kraljić, J.(2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet							YES		
	Bačlija Sušić, B. (2016). Temeljni aspekti kognitivnih modela djetetova glazbenog razvoja. Napredak, 157 (1/2), 33-53.							YES		
	Bačlija Sušić, B. (2018). Preschool Teachers' Music Competencies Based on Preschool Education Students' Self-Assessment. Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 20, Sp.Ed.1; 113-129.							YES		

	Bačlija Sušić, B. (2016). Samoaktualizacija, optimalna i vrhunska iskustva kroz spontanu improvizaciju u glazbenoj naobrazbi. Školski vjesnik 65 (1)		
	Bačlija Sušić, B. (2017). Music Education for Every Child - Idea or reality ? Revija za elementarno izobraževanje, 10 (1), str. 85-97.		
	Bačlija Sušić, B. (2013). Sinkretizam u kontekstu spontane improvizacije u klavirskoj poduci. U Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 3: interdisciplinarni pristup glazbi: istraživanje, praksa i obrazovanje Vidulin-Orbanić, Sabina (ur		
	Bačlija Sušić Blaženka(2018). Dječje glazbeno stvaralaštvo: stvaralački i autotelični aspekt. Metodčki ogledi 25(1), 63-85.		
	Bačlija Sušić, B. i Županić Benić, Marijana (2018). Preschool Teachers' Sensibility in Music and Visual Arts as a Foundation for Encouraging Creative Expression in Children. <i>Croatian Journal of Education : Hrvatski časopis za odgoj i obrazovanje</i> , 20.Sp.Ed.3; 93-105		
	Bačlija Sušić, B., Habe, K i Kudek Mirošević, J. (2019). The role of improvisation in higher music education. U: ICERI 2019, Proceedings 12th international conference of education, research and innovation. Gómez Chova, L. ; López Martínez, A. ; Candel Tor (p. 4473-4482)		
2.11. Optional literature	Sam,R. (1998.) Glazbeni doživljaj u odgoju djeteta, Rijeka: Glosa, d.o.o.		
2.12. Other (suggestions)	Snježana Dobrota (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet u Splitu Denac, O.(2011.) Z igro v čarobni svet glasbe. Ljubljana: Mladinska knjiga Borota, B.(2013.) Glasbene dejavnosti in vsebine. Koper: Univerzitetna založba Annales		

3. Methods of Preschool Music Education 2

1. GENERAL INFORMATION			
1.1. Course teacher	PhD. Blaženka Bačlija Sušić, Assistant professor	1.6. Year of the study	3.
1.2. Name of the course	Methods of Preschool Music Education 2	1.7. ECTS credits	2

1.3. Associate teachers	Josipa Kraljić, senior lecturer Branimir Magdalenić, senior lecturer Vesna Brebrić, mag. praesc. educ.		1.8. Type of instruction (number of hours L + E + S + e-learning)	1+2+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate university Study of Early and Preschool Education		1.9. Expected enrolment in the course	80 Zagreb, Petrinja i Čakovec 30
1.5. Status of the course	compulsory	optional	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	To develop students' musical skills and knowledge for the practical implementation of musical activities in the immediate educational process in working with children of early and preschool age.			
2.2. Enrolment requirements	Passed exam in Music culture, Instrument 1, Instrument 2, Instrumental accompaniment with singing 1, Methods of Preschool Music Education 1			
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding and developing the professional identity of the preschool teacher and acting in accordance with ethical norms and the professional code. Awareness of the need to encourage the holistic development of the child.			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Application of acquired knowledge and skills for conducting musical activities in the immediate educational process in working with children of early and preschool age. Ability to adapt the practice of craft education to the specifics of the individual development of the child, through the educational and cultural context of the early and preschool curriculum. The use of different forms and ways of children's musical expression in the curricula of ECE.			
2.5. Course content (syllabus)	Passive listening to music. Active listening to music - movement and dance. Practical use of applications and puppets in the implementation of musical activities. Percussion activities. Choreography with music listening activity. Encouraging children's musical creativity. Recognition of musically gifted children in early and preschool age.			

2.6. Format of instruction	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching			hands on assignments multimedia and network lab mentorship (other)			2.7. Comments			
2.8. Student responsibilities										
2.9. Monitoring students' work	Class attendance	YES		Research		NO	Oral exam	YES	NO	
	Experimental work		NO	Report		NO	(other)		NO	
	Essay		NO	Paperwork		NO	(other)		NO	
	Midterm exam		NO	Practical assignment	YES		(other)		NO	
	Project		NO	Test paper	YES		Number of ECTS points (total)	2		
2.10. Required literature (available in the library and/or via other media)	TITLE						Available in library	Available through other media /resources		
	Gospodnetić,H. (2015.) Metodika glazbene kulture za rad u dječjim vrtićima 1 i 2						YES			
	Marić,LJ.,Goran,LJ.(2012.) Zapjevajmo radosno, priručnik za odgojitelje, studente i roditelje, Zagreb: Gloden Marketing-Tehnička knjiga						YES			
	Kraljić, J.(2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet							YES		
	Bačlija Sušić, B. i Fišer, N. (2016). Obogaćivanje glazbenog doživljaja i izražaja djece rane i predškolske dobi tradicijskim stvaralaštvom. Nova prisutnost, 14 (1), 107-124.							YES		
	Bačlija Sušić, B. i Svalina, V. (2018). Competences of Educators and Teachers to Recognize and Develop Musical Talent. U: Challenges of Working with Gifted Pupils in European School Systems, Herzog, J. (ur.), (str. 25-43). Hamburg: Verlag Dr. Kovač.							YES		

2.11. Optional literature	Goodkin, D. (2013). Play, Sing & Dance: An introduction to Orff Schulwerk, Miami, USA: Schott Music Corporation. Borota, B. (2013.) Glasbene dejavnosti in vsebine. Koper: Univerzitetna založba Annales Denac, O.(2011.) Z igro v čarobni svet glasbe. Ljubljana: Mladinska knjiga		
2.12. Other (suggestions)			

3. Piano-1/Instrument-1

1. GENERAL INFORMATION				
1.1. Course teacher	PhD. Blaženka Bačlija Sušić, Assistant professor		1.6. Year of the study	1.
1.2. Name of the course	Piano-1/Instrument-1		1.7. ECTS credits	1
1.3. Associate teachers	Igor Peteh, senior lecturer Branimir Magdalenić, senior lecturer PhD. Jelena Blašković Marija Alapić		1.8. Type of instruction (number of hours L + E + S + e-learning)	0+2+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate university study of Early and Preschool Education		1.9. Expected enrolment in the course	15
1.5. Status of the course	mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Adopting playing skills and knowledge in order to perform music literature in working with preschool children. Practical use of the instrument in working with preschool children.			

2.2. Enrolment requirements and/or entry competences required for the course	n/a		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Demonstrating abilities for different forms of artistic expression and action in the context of musical literacy.</p> <p>Awareness of the need to encourage the complete development of the child through musical activities.</p>		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Developing knowledge and skills of playing an instrument for the purpose of acquiring musical content in working with preschool children.</p> <p>Application of acquired knowledge and skills of playing an instrument in conducting musical activities in working with preschool children.</p> <p>Independent research and application of new content suitable for preschool children.</p>		
2.5. Course content (syllabus)	<p>Basic theoretical knowledge required for playing the piano. Hand posture, body posture, preparatory motor exercises.</p> <p>Basic ways of creating tone and melody: legato, staccato, non legato.</p> <p>Read notes alphabetically and play simple melodies.</p> <p>Scales: C major; G major, D major; A major; E major; F major; B major; in D minor - all in the first octave.</p> <p>Playing simple songs with chordal accompaniment of the main degrees.</p> <p>Correlation of the content of the courses Music Education, Methodology of Music Education and Piano.</p>		
2.6. Format of instruction:	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching partial e-learning field work	hands on assignments multimedia and network lab mentorship (other) (other)	2.7. Comments:
			Awareness of the need for continuous work on instrument throughout the semester.

2.8. Student responsibilities	Regular class attendance and active participation: 30 hours									
2.9. Monitoring student work	Class attendance	YES		Research	YES		Oral exam	YES		
	Experimental work	YES		Report		NO	(other)			NO
	Essay		NO	Seminar paper		NO	(other)			NO
	Midterm exam	YES		Practical work	YES		(other)			NO
	Project	YES		Written exam		NO	ECTS credits (total)			1
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Nikolajew, A. (1989). Die Russische Klavierschule, Bd.1. Hamburg: Sikorski							DA		
	Peteh, I. Sviranka I. Recenzirani priručnik, zbirka skladbi za klavir ili synthesizer za djecu predškolske dobi i studente odgojiteljskih studija. Zagreb 2015						DA			
	John Thompson's Adult Piano Course: Book 1. Willis Music							DA		
	Gospodnetić, Novose i Blašković (2010). Skripta: Sviranje i pjevanje za predškolski odgoji. Učiteljski fakultet							DA		
	Kraljić, J. (2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet						DA			
2.11. Optional literature	Bačlija Sušić, B. i Blašković, J. (2017). Poticanje kreativnosti u nastavi glazbe kod studenata odgojiteljskog studija. U: S. Vidulin (ur.) Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 5, zbornik radova (str. 89-102), Sveučilište Jurja Dobrile u Puli. Bačlija Sušić, B. (2012). Akcijsko istraživanje improvizacije u individualnoj nastavi klavira. Tonovi: časopis glazbenih i plesnih pedagoga, 60 (2), 25-58.									
2.12. Other (as the proposer wishes to add)										

3. Piano-2/Instrument-2

1. GENERAL INFORMATION				
1.1. Course teacher	PhD. Blaženka Bačlija Sušić, Assistant professor		1.6. Year of the study	2.
1.2. Name of the course	Piano-2/Instrument-2		1.7. ECTS credits	1
1.3. Associate teachers	Igor Peteh, senior lecturer Branimir Magdalenić, senior lecturer PhD. Jelena Blašković Marija Alapić		1.8. Type of instruction (number of hours L + E + S + e-learning)	0+2+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate university study of Early and Preschool Education		1.9. Expected enrolment in the course	15
1.5. Status of the course	mandatory	elective	1.10. Level of application of e- learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	Continuity in adopting playing skills and knowledge in order to perform music literature in working with preschool children. Practical use of the instrument in working with preschool children.			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the	Demonstrating abilities for different forms of artistic expression and action in the context of musical literacy.			

programme to which the course contributes	Awareness of the need to encourage the complete development of the child through musical activities.		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Knowledge, understanding and connection of all adopted musical concepts.</p> <p>Classification of content by style and form.</p> <p>Mastering complex compositions and motor movements.</p> <p>Solving and analyzing new content and adapting it to work with children.</p> <p>Triads, triads' inversions and their application in song harmonization.</p> <p>Dominant quartet, description and application.</p>		
2.5. Course content (syllabus)	<p>Systematic work on exercises from piano school.</p> <p>Playing technique: non legato, legato, staccato and portato.</p> <p>Major cadence up to 4 signs.</p> <p>Major scales up to 4 signs.</p> <p>Playing song tunes for kids.</p> <p>Main degree common chords and their inversions.</p> <p>Harmonization of songs for younger children and coding of the melody.</p> <p>Playing harmonized songs with chordal accompaniment.</p>		
2.6. Format of instruction:	lectures seminars and workshops practical activities online (100%) mixed e-learning field teaching partial e-learning field work	hands on assignments multimedia and network lab mentorship (other) (other)	2.7. Comments:
			Awareness of the need for continuous work on instrument throughout the semester.

2.8. Student responsibilities										
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam	YES		
	Experimental work		NO	Report		NO	(other)		NO	
	Essay		NO	Seminar paper		NO	(other)		NO	
	Preliminary exam		NO	Practical work	YES		(other)		NO	
	Project		NO	Written exam		NO	ECTS credits (total)		1	
2.10. Required literature (available in the library and/or via other media)	Title						Available in library	Availability via other media		
	Nikolajew, A. (1989). Die Russische Klavierschule, Bd.1. Hamburg: Sikorski							DA		
	Peteh, I. Sviranka I. Recenzirani priručnik, zbirka skladbi za klavir ili synthesizer za djecu predškolske dobi i studente odgojiteljskih studija. Zagreb 2015						DA			
	John Thompson's Adult Piano Course: Book 1. Willis Music							DA		
	Gospodnetić, Novose i Blašković (2010). Skripta: Sviranje i pjevanje za predškolski odgoji. Učiteljski fakultet							DA		
	Kraljić, J. (2017.) Skripta: Pjesmom kroz igru, Učiteljski fakultet						DA			
2.11. Optional literature	Bačlija Sušić, B. i Blašković, J. (2017). Poticanje kreativnosti u nastavi glazbe kod studenata odgojiteljskog studija. U: S. Vidulin (ur.) Glazbena pedagogija u svjetlu sadašnjih i budućih promjena 5, zbornik radova (str. 89-102), Sveučilište Jurja Dobrile u Puli. Bačlija Sušić, B. (2012). Akcijsko istraživanje improvizacije u individualnoj nastavi klavira. Tonovi: časopis glazbenih i plesnih pedagoga, 60 (2), 25-58.									
2.12. Other (as the proposer wishes to add)										

3. Creative teaching activities 1

1. GENERAL INFORMATION				
1.1. Course teacher	Ivana Cindrić, PhD		1.6. Year of the study	1
1.2. Name of the course	Creative teaching activities 1		1.7. ECTS credits	2
1.3. Associate teachers	Silvija Hanžić-Deda		1.8. Type of instruction (number of hours L + E + S + e-learning)	0+0+30
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.9. Expected enrolment in the course	50
1.5. Status of the course	mandatory		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>To become acquainted with ways of creative expression using the corpus of authentic texts (rhymes, songs, games) appropriate for encouraging strategies and skills of creative thought and language creativity, communicative language skills, emotional intelligence and cognitive development in general among children of lower and upper primary school age.</p> <p>To raise awareness of the inseparability of language and culture and skill in mediating to children the readiness to accept differences and communicate in an intercultural context.</p>			

	<p>To gain knowledge from the educational sciences regarding work with children for the purpose of encouraging childrens language and literary development.</p> <p>To raise awareness of importance of encouraging creative expression of children (of lower primary and upper primary age) for a harmonious growth and development and contribution of the creativity of the teacher to the quality of the educational process.</p> <p>To develop the skill to encourage an enviroment conducive to acquiring English language, early language and literary development and development of positive attitudes towards learning other langauges.</p> <p>To develop the skill to adapt authetic literary texts to the demands of langauge development of children (lower and upper primary school age) and to develop competences and skills to create appropriate teaching materials for that purpose.</p> <p>To develop strategies and skills for independent organization and implementation of activities directed towards childrens speaking skills and skills of creative langauge expressions and creating a learning environment sensitive to children's differences.</p>
<p>2.2. Enrolment requirements and/or entry competences required for the course</p>	<p>n/a</p>
<p>2.3. Learning outcomes at the level of the programme to which the course contributes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - independently plan, implement, and assess English language teaching and carry out appropriate extra-curricular activities across the primary school and lower primary school in particular. - acquire theoretical and practical knowledge in the area of foreign language teaching theory and English language teaching methodology and apply it in teaching - use the vocabulary and phraseological corpus of the English language related to school, modern media, popular culture, children's environment, and early adolescent age in general - be acquainted with and understand developmental characteristics of students in early and middle childhood periods - be able to manage a classroom in a multicultural setting
<p>2.4. Expected learning outcomes at the level of the course (3 to 10</p>	<p>Students will -</p> <ul style="list-style-type: none"> - develop positive attitudes towards acquisition of other languages; become aware of the inseparability of language and culture; ability to mediate readiness to accept differences and intercultural communication,

learning outcomes)	<ul style="list-style-type: none"> - understand the importance of teacher’s creativity for the quality of the educational process i.e. encourage creative expression in children in primary school for a balanced growth and development; knowledge of educational sciences for the purpose of encouraging children’s language and literary development, i.e. creative linguistic expression. - develop a pool of strategies and skills for: independent organization and implementation of activities directed towards the development of a student’s speaking skills and abilities of creative linguistic expression, and create an environment sensitive to children’s differences, - create a corpus of authentic texts (rhymes, songs and games) appropriate for encouraging strategies and skills of creative thinking and language creativity, communicative language skills, emotional intelligence and cognitive development in general among primary school children, - adapt authentic literary texts to the demands of children’s language development. - develop the skill to create and adapt teaching materials for the purpose of primary students’ language development,
2.5. Course content (syllabus)	<p>RHYMES AND SONGS IN FLT: Introduction, Why use rhymes and songs; What to begin with; Teaching methodology – assessment</p> <p>HOW TO SELECT AND USE RHYMES AND SONGS: Approaches and methods; activities; teaching plan; organization of teaching</p> <p>RHYMES 1: Categories – examples; Cultural and historical background</p> <p>RHYMES 2: Narrative rhymes; Adaptations of original rhymes</p> <p>RHYMES 3: Rhyme, rhythm, repetition; Chants; Jazz chants</p> <p>RHYMES 4: Language and cognition; Tongue twisters; Limerick; Sense in nonsense; Creative thinking and writing</p> <p>SONGS 1: higher grades – Popular songs; Traditional songs</p> <p>SONGS 2: lower grades; Raffi, TPR</p> <p>RHYMES AND SONGS FOR SPECIAL OCCASIONS: Halloween; Christmas; Valentine’s day; Easter; topics</p> <p>RHYMES AND SONGS: Language in context – vocabulary and grammar</p> <p>LANGUAGE GAMES: Why and how to use language games in ELT</p> <p>DIGITAL TOOLS in teaching and learning language – games, activities and applications</p> <p>RHYME, SONG AND CREATIVITY – strategies and activities for encouraging and developing creativity</p>

	CREATIVE TEACHING SKILLS – PROJECT PRESENTATION: Rhymes (individual project); Songs (pairwork project); Games (group project)									
2.6. Format of instruction:	lectures				independent assignments	2.7. Comments:				
	seminars and workshops				multimedia and the internet					
	exercises				laboratory					
	online in entirety				work with mentor					
	partial e-learning				(other)					
	field work									
2.8. Student responsibilities	Regular attendance and active participation									
	Group and independent project presentations									
	Assignments									
	Reading requirements and note-taking									
	Independent learning and preparing for the exam									
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Oral exam		NO	
	Experimental work		NO	Report		NO	(other)	YES	NO	
	Essay		NO	Seminar paper		NO	(other)	YES	NO	
	Preliminary	YES	NO	Practical work	YES		(other)	YES	NO	
	Project	YES		Written exam	YES		ECTS credits (total)	2		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Brewster, J. Ellis, G. with Girard, D. The Primary English Teacher's Guide. London: Penguin English. (Chapters 12 & 13)									

	Vrhovac, Y. i suradnice (2019) Izazovi učenja stranoga jezika u osnovnoj školi. Zagreb: Naklada Ljevak. (selected chapters).		
	Halliwell, English in the Primary Classroom, pg. 16-17		
	Matterson, E. This Little Puffin. London: Puffin Books: Penguin Books. (Selection of rhymes and games)		
	Conn Beal, P. Hagen Nipp, S. Wee Sing & Play. LA: Price Stern Sloan (Selection of rhymes and games)		(http://www.weesing.com/booksAudio.cfm)
	Papa, M. and Iantorno, G. Famous British and American Songs and Their Cultural Background. London: Longman. Selection of songs Murphey, T. Music and Song. Oxford: OUP. Introduction		http://www.teachingenglish.org.uk/article/kids-songs
2.11. Optional literature	<p>Opie, I. and P. The Oxford Dictionary of Nursery Rhymes. Oxford: OUP.</p> <p>Reilly, V. and Ward, S. Very Young Learners. Oxford: OUP.</p> <p>Read, C. 500 Activities for the Primary Classroom. Oxford: Macmillan.</p> <p>Lewis, G. and G. Bedson. Games for Children. Oxford: OUP.</p> <p>Fisher, R. Games for Thinking. Oxford: Nash Pollock.</p> <p>Fisher, R. Teaching Children to Think. London: Simon Schuster.:</p> <p>http://www.teachingenglish.org.uk/article/kids-songs</p> <p>http://www.teachingenglish.org.uk/article/using-music-motivate-engage-teenage-learners-story-jean-monnet-broons-cup-song-project</p> <p>http://www.learnenglish.org.uk/kids/</p> <p>http://www.teachingenglish.org.uk/</p>		
2.12. Other (as the proposer wishes to add)			

3. Creative teaching activities 2

1. GENERAL INFORMATION			
1.1. Course teacher	Ivana Cindrić, PhD	1.6. Year of the study	1
1.2. Name of the course	Creative teaching activities 2	1.7. ECTS credits	2
1.3. Associate teachers	Marko Gregurić	1.8. Type of instruction (number of hours L + E + S + e-learning)	0+0+30
1.4. Study programme (undergraduate, graduate, integrated)	integrated	1.9. Expected enrolment in the course	50
1.5. Status of the course	mandatory	1.10. Level of application of e- learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>To become acquainted with ways of creative expression using the corpus of authentic texts (rhymes, songs, games) appropriate for encouraging strategies and skills of creative thought and language creativity, communicative language skills, emotional intelligence and cognitive development in general among children of lower and upper primary school age.</p> <p>To raise awareness of the inseparability of language and culture and skill in mediating to children the readiness to accept differences and communicate in an intercultural context.</p> <p>To gain knowledge from the educational sciences regarding work with children for the purpose of encouraging childrens language and literary development.</p> <p>To raise awareness of importance of encouraging creative expression of children (of lower primary and upper primary age) for a harmonious growth and development and contribution of the creativity of the teacher to the quality of the educational process..</p> <p>To develop the skill to encourage an enviroment conducive to acquiring English language, early language and literary development and development of positive attitudes towards learning other languages.</p>		

	<p>To develop the skill to adapt authentic literary texts to the demands of language development of children (lower and upper primary school age) and to develop competences and skills to create appropriate teaching materials for that purpose.</p> <p>To develop strategies and skills for independent organization and implementation of activities directed towards children's speaking skills and skills of creative language expressions and creating a learning environment sensitive to children's differences.</p>
<p>2.2. Enrolment requirements and/or entry competences required for the course</p>	<p>n/a</p>
<p>2.3. Learning outcomes at the level of the programme to which the course contributes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - independently plan, implement and assess English language teaching and carry out appropriate extra-curricular activities across the primary school and lower primary school in particular; - acquire theoretical and practical knowledge in the area of foreign language teaching theory and English language teaching methodology and apply it in teaching; - use the vocabulary and phraseological corpus of the English language related to school, modern media, popular culture, children's environment and early adolescent age in general; - be acquainted with and understand developmental characteristics of students in early and middle childhood periods; - be able to manage a classroom in a multicultural setting
<p>2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Students will -</p> <ul style="list-style-type: none"> - recognize the significance of promoting positive attitudes towards learning other languages; recognize the inseparability of language and cultures; mediate to children readiness to accept differences and intercultural communication, - understand the significance of teacher creativity for a quality teaching process, i.e. encourage primary school children's creative expression for a balanced growth and development; knowledge from the educational sciences regarding work with children for the purpose of promoting language and literary development, i.e. creative language expression. - develop a corpus of strategies and skills for: independent organization and implementation of activities directed towards the development of children's speaking skills and the ability to express oneself creatively and create an educational environment sensitive to children's differences, - create a corpus of authentic texts (rhymes, songs and games) appropriate for encouraging strategies and skills for creative thinking and language creativity, communicative language skills, emotional intelligence and cognitive development in general among primary school children,

	<p>- adapt authentic literary texts to the demands of primary school children's language development.</p> <p>- create appropriate teaching materials for the purpose of developing primary school children's language development.</p>		
<p>2.5. Course content (syllabus)</p>	<p>STORIES IN FLT: Introduction; Why use authentic stories; Thought, creativity and language; Stories and language skills</p> <p>SELECTING STORIES: Approaches and criteria; Educational and language aims</p> <p>TEACHING WITH STORIES: Methods, strategies and techniques; Activities; Teaching plan; Organization of teaching</p> <p>STORYTELLING: The skill of storytelling – strategies and techniques; Reading stories, Retelling stories</p> <p>LISTENING</p> <p>STORIES FOR SPECIAL OCCASSIONS: Halloween, Christmas and other special days</p> <p>EARLY LANGUAGE LEARNING AND THE PICTUREBOOK: Early language learning – the foundations for teaching language at an early primary school age; How to select and use a picturebook; Some relevant authors</p> <p>INTRODUCTION TO DRAMA</p> <p>DRAMA TECHNIQUES</p> <p>SOUND PROCESSING</p> <p>STORY DRAMATIZATION - multimedia dramatization of a short story</p> <p>STORY – LANGUAGE IN CONTEXT: language in context – vocabulary and grammar</p> <p>STORY & CURRICULUM: how to integrate a story with other school subjects; projects related to</p> <p>STORIES FOR DEVELOPING THINKING SKILLS: Thinking skills- creative thinking; Story – philosophy for children</p> <p>GRUPNI PROJEKT: Audio drama</p>		
<p>2.6. Format of instruction:</p>	<p>lectures</p> <p>seminars and workshops</p> <p>exercises</p> <p>online in entirety</p> <p>partial e-learning</p> <p>field work</p>	<p>independent assignments</p> <p>multimedia and the internet</p> <p>laboratory</p> <p>work with mentor</p> <p>(other)</p>	<p>2.7. Comments:</p>

2.8. Student responsibilities	Regular attendance and active participation Group and independent project presentations Assignments Reading requirements and note-taking Independent learning and preparing for the exam									
2.9. Monitoring student work	Class attendance	YES		Research	YES	NO	Oral exam		NO	
	Experimental work		NO	Report		NO	(other)	YES	NO	
	Essay		NO	Seminar paper		NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES		(other)	YES	NO	
	Project	YES		Written exam	YES		ECTS credits (total)	2		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Ellis, G. and Brewster, J. (2002) Tell it Again! The New Storytelling Handbook for Primary Teachers. London: Penguin (Chapter 1: Storytelling, an introduction; Chapter 2: Selecting storybooks; Chapter 3: Using storybooks; Chapter 4: Developing language-learning skills; Chapter 5: Classroom management)									
	Wright, A. (1995) Storytelling with Children. Oxford: OUP (Chapter 1: How to choose, tell, and read stories aloud)									
	Wright, A. (1997) Creating Stories with Children. Oxford: OUP - Introduction									
	Phillips, S. (1999) Drama with Children. Oxford: OUP - Introduction Chapter 3: Making puppets and props									
	Ur, P. & Wright, A. (2006). Five-minute activities: a resource book of short activities, CUP.									
2.11. Optional literature	Read, C. 500 Activities for the Primary Classroom. Oxford: Macmillan.									

	<p>Fisher, R. First Stories for Thinking. Oxford: Nash Pollock.</p> <p>Fisher, R. Stories for Thinking. Oxford: Nash Pollock.</p> <p>Fisher, R. Teaching Children to Think. London: Simon Schuster.</p> <p>Internetski portali:</p> <p>http://www.learnenglish.org.uk/kids/</p> <p>http://www.teachingenglish.org.uk/</p> <p>http://www.storyarts.org/lessonplans/</p> <p>http://www.signedstories.com</p> <p>http://www.kidzclub.com</p> <p>http://www.teachingchildrenphilosophy.org/wiki/Category:Book_Modules</p>
2.12. Other (as the proposer wishes to add)	

3. ELT Methodology – assessment

1. GENERAL INFORMATION			
Course teacher	Ivana Cindrić, PhD	3.1. Year of the study	4
3.2. Name of the course	ELT Methodology - assessment	3.3. ECTS credits	2
3.4. Associate teachers		3.5. Type of instruction (number of hours L + E + S + e-learning)	15+0+15

3.6. Study programme (undergraduate, graduate, integrated)	integrated		3.7. Expected enrolment in the course	50
3.8. Status of the course	mandatory	elective	3.9. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
3.10. Course objectives	<p>Become aware of the importance of valid and appropriate manners of assessing and evaluating students' progress</p> <p>Develop skills for assessing, self-assessing and independent learning, giving and receiving feedback</p> <p>Develop skills for assessing students' progress, developing criteria for evaluation</p> <p>Develop skills for selecting materials for assessing knowledge, skills and abilities and developing tests</p> <p>Encourage critical thinking and self-assessment of one's work for the purpose of learning and improving work</p>			
3.11. Enrolment requirements and/or entry competences required for the course	n/a			
3.12. Learning outcomes at the level of the programme to which the course contributes	<p>Students will:</p> <ul style="list-style-type: none"> - gain theoretical and practical work in the area of foreign language teaching theory and English language teaching methodology which they will be able to apply in their teaching; - take responsibility for their professional development and lifelong learning, which includes the ability to analyse and evaluate own work, educational processes and learning; - independently plan, implement and evaluate language teaching along with appropriate extracurricular activities across the school and primarily in primary education; - know theoretical principles of assessment and self-assessment, give encouraging feedback to students for the purpose of developing awareness of progress in acquiring the English language; - understand, critically evaluate and contribute to the identity of the teaching profession. 			

<p>3.13. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Students will:</p> <ul style="list-style-type: none"> - define terminology such as assessment, evaluation, testing, grading - analyse and discuss advantages and disadvantages of traditional and alternative approaches to assessment and apply appropriate manners of assessment in early learning of the English language, - use the curriculum in order to define learning outcomes and corresponding ways of assessment of student progress, - create activities and tasks which will be used with students for the purpose of assessing their progress and which will not differ from regular, everyday activities, - create and apply a portfolio as an appropriate tool for assessing progress in English language learning - apply strategies for error correction, - create and gradually implement appropriate forms of self-assessment and peer-assessment in ELT, - appropriately and in a timely manner provide feedback regarding progress and student's work.
<p>3.14. Course content (syllabus)</p>	<ol style="list-style-type: none"> 1. Introduction, new paradigms of learning and assessment (feedback and assessment) 2. Basic terms: evaluation, assessment, testing, grading 3. Traditional and alternative forms of assessment 4. Assessment and evaluation according to CEFR, HNOS, curriculum – School for life 5. Planning assessment in ELT (why, what, when, how) 6. Assessment as motivation and encouragement for developing self-confidence 7. Self-assessment and peer-assessment 8. Portfolio (types of portfolio, European language portfolio) 9. Characteristics of assessment in early English language learning 10. Assessment and evaluation of listening skills 11. Assessment and evaluation of speaking skills 12. Assessment and evaluation of reading skills 13. Assessment and evaluation of writing skills 14. Test construction (standardized tests)

	15. Self-evaluation and course evaluation									
3.15. Format of instruction:	lectures			independent assignments			3.16. Comments:			
	seminars and workshops			multimedia and the internet						
exercises			laboratory							
online in entirety			work with mentor							
partial e-learning			(other)							
field work										
3.17. Student responsibilities	Regular attendance and active participation; independent and group projects									
	Reading assigned literature, notetaking									
	Independent learning (preparation for the exam)									
3.18. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO	
	Experimental work		NO	Report		NO	(other)	YES	NO	
	Essay	YES		Seminar paper	YES		(other)	YES	NO	
	Preliminary exam		NO	Practical work	YES		(other)	YES	NO	
	Project	YES		Written exam	YES		ECTS credits (total)	2		
3.19. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Council of Europe (2001): Common European Framework of Reference for Languages: Learning, teaching Assessment. Cambridge: CUP.							Yes		
	Kurikulum za nastavni predmet Engleski jezik za osnovne škole i gimnazije (2019). https://narodne-novine.nn.hr/clanci/sluzbeni/2019_01_7_139.html									
	Black, P., & William, D. (2001). Inside the Black Box - Raising Standards Through Classroom Assessment. Retrieved from King's College London School of Education: http://www.collegenet.co.uk/admin/download/inside%20the%20black%20box_23_doc.pdf						5	yes		

	McKay, P. (2006). <i>Assessing Young Language Learners</i> . Cambridge: Cambridge University Press.		
	Cindrić, I. (2020). <i>Assessment and the Competence to Assess Young Foreign Language Learners</i> . Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu (selected chapters)		
	Ioannou-Georgiou, S., & Pavlou, P. (2003). <i>Assessing Young Learners</i> . Oxford: Oxford University Press.		
	Andraka, M. (2004). Ocjenjivanje uspješnosti u ranome učenju stranog jezika. <i>Zagreb: Strani jezici</i> 33, 3-4, 237-241.		
	Medved Krajnović, M. (1999). Vrednovanje znanja i učenje stranih jezika. In Y. Vrhovac, <i>Strani jezik u osnovnoj školi</i> (pp. 68-82). Zagreb: Naprijed		
	Filipan-Žignić, B., & Legac, V. (2006). Assessment and Self-Assessment as an Unavoidable Prerequisite for a Qualitative Early Foreign Language Learning. In I. Vodopija (Ed.), <i>Dijete i jezik danas: Vrednovanje i samovrednovanje u nastavi hrvatskoga i stranog jezika za učenike mlađe školske dobi</i> (pp. 285-294). Osijek: Sveučilište J.J. Strossmayera u Osijeku.	1	
Vrhovac, Y. (2006). Evaluation and Self-Evaluation in Foreign Language Instruction. In I. Vodopija (Ed.), <i>Dijete i jezik danas: Vrednovanje i samovrednovanje u nastavi hrvatskoga i stranog jezika za učenike mlađe školske dobi</i> (pp. 253-262). Osijek: Sveučilište J.J. Strossmayera u Osijeku.	2		
Vrhovac, Y. i suradnice (2019) <i>Izazovi učenja stranoga jezika u osnovnoj školi</i> . Zagreb: Naklada Ljevak. (selected chapters).			
2.11. Optional literature	Read, J. (2000). <i>Assessing vocabulary</i> . Cambridge: Cambridge University Press.		
	Buck, G. (2001). <i>Assessing Listening</i> . Cambridge: Cambridge University Press.		
	Bedynska, M., & Kowalczyk, K. (2000). Our responsibility, our roles and our tasks. In G. Boldizar (Ed.), <i>Introduction to the Current European Context of Language Teaching</i> . ECML.		
	Razdevšek-Pučko, C. (1994). New Paradigm in the Assessment of Knowledge as a Response to the Needs of the Contemporary School. <i>Napredak</i> , 179-185.		
	Shohamy, & Hornberger, N.H. (2008) <i>Encyclopedia of Language and Education: Language Testing and Assessment</i> , New York: Springer.		
	Pavić, S. (2013) <i>Assessment: Embracing New Challenges</i> . Agerdeen: Inspired By Learning.		

3.20. Other (as the proposer wishes to add)	
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4. ELT Methodology: Content-based language teaching

1. GENERAL INFORMATION				
4.1. Course teacher	Ivana Cindrić, PhD		4.2. Year of the study	4
4.3. Name of the course	ELT Methodology: Content-based language teaching		4.4. ECTS credits	2
4.5. Associate teachers			4.6. Type of instruction (number of hours L + E + S + e-learning)	15+ 0 + 15
4.7. Study programme (undergraduate, graduate, integrated)	integrated		4.8. Expected enrolment in the course	50
4.9. Status of the course	mandatory	elective	4.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
4.11. Course objectives	<p>Familiarize students with the Curriculum and other documents which define the organization, aims and content of English language teaching in primary school.</p> <p>Familiarize students with European educational documents relevant for implementing integrated English language teaching in primary school</p>			

	<p>Enable students to integrate topics from various school subjects with English language teaching with awareness of the benefits of integrated teaching</p> <p>Enable students to organize and implement integrated teaching</p>
4.12. Enrolment requirements and/or entry competences required for the course	n/a
4.13. Learning outcomes at the level of the programme to which the course contributes	<p>Students will:</p> <ul style="list-style-type: none"> - discuss theoretical and practical knowledge from the area of language teaching theory and English language teaching methodology and apply it in teaching; - recognize and apply the corpus of phrases and vocabulary from the English language relating to school, contemporary media, popular culture, children and their environment, and childhood and adolescent age in general; - design and conduct integrated English language teaching in primary education; - identify and understand developmental characteristics of students in early and middle childhood; - recognize and react to individual students' needs; - interpret, critique and contribute to the development of the teaching profession; - manage classrooms in a multicultural environment.
4.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - apply communicative skills specific for the role of foreign language teacher; - select authentic language materials and adapt them for the purpose of foreign language teaching; - plan and organize integrated teaching; - plan and organize project teaching; - acquire the linguistic and phraseological corpus of the English language related to school, environment, child and adolescent age in general.
4.15. Course content (syllabus)	1. Interdisciplinarity and foreign language teaching

	<p>2. Advantages of integrated teaching and topic-based approach to teaching foreign languages</p> <p>3. The Zagreb project – introducing English language into the 1st grade of primary school</p> <p>4. Topic (theme)-based work (planning and implementation: brainstorming, web, mind-mapping)</p> <p>5. Project-based English language teaching</p> <p>6. CLIL - background to CLIL</p> <p>7. CLIL – components of CLIL teaching</p> <p>8.- 10. Topics from primary school subject areas (mathematics, social studies, art, physical education, history, geography) in English lessons using authentic materials and coursebooks – student presentations</p> <p>11. - 13. Creating a glossary of terms relating to particular school subjects – group presentations</p> <p>14. Civic education and education for human rights as part of ELT curriculum</p> <p>15. Education for development as part of the ELT curriculum</p>		
4.16. Format of instruction:	<p>lectures</p> <p>seminars and workshops</p> <p>exercises</p> <p>online in entirety</p> <p>partial e-learning</p> <p>field work</p>	<p>independent assignments</p> <p>multimedia and the internet</p> <p>laboratory</p> <p>work with mentor</p> <p>(other)</p>	<p>4.17. Comments:</p>
4.18. Student responsibilities	<p>Regular attendance and participation in class - 45 hours</p> <p>Preparation and presentation of activities (projects) - 10 hours</p> <p>Glossary and group presentation - 10 hours</p> <p>Seminar paper - 10 hours</p> <p>Practical work and mind map on a set topic - 15 hours</p>		

4.19. Monitoring student work	Class attendance	YES		Research	YES		Oral exam		NO
	Experimental work		NO	Report	YES	NO	(other)	YES	NO
	Essay		NO	Seminar paper	YES		(other)	YES	NO
	Preliminary exam		NO	Practical work	YES		(other)	YES	NO
	Project	YES		Written exam		NO	ECTS credits (total)	2	
4.20. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Andraka, M. (2004): Interdisciplinarnost i rano učenje stranog jezika – U: Zbornik učiteljske akademije u Zagrebu, Vol. 6, br. 1(7), 51-57.								
	Dale, L., Tanner R. (2012). CLIL Activities. Cambridge CUP (selected chapters)								
	Halliwell, S. 1992. Teaching English in the Primary Classroom, Longman.								
	MZOS (2019) Nacionalni kurikulum za nastavni predmet - Engleski jezik Hrvatski nacionalni obrazovni standard (HNOS) (2005) Zagreb:Ministarstvo znanosti, obrazovanja i športa i Nastavni plan i program za osnovnu školu. (2006). Zagreb:Ministarstvo znanosti, obrazovanja i športa.								
	Curricula of other countries with respect to CLIL								
2.11. Optional literature	<p>Burwood, S., Dunford, H. and D. Phillips: (1999): Projects with Young Learners. Oxford: OUP.</p> <p>Čudina-Obrovčić and D. Težak (1995): Mirotvorni razred. Zagreb: Znamen</p> <p>Fountain, S. (1995): Education for Development: A Teacher Resource for Global Learning. Hodder & Stoughton: UNICEF.</p> <p>Miljević-Riđički, D., Maleš, D. and M. Rijavec (1999): Odgoj za razvoj. Jastrebarsko: Naklada Slap, UNICEF</p> <p>Slattery, M. and J. Willis. (2001): English for Primary Teachers: A handbook of activities & classroom language. Oxford: OUP. (odabrana poglavlja)</p>								

	<p>Deller, S, and Price, C (2007) Teaching Other Subjects Through English (CLIL), Oxford: Oxford University Press</p> <p>Snow, M. A. and D. M. Brinton (eds.) (1997): The Content-based Classroom: Perspectives on Integrating Language and Content. London: Longman.</p> <p>Stryker, S. B. and B. L. Leaver (eds.) (1997): Content-based Instruction in Foreign Language Education: Models and Methods. Washington, DC: Georgetown University Press.</p> <p>Svecova: H. (2003): Cross-Curricular Activities, Oxford: OUP.</p>
4.21. Other (as the proposer wishes to add)	

5. Acquisition and Learning Of The Croatian Language

(Code)	Course Title:	ACQUISITION AND LEARNING OF THE CROATIAN LANGUAGE
Language of Instruction:	English	
ECTS points:	2	
Instructor:	Lidija Cvikić, Associate Professor	
Academic Year and Semester:	2021/22 Winter	
Hours of Instruction: total/week (Lectures+Discussion Sections):	30 / 2 (1+1)	
Summary:	<p>The course is an introduction into the field of language acquisition and (foreign) language learning. Basic knowledge of the processes of language acquisition and language learning is essential to future primary school teachers in order to raise their awareness and understanding of children's language development in primary school. Special emphasis will be given to the acquisition of Croatian as first language and learning of Croatian as second language. The following topics will be covered in the course: Language - knowledge and competences; Monolingualism, bilingualism, multilingualism; Language acquisition vs. language learning; Language development in L1; Acquisition of Croatian as L1; Language development in L2; Factors of foreign language</p>	

	learning; Theories and approaches to second language acquisition; Croatian as second, foreign and heritage language; Learning of Croatian as L2.
Competences:	Students will understand the main differences between language acquisition and language learning; as well as the differences between first, second, heritage and foreign language. They will understand the factors that influence language acquisition and language learning, the main characteristics of native vs. non-native speakers. Students will acquire the general knowledge and understanding of the theoretical concepts related to first and second language development and they will be able to apply them critically when planning their own teaching.
Methods of Instruction:	The course will consist of lectures and discussion sessions.
Student Evaluation:	Students will actively participate in lectures and discussion seminars. Their evaluation will be based on their participation in classes, their written assignments and presentation of scientific papers on selected topics.
Examination Method:	Written examinations. A mid-term and final exams.
Student Requirements:	Lectures and Active Participation in Discussion Sections: 30 hours Independent Reading and Exams: 15 hours Assignments and Presentation: 15 hours Total: 60 hours – 2 ECTS points.
Required Reading:	Lightbown, P. i Spada, N. (1993) <i>How Languages Are Learned</i> , Oxford: Oxford University Press. Scovel, T. (1997). <i>Psycholinguistics</i> . Oxford: Oxford University Press. Brown, H. D. (2000) <i>Principles of Language Learning and Teaching</i> . Longman. Jelaska, Z. & Cvikić, L. (2009) Teaching of Croatian as a second language to young learners: Minority language speakers and their language competence. In: Nikolov, M. (ed.) <i>Early learning of modern foreign languages: processes and outcomes</i> . Bristol-Buffalo-Toronto: Multilingual Matters, 46-62.
Additional Reading:	In consultations with a professor.
Evaluation:	In accordance with the system of quality assurance at the University of Zagreb (student's evaluation).
Instructor's CV:	Lidija Cvikić holds a PhD in linguistics from the University of Zagreb. She works as associate professor at the Faculty for Teacher Education at the University of Zagreb where she teaches courses on the Croatian language. Her

	research focuses on acquisition of Croatian as a first, second and foreign language (morphology and vocabulary), teaching of Croatian as L2 and e-learning of language. She has published around 40 papers and book chapters on these topics; she edited one book and co-authored two textbooks for the Croatian Language. She is a co-author of the e-learning course of Croatian as a foreign language (HiT-1) of the University of Zagreb and Croatian Heritage Foundation. She participated in several scientific projects, numerous workshops, seminars and conferences. For two academic years Lidija Cvikić was a visiting lecturer of Croatian at the Indiana University, Bloomington, USA.
Comments:	

6. Academic Writing Course

1. GENERAL INFORMATION				
6.1. Course teacher	Mark Davies		6.2. Year of the study	4
6.3. Name of the course	Academic Writing Course		6.4. ECTS credits	2
6.5. Associate teachers			6.6. Type of instruction (number of hours L + E + S + e-learning)	0+0+30
6.7. Study programme (undergraduate, graduate, integrated)	integrated		6.8. Expected enrolment in the course	45
6.9. Status of the course	mandatory	elective	6.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				

6.11. Course objectives	<p>Understand and apply the conventions of academic writing.</p> <p>Continuously develop the skills of critical reading and evaluating academic texts</p> <p>Understand the process and procedures in conducting research</p> <p>Develop a style of writing appropriate with respect to the conventions and segments of an academic paper.</p> <p>Encourage the use of IT as a key source for research and writing.</p>
6.12. Enrolment requirements and/or entry competences required for the course	n/a
6.13. Learning outcomes at the level of the programme to which the course contributes	<p>Ovaj će predmet omogućiti studentima:</p> <p>usvajanje pravila pisanja akademskih radova radi boljeg tumačenja i uvažavanja znanstvenog djelovanja na područjima obrazovanja i humanističkih znanosti;</p> <p>primjenu pravila i vještina pisanja akademskih radova u svrhu izvješćivanja o vlastitim istraživanjima na područjima obrazovanja i humanističkih znanosti te u svrhu uspješne izrade vlastita diplomskog rada;</p> <p>razvijanje sposobnosti analiziranja i vrednovanja vlastitih akademskih radova;</p> <p>korištenje informacijske i komunikacijske tehnologije i medija za provođenje istraživanja i iskazivanje rezultata istih.</p>
6.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students will be able to:</p> <p>Study and evaluate models of academic texts from various disciplines:</p> <p>Recognize and define the component parts of an academic paper: abstract, introduction, main body, conclusion, list of references, footnotes, headings, titles</p> <p>Recognize and apply the key skills of academic writing: paraphrasing, summarising, documenting sources, listing, connecting, generalising, exemplifying, comparing and concluding.</p> <p>Create, draft, edit and proofread parts of an academic text.</p>
6.15. Course content (syllabus)	<ol style="list-style-type: none"> 1. Defining the academic paper 2. Developing the subject

	3. Writing the thesis statement 4. Finding secondary sources and preparing the outline 5. Using the secondary sources 6. Paraphrasing 7. Summarising 8. Preparing the documentation 9. Writing the introduction and conclusion 10. Writing the main body 11. Functions: definitions / exemplification / classification / generalisation 12. Lexis: specialist / semi-specialist / colloquial speech								
6.16. Format of instruction:	lectures			independent assignments			6.17. Comments:		
	seminars and workshops			multimedia and the internet					
exercises			laboratory						
online in entirety			work with mentor						
partial e-learning			(other)						
field work									
6.18. Student responsibilities	Active participation in group and independent evaluation of creation of parts of academic texts Analytically examine an academic text Short quizzes; Keep a Continuing portfolio								
6.19. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO
	Experimental work		NO	Report		NO	Continuing portfolio	YES	
	Essay	YES		Seminar paper	YES		(other)	YES	NO
	Preliminary exam		NO	Practical work		NO	(other)	YES	NO
	Project	YES		Written exam	YES		ECTS credits (total)	2	

	Title	Number of copies in the library	Availability via other media
6.20. Required literature (available in the library and/or via other media)	Sorenson, Sharon, <i>How to Write Research Papers</i> . 3rd ed. Lawrenceville, NJ: Petersons, 2002.		
	Jordan, R.R., <i>Academic Writing Course</i> . Harlow: Pearson Education Limited, 1999.		
	Gillett, Andy. (2013) <i>Using English for Academic Purposes: A Guide for Students in Higher Education</i> . Online edition < http://www.uefap.com >		
	Chicago Manual of Style. (2017) (Seventeenth Edition). Chicago: University of Chicago Press.		
2.11. Optional literature	<p>Collins Dictionary / Thesaurus / Translator / Grammar <https://www.collinsdictionary.com></p> <p>BBC Learning English. Go the Distance: Academic Writing <http://www.bbc.co.uk/learningenglish/gothedistance/academicwriting></p> <p>Various samples of academic text from the area of pedagogy and humanities.</p> <p>Students have to examine and collect copies of texts that are assigned in the course.</p>		
6.21. Other (as the proposer wishes to add)			

7. Advanced Writing Course

1. GENERAL INFORMATION

7.1. Course teacher	Mark Davies		7.2. Year of the study	3
7.3. Name of the course	Advanced Writing Course		7.4. ECTS credits	2
7.5. Associate teachers			7.6. Type of instruction (number of hours L + E + S + e-learning)	0+0+30
7.7. Study programme (undergraduate, graduate, integrated)	integrated		7.8. Expected enrolment in the course	44
7.9. Status of the course	mandatory	elective	7.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
7.11. Course objectives	<p>(i) critically analyse and evaluate different pieces of writing, with particular attention to structure and conventions, register, and effect.</p> <p>(ii) develop skills to enable students to write well for different purposes and different audiences.</p>			
7.12. Enrolment requirements and/or entry competences required for the course	n/a			
7.13. Learning outcomes at the level of the programme to which the course contributes	<p>This course will enable students to:</p> <p>Improve written communication skills either independently or in a team;</p> <p>Further develop the skill to analyze and critically observe personal written work and the work of others;</p> <p>Create a firm foundation for the courses „Academic writing in the English language“ as an instrument for personal professional growth;</p> <p>Acquire the skill to mediate the skill of writing and assessment to student sin primary school.</p>			

<p>7.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Students will develop the following skills:</p> <ul style="list-style-type: none"> - critically analyze and evaluate texts - sensibility towards the reader - use appropriate register - be familiar with various writing conventions - create and organize content for various purposes - write compositions and quality texts - edit and proofread texts - use a broad and flexible spectrum of grammar and vocabulary - acquire a high level of mechanical accuracy in writing 		
<p>7.15. Course content (syllabus)</p>	<ol style="list-style-type: none"> 1. Descriptive writing 2. Narratives and narrative essays 3. Feature articles 4. Discursive writing 5. Reviews (books, films, performances) 6. Letters and emails - applications and transactional writing 		
<p>7.16. Format of instruction:</p>	<p>lectures</p> <p>seminars and workshops</p> <p>exercises</p> <p>online in entirety</p> <p>partial e-learning</p> <p>field work</p>	<p>independent assignments</p> <p>multimedia and the internet</p> <p>laboratory</p> <p>work with mentor</p> <p>(other)</p>	<p>7.17. Comments:</p>

7.18. Student responsibilities	<p>Students are required to attend lessons.</p> <p>Active participation in group work particularly in evaluating and creating texts.</p> <p>Students are required to submit a number of compositions.</p> <p>Continuous journal writing; Continuous work on the portfolio which should contain notes regarding improvement of language competences (Continuing Portfolio).</p> <p>Quizzes</p>									
Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO	
	Experimental work		NO	Report		NO	Portfolio	YES		
	Essay	YES		Seminar paper	YES		(other)	YES	NO	
	Preliminary exam		NO	Practical work		NO	(other)	YES	NO	
	Project		NO	Written exam	YES		ECTS credits (total)	2		
7.19. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Virginia Evans, <i>Successful Writing: Proficiency</i> . Newbury, Express Publishing, 1998.									
	Hugh Cory, <i>Advanced Writing with English in Use</i> . Oxford, Oxford University Press, 1996.									
2.11. Optional literature										
7.20. Other (as the proposer wishes to add)										

8. Introduction to communications

1. GENERAL INFORMATION				
8.1. Course teacher	Ana Valjak Čunko		8.2. Year of the study	3
8.3. Name of the course	Introduction to communications		8.4. ECTS credits	2 ECTS
8.5. Associate teachers			8.6. Type of instruction (number of hours L + E + S + e-learning)	1+0+1
8.7. Study programme (undergraduate, graduate, integrated)	Undergraduate		8.8. Expected enrolment in the course	40
8.9. Status of the course	3 mandatory	elective	8.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	3
2. COUSE DESCRIPTION				
8.11. Course objectives	Understanding roles of communications and its implementations in the education system recognition of communication models coping with communication problems and conflicts implementation of quality communication methods- sending and receiving messages at all levels communication exchange in education environment			
8.12. Enrolment requirements and/or entry	n/a			

competences required for the course	
8.13. Learning outcomes at the level of the programme to which the course contributes	<p>Successful understanding of all communication models</p> <p>Utilization of communication models in educational institutions</p>
8.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>understanding the history of communications</p> <p>understanding of communication models</p> <p>utilization of communication model sin educational institutions</p> <p>successful implementation of communication and pedagogy</p> <p>solving conflicts among children successfully</p> <p>using communication skills and negotiation skills with parents and other publics</p> <p>utilization of internal communication in educational institutions</p>
8.15. Course content (syllabus)	<p>communication basics</p> <p>history of communications</p> <p>communication models</p> <p>levels of communication</p> <p>communication styles</p> <p>sending and receiving messages</p> <p>communication barriers</p> <p>listening skills</p> <p>prejudice and discrimination</p> <p>verbal communication</p>

	nonverbal communication internal and external publics managing stressful situations and conflicts media communications								
8.16. Format of instruction:	lectures				independent assignments	8.17. Comments:			
	seminars and workshops exercises online in entirety partial e-learning field work				multimedia and the internet laboratory work with mentor (other)				
8.18. Student responsibilities	participating in class giving feedback to the professor and keeping open communication using prescribed literature e-learning								
8.19. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)		
8.20. Required literature	Title						Number of copies in the library	Availability via other media	

(available in the library and/or via other media)	P. Ekman (2009), Telling lies, New York, W.W.Norton & company		
	L. Costigan Lederman (1992), Communicationh pedagogy, New Jersey, Ablex publishing corporation		
	A. Kappas and N. C. Kramer (2011),Face-to-face communication over the Internet, Cambridge, Cambridge University press		
	H. Weeks (2008) Failure to communicate, Boston, Harvard business press		
	H. Gardner (2004) Changing minds, Boston, Harvard business press		
	A.Silverblatt (2001) Media literacy, Praeger, Westport, Connecticut London		
2.11. Optional literature	<p>T.Meyer, I. Hinchman (2002) Media democracy, MPG Books, London</p> <p>Racism and cultural diversity in the mass media, (2008), European Monitoring Center on Racism AND xenophobia, Vienna</p> <p>W. Ury (2007) Getting past no, Bantam Books</p> <p>P.Ekman (2007) Emotions revealed, New York, W.W.Norton & company</p> <p>P.Collins (2011) Negotiate to win, New York, Stearling</p>		
8.21. Other (as the proposer wishes to add)	<p>Class materials, forums and other information will be available online through 2co2 program</p> <p>Consultations are available in office no. 28</p>		

9. Croatian History and Culture in European Perspective (until 1848)

1. GENERAL INFORMATION

9.1. Course teacher	ANDREA FELDMAN		9.2. Year of the study	1-5
9.3. Name of the course	CROATIAN HISTORY AND CULTURE IN EUROPEAN PERSPECTIVE (UNTIL 1848)		9.4. ECTS credits	4
9.5. Associate teachers	MARIJANA KARDUM		9.6. Type of instruction (number of hours L + E + S + e-learning)	
9.7. Study programme (undergraduate, graduate, integrated)	UNDERGRADUATE, GRADUATE, INTEGRATED		9.8. Expected enrolment in the course	2-5
9.9. Status of the course	mandatory	x elective	9.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
9.11. Course objectives	<p>Overview of Croatian history in European context.</p> <p>Lectures will cover history of the area from antiquity, Slavic migrations, development of the first Croatian state, development of Christianity in the Middle Ages, influence and consequences of the Ottoman conquest, Dubrovnik City-State, Venetian rule in Dalmatia, the Habsburg Monarchy, origin and development of national ideologies, Croatian Revival (Illyrianist Movement) and the 1848 revolution.</p>			
9.12. Enrolment requirements and/or entry competences required for the course	n/a			

<p>9.13. Learning outcomes at the level of the programme to which the course contributes</p>	
<p>9.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	
<p>9.15. Course content (syllabus)</p>	<p style="text-align: center;">UNIVERSITY OF ZAGREB School of Teacher's Education Associate professor Andrea Feldman</p> <p style="text-align: center;"><u>CROATIAN HISTORY AND CULTURE IN EUROPEAN PERSPECTIVE UNTIL 1848</u></p> <p>Overview of Croatian history in European context.</p> <p>Lectures will cover history of the area from antiquity, Slavic migrations, development of the first Croatian state, development of Christianity in the Middle Ages, influence and consequences of the Ottoman conquest, Dubrovnik City-State, Venetian rule in Dalmatia, the Habsburg Monarchy, origin and development of national ideologies, Croatian Revival (Illyrianist Movement) and the 1848 revolution.</p> <p><u>Reading list:</u></p> <p>Mark Mazower, <u>The Balkans: A Short History</u>. New York: A Modern Library Paperback Edition</p> <p><u>Marcus Tanner, Croatia: A History</u>. New Haven: Zale Universitz Press, 2010.</p> <p>Ivo Banac, <u>The National Question in Yugoslavia: Origins, History, Politics</u>. Ithaca: Cornell University Press, 1984.</p> <p>Robin Harris, <u>Dubrovnik / A History</u></p>

Course requirements:

1. Regular attendance and class participation;
2. Mid-term written exam. (7th week of the semester)
3. Final exam.
4. A brief paper (from 7 to 10 typed double-spaced pages) on a selected subject or book approved by the instructors.

<u>Week</u>	<u>Date</u>	<u>Lecture Topic</u>	<u>Seminar</u>
I.	Oct 2021	Introduction: Why study history?	Introduction & students' assignments
II.	Oct 2021	Croatian landscape in European context Croatian lands before the Slavs	Mazower, Introduction and The Land and its Inhabitants
III.	Oct 23, 2021	From Sclavinias to Croatian State – the Age of Dukes	Tanner
IV.	Oct 30, 2021	Christianity and Culture of Croats in the Middle Ages	Banac, 21-69
V.	Nov 6, 2021	Hungarian – Croatian Kingdom and the Anjou dynasty	Tanner
VI.	Nov 13, 2021	Dubrovnik – the City State	Harris
VIII.	Nov 20, 2021	Mid-Term Exam	
IX.	Nov 27, 2021	Ottoman Conquest	Mazower, Before the Nations

X.	Dec 4, 2021	Venice and the Habsburgs	Tanner
XI.	Dec 11, 2021	Rennasaince, Reformation and Baroque (Venetian Dalmatia, Northwestern Croatia)	Tanner
XII.	Dec 18, 2021	Absolutism, Revolution and Protonational Ideologies	Banac, 70-115
XIII.	Jan 8, 2022	From Illyrian Provinces to Illyrianist Movement	Banac, 13 – 91.
XIV.	Jan 15, 2022	Main Topics of the Croatian National Revival	Banac, 70-115
XV.	Jan 22, 2022.	Final Exam	

Andrea Feldman (M.A., M. Phil., Ph.D.) received her degrees from Yale University. She has lectured at universities in Croatia, Bosnia and Herzegovina, the US, Canada and the UK. She is the author of *Imbro I. Tkalac: Europsko iskustvo hrvatskog liberala (Imbro I Tkalac: European Experience of Croatian Liberal)*, (Zagreb, 2012), *Povijesno gledamo: Razgovori s povjesničarima (Historian's Gaze: Conversations with Historians)* (Zagreb, 2007) and *Žene u Hrvatskoj: Ženska i kulturna povijest (IVG & Ženska infoteka, Zagreb 2004)*. With Marijana Kardum she edited *Lydia Sklevicky, Zene i mo#, povijesna geneza jednog interesa*, Zagreb: Hrvatska sveucilisna naklada, 2020. Feldman served as the

	Advisor for Human Rights and Civil Society to the Minister of Foreign Affairs at the Ministry of Foreign Affairs, the Republic of Croatia (2000 – 2003).								
9.16. Format of instruction:	x lectures x seminars and workshops exercises online in entirety x partial e-learning field work	independent assignments multimedia and the internet laboratory x work with mentor (other)			9.17. Comments:				
9.18. Student responsibilities	Regular attendance and class participation; Mid-term written exam. (7 th week of the semester) Final exam. A brief paper (from 7 to 10 typed double-spaced pages) on a selected subject or book approved by the instructors.								
9.19. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
9.20. Required literature (available in the	Title						Number of copies in the library	Availability via other media	

library and/or via other media)			
	Mark Mazower, <u>The Balkans: A Short History</u> . New York: A Modern Library Paperback Edition	5	
	Marcus Tanner, <u>Croatia: A History</u> . New Haven: Yale University Press, 2010	0	
	Robin Harris, <u>Dubrovnik / A History</u>	5	
	Ivo Banac, <u>The National Question in Yugoslavia: Origins, History, Politics</u> . Ithaca: Cornell University Press, 1984.	5	
2.11. Optional literature			
9.21. Other (as the proposer wishes to add)			

10. Children's Literature and Digital Media

1. GENERAL INFORMATION				
10.1. Course teacher	Marina Gabelica, PhD, Assistant Professor		10.2. Year of the study	3 rd , 4 th , 5 th
10.3. Name of the course	Children's Literature and Digital Media		10.4. ECTS credits	4
10.5. Associate teachers			10.6. Type of instruction (number of hours L + E + S + e-learning)	15L+0E+15S
10.7. Study programme (undergraduate, graduate, integrated)	Graduate		10.8. Expected enrolment in the course	30
10.9. Status of the course	mandatory	elective	10.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	3 rd level, 20%

2. COUSE DESCRIPTION	
10.11. Course objectives	<ul style="list-style-type: none"> - to familiarise students with the basic concepts of electronic literature and digital children's literature; - to familiarise students with the basic principles of forming literary texts in digital media and the methodology of studying digital children's literature; - to train students to interpret and analyse works of digital children's literature; - to train students to select high-quality works of digital children's literature in accordance with the children's reception capabilities and language competencies; - to train students to independently create several types of digital media works; - to train students to follow relevant professional and scientific literature on digital media and children's literature.
10.12. Enrolment requirements and/or entry competences required for the course	n/a
10.13. Learning outcomes at the level of the programme to which the course contributes	<p>Understanding the basic concepts of literary theory and categories in English which enable understanding of children's literature and digital children's literature, as well as its use in first-hand working with children, in the context of developing early bilingualism and multilingualism.</p> <p>Knowledge of digital picture books in English and the ability to apply and adapt source material for the purposes of mediating the target culture, acquiring language competencies, and encouraging children to actively participate in spoken communication.</p> <p>Ability to systematically develop children's language skills in accordance with the modern principles of teaching English in early childhood and preschool age.</p> <p>Adopting digital skills and acquiring digital competencies in the context of lifelong learning.</p>
10.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - knowledge of the basic principles of forming a literary text in digital media; - distinguishing between types of digital literature and their specificities; - analysing and interpreting the selected work of digital literature; - appraising the quality of digital works of children's literature; - selecting a specific work according to the reception capabilities of children of a particular age and level of linguistic competence; - designing, creating, and applying activities, materials, and teaching aids which enable children's immersion in the linguistic and cultural context, for the purpose of facilitating their linguistic development in the English language.
10.15. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course. Reading, text, and literature in the digital age. 2. Narrative techniques in different media. Expressive elements in photography and film. Specificities of digital media – the literary text and narrative processes in digital media. The variety of discourse and media objects. 3. Electronic literature – basic characteristics, genres, a short history of development. Children's literature in digital media – basic characteristics, genre, a short history of development. 4. The digital picture book in Croatia and abroad – examples of different subtypes, analysis and interpretation. Independent / guided analysis of works of digital children's literature using examples of Croatian and international digital children's literature.

	<p>5. Interactive stories, visual novels, video games – basic classification, principles of analysis and interpretation.</p> <p>6. and 7. Digital media and storytelling – auditive discourse. Sounds, noises, music, speech, silence. Using recording and sound-processing software. Creating sound stories, soundscapes, and sound-based language games.</p> <p>8. and 9. Digital media and storytelling – visual discourse. Static and dynamic images. Visual storytelling. Using recording and image-processing software. Creating visual stories.</p> <p>10. and 11. Digital media and storytelling – interactivity. Interpassivity and purposeful interaction. Building interactivity in a literary work using the examples of traditional stories and stories in new media. Using software for creating interactive works; creating several types of digital interactive stories.</p> <p>12. and 13. Creating interactive materials for early EFL/ESL learning.</p> <p>14. The market and literature for children in digital media. Understanding the criteria for quality of a digital work of literature.</p> <p>15. Developing digital competencies in early childhood. Final considerations. Discussions.</p>									
10.16. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work			independent assignments multimedia and the internet laboratory work with mentor (other)			10.17. Comments:			
10.18. Student responsibilities	<p>Regular attendance of lectures and seminars.</p> <p>Active participation in the seminars.</p> <p>Reading the required literature.</p> <p>Complete the given creation tasks using digital tools (5): sound story, soundscape, visual story, digital picture book, and interactive content.</p> <p>Pass the oral examination – analysis of a digital work.</p>									
10.19. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	NO	Oral exam	<u>YES</u>	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary	YES	NO	Practical work	<u>YES</u>	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)			
10.20. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Gabelica, M., Children's Electronic Literature Criticism: Exploring Electronic Picture Books. MATLIT: Materialities of Literature. 6 (2018) , 2; 99-113.							yes		
	Hayles, N. K. „Print is flat, code is deep: The importance of media-specific analysis.“ Poetics Today 25.1 (2004): 67 – 90.							yes		
	Bolter, J. D. Grusin, R. (2000). Remediation – Understanding New Media. Cambridge: MIT Press.(selected chapters)							yes		

2.11. Optional literature	<p>Berger, A. (1997). Narratives in popular culture, media, and everyday life. Thousand Oaks,CA: Sage</p> <p>Chatman, S. (1978). Story and Discourse: Narrative Structure in Fiction and Film, Cornell University Press, Ithaca & London</p> <p>Čižmar, Ž., Obrenović, N. (2013). Medijska pismenost u Hrvatskoj. Zagreb: Telecentar.</p> <p>Gabelica, M. (2012). Poticanje čitanja uz nove medije. Dijete, škola, obitelj, 30, 2-8.</p> <p>Gabelica, M. „Budućnost dječje knjige – medijska rekontekstualizacija pisanja, čitanja i objavljivanja dječje književnosti“. Veliki vidar - stoljeće Grigora Viteza (ur. Protrka Štimec, M., Zalar, D., Zima, D.). Zagreb: Učiteljski fakultet u Zagrebu, (2013): 329 – 340.</p> <p>Gabelica, M. (2014). Digitalna kraljevna – ostavština Walta Disneyja. U Detinjstvo – časopis o književnosti za decu. 40 (2014) ; 48-55</p> <p>Gabelica, M. (2015). Dječja književnost Y generacije. U Hrvatski iseljenički zbornik 1 (2015); 61-74</p> <p>Hayles, N. K. (2007). Electronic Literature: What is it?</p> <p>Jenkins, H. (2004). „Game design as narrative architecture.“ Computer 44.</p> <p>Lister, M., Dovey, J., Giddings, S., Grant, I., Kelly, K. (2009). New media: A critical introduction. London&New York: Routledge.</p> <p>McLuhan, M. (2008). Razumijevanje medija. Zagreb: Golden marketing. tehnička knjiga.</p> <p>Težak, D., Gabelica, M. (2014) Djelo Ivane Brlić-Mažuranić u novim medijima. U Detinjstvo. 40 (2014) , 14; 9-16</p> <p>Težak, D., Gabelica, M. (2014). Digitalna dječja književnost. U Sodobni pristupi poučavanja prihodnijih generacija / Orel, M. (ur.). Ljubljana, str. 856-866</p> <p>Narančić Kovač, S. (2015). Jedna priča – dva pripovjedača : Slikovnica kao pripovijed. Zagreb: ArTresor naklada.</p> <p>Electronic Literature Organization. [online] dostupno na: <http://eliterature.org/></p> <p>Nacionalna i sveučilina knjižnica. Digitalizirana baština. [online] dostupno na: <http://db.nsk.hr/></p> <p>International Children's Digital Library. [online] dostupno na: http://en.childrenslibrary.org</p>		
10.21. Other (as the proposer wishes to add)			

Table 3 List of required and elective courses and modules with class hours and ECTS credits

LIST OF COURSES/MODULES										
Year of study:										
Semester:										
MODULE	COURSE	COURSE TEACHER	From n to x semester	L	S	E	e-learning	ECTS	Required/elective	

11. Instrumental practicing - Piano 1

1. GENERAL INFORMATION				
11.1. Course teacher	Tamara Jurkić Sviben, PhD, MA, Assist. professor		11.2. Year of the study	1, 2, 3, 4, 5
11.3. Name of the course	Instrumental practicing - Piano 1		11.4. ECTS credits	4
11.5. Associate teachers			11.6. Type of instruction (number of hours L + E + S + e-learning)	1+0+1
11.7. Study programme (undergraduate, graduate, integrated)			11.8. Expected enrolment in the course	15
11.9. Status of the course	mandatory	elective	11.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
11.11. Course objectives	<p>To enhance students' skills of playing the keyboard instrument for artistic performing of the simpler works of classical literature which are included in the music culture curriculum in elementary school, as well as simpler works which are recommended for listening in the preschool age.</p> <p>To encourage the continuity of the playing skills training.</p> <p>To increase the sensibility towards artistic music.</p> <p>To research, explore, understand, and apply marks for accurate rhythm, tempo, dynamic and agogics.</p> <p>To develop self-esteem through public performance.</p>			

11.12. Enrolment requirements and/or entry competences required for the course	n/a
11.13. Learning outcomes at the level of the programme to which the course contributes	<p>The students will:</p> <ul style="list-style-type: none"> - advance their adopted technical and artistic skills of playing keyboard instrument (piano). - See the importance of developing the aesthetic perception of artistic expression. - know how to find and recognize the literature which they can independently perform on the instrument, and which is appropriate as an example or artistic work in the course of Music culture.
11.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ul style="list-style-type: none"> - Independent research of historical-music literature and understanding of certain musical-stylistic period within the work performed by a student during the interpretative part of the program was created. - Formal and interpretative analysis of the chosen simpler art piece. - Independent performance of Baroque, Preclassic, Classic, Romanticistic and Impresionistic works with special attention to encourage performing the works of Croatian composers and works of contemporary literature which are included in music culture curriculum for elementary school and educational institutions. - Independently critically evaluate, according to the accepted aesthetic criteria, artistic components of the musical works and their performances.
11.15. Course content (syllabus)	<ol style="list-style-type: none"> 1. Audit of the musical knowledge level 2. Introduction and pointing to the systematic work on training the technical skill of keyboard instrument. 3. Introduction to poliphony (analysis of the simpler Baroque literature: Minuet, Prelude, Toccata) 4. Preparation for performance of simpler Baroque forms. 5. Work on selected literature. 6. Introduction of the simpler classical forms (Analysis of simpler preclassical and classical works works for keyboard instruments: Sonatina, Sonata) 7. Preparation for performing simpler classical forms. 8. Work on selected literature.

	<p>9. Introduction of simple works from the Romanticism (Analysis of simpler works for piano: Waltz, Songs Without Words, Nocturne, Prelude)</p> <p>10. Preparation for performing simpler romanticistic works.</p> <p>11. Work on selected literature.</p> <p>12. Introduction of simple works from the Impresionistic period (Analysis of the simpler works from impresionism: piano miniatures)</p> <p>13. Preparation for performing simpler impresionistic works.</p> <p>14. Introduction of simple works by Croatian and foreign composers of 20th and 21st century (Analysis and preparation for performing the simple works for piano)</p> <p>15. Practical exam (performance)</p>								
11.16. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work	independent assignments multimedia and the internet laboratory work with mentor Performance (other)	11.17. Comments:						
11.18. Student responsibilities	<p>Regular attendance of the classes (and active participation): 15 hours</p> <p>Regular preparation for classes (practising): 15 hours</p>								
11.19. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	Practical exam (Performance)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO

	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
11.20. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media
	J. S. Bach: Little compositions for the piano [Male kompozicije za klavir], Melodija, Zagreb. J. S. Bach: Twelve and six small preludes for piano [Dvanaest i šest malih preludija za klavir], Melodija, Zagreb. J.S. Bach: Il clavicembalo ben temperato- WTK (Vol. I i II), Ricordi, Milano. (choice of simpler Preludes) BAROK (1986) (Scarlatti, Haendel, Zipoli, Galuppi; Paradies, Soler...), Opus, Bratislava.								
	Sonatinas, Variations, Suites, vol. 1 [Sonatine, Varijacije, Suite, I. svezak], pr. Blaženka Zorić, Klavirski studio Zagreb, Zagreb (chosice of simpler classical forms (Rowley, Gurlitt, Biehl, Kabalevski, Atwood, Bertini, Bjelinski...))								
	M. Clementi: Six sonatinas op. 36 for piano [Šest sonatina op. 36 za klavir], Muzička naklada, Zagreb								
	L. van Beethoven: Leichte Klavierstuecke, H. Litolff's Verlag/C. F. Peters; Frankfurt, London, New York R. Schumann: Album für die Jugend Opus 68 ; Kinderszenen Opus 15, Leipzig : Edition Peters, 1980 F. Chopin: For our youngest [Za naše najmlađe], pr. M. Lorković, Muzička naklada, Zagreb. P. Čajkovski (1977): Youth album op. 39 [Mladinski album op. 39.] Državna založba Slovenije, Ljubljana.								
	C. Debussy: Children's Corner and individual pieces, Urtext, Konemann Music Budapest.								
	S. Prokofieff (1989): Visions fugitives op. 22 (izbor), Boosey&Hawkes, London A. Kabiljo (2005): Enchanted piano [Začarani klavir], Školska knjiga, Zagreb. Croatian composer for piano 1 [Hrvatski skladatelji za klavir I.], priredila B. Zorić; Music Play, Zagreb								

	Compositions of old Croatian composers of 18th century from Dubrovnik and Krk [Skladbe starih hrvatskih skladatelja 18. stoljeća iz Dubrovnika i Krka] (1975), Hrvatski glazbeni zavod, Zagreb		
2.11. Optional literature	<p>Songs and plays of various authors written for children [Pjesme i skladbe raznih autora pisane za djecu].</p> <p>Palisca, C.V. (2005): Baroque music [Barokna glazba], Hrvatsko muzikološko društvo, Zagreb</p> <p>G. Pestelli (2008): Age of Mozart and Beethoven [Doba Mozarta i Beethovena], Hrvatsko muzikološko društvo, Zagreb.</p> <p>P. Rummenhoeller (2004): Musical preclassic [Glazbena pretklasika], Hrvatsko muzikološko društvo, Zagreb.</p> <p>C. Dalhaus (2007): 19th Century Music [Glazba 19. stoljeća], HMD, Zagreb.</p> <p>H. Danuser (2007): 20th Century Music [Glazba 20. stoljeća], HMD, Zagreb.</p> <p>S. Tuksar (2000), Short history of Croatian music [Kratka povijest hrvatske glazbe], Matica hrvatska, Zagreb.</p> <p>N. Bezić (2016): Musical walks through Zagreb [Glazbene šetnje Zagrebom], Školska knjiga, Zagreb.</p>		
11.21. Other (as the proposer wishes to add)	<p>Encouraging independent work</p> <p>Attending of concerts within the Musical scene U.F. and musical happenings outside the faculty.</p>		

12. Healthcare in preschool children

1. GENERAL INFORMATION			
12.1. Course teacher	izv.prof.dr.sc.Maša Malenica	12.2. Year of the study	first year
12.3. Name of the course	Healthcare in preschool children	12.4. ECTS credits	4
12.5. Associate teachers	dr.sc.Monika Kukuruzović	12.6. Type of instruction (number of hours L + E + S + e-learning)	2+1+2
12.7. Study programme (undergraduate, graduate, integrated)	undergraduate	12.8. Expected enrolment in the course	50

12.9. Status of the course	x mandatory	elective	12.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
12.11. Course objectives	Objectives are to know how to identify and define the following: concepts of health, interdisciplinary approach to health, holistic approach, role of local community and pre-school institutions. Preventive and social pediatrics. The most important public health problem sin child care, growth and development of children, the influence of stimulation on growth and development, epilepsy, problem sin nutrition, genetic diseases, respiratory diseases. Then problems with overweight children, immunizations, first aid, and other relevant issues in preschool health and care for children.			
12.12. Enrolment requirements and/or entry competences required for the course	n/a			
12.13. Learning outcomes at the level of the programme to which the course contributes	Students should be able to have generic competencies with which they will know the role of pre-school care in health aspects following all ethical and professional codes. They will know how to recognize the most common health issues in pre-school children and how to offer first aid.			
12.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. to understand and know health issues regarding growth and development of pre-school children 2. to list the basic principles of healthcare, basic needs of pre-school children, the aspects related to growth and development 3. to be able to recognize main genetic malformations, and to be able to recognize signs of deteriorated health in pre-school children 4. to be able to adapt their practice to health needs of pre-school children 			
12.15. Course content (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Introduction, list of seminars 2. Preschool institutions in health care 			

3. Neglected child
4. Breastfeeding and the value of breastfeeding
5. Immunizations
6. Importance of communication
7. Prevention of accidents and first aid
8. Overweight children
9. Allergies
10. Neurological development
11. Small pox and respiratory diseases
12. Urinary diseases
13. Asthma and atopic diseases
14. Diarrhea and vomiting in children
15. parasites
16. Growth charts

Seminars:

13. Preventive measures
14. Child rights
15. Nutrition in pre-school children
16. Vaccines
17. Febrile seizures and epilepsy
18. Child with celiac disease

	19. Fever 20. Turner and Down syndrome 21. Rota virus disease 22. Growth charts									
22.1.Format of instruction:	x lectures x seminars and workshops exercises x online in entirety partial e-learning field work				x independent assignments multimedia and the internet laboratory x work with mentor (other)			22.2. Comments:		
22.3. Student responsibilities	To regularly attend classes and actively participate, to have a seminar, to participate in practical work, to independantly study for the exam									
22.4. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	NO	Oral exam	<u>YES</u>	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	<u>YES</u>	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	<u>YES</u>	NO	ECTS credits (total)	4		
22.5. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Jovančević i sur 2016. Godine prve – zašto su važne? Zagreb, SysPrint						21			

2.11. Optional literature	TBA		
22.6. Other (as the proposer wishes to add)			

23. Introduction to ELT Methodology

1. GENERAL INFORMATION			
23.1. Course teacher	Marija Andraka, PhD Alenka Mikulec, PhD	23.2. Year of the study	3
23.3. Name of the course	Introduction to ELT Methodology	23.4. ECTS credits	4
23.5. Associate teachers		23.6. Type of instruction (number of hours L + E + S + e-learning)	30 + 0 + 30
23.7. Study programme (undergraduate, graduate, integrated)	integrated	23.8. Expected enrolment in the course	50

23.9. Status of the course	mandatory		23.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	5%
2. COUSE DESCRIPTION				
23.11. Course objectives	<p>To enable students to acquire theoretical knowledge related to the theory of FLT and EFL teaching methodology, and to gain insight into recent developments in the field of psychology, neuroscience and EFL teaching methodology, which they will be able to apply in teaching.</p> <p>To introduce students to different didactic and teaching methodology orientations in FLT and their foundation in linguistics and learning theory.</p> <p>To introduce students to bilingualism and contemporary findings related to L1, L2 and FL learning and acquisition.</p>			
23.12. Enrolment requirements and/or entry competences required for the course	n/a			
23.13. Learning outcomes at the level of the programme to which the course contributes	<p>Upon completing the course students will:</p> <ul style="list-style-type: none"> - be able to understand and appreciate all participants of the educational process and to communicate, cooperate and work well in a team - be acquainted with and understand developmental characteristics of students and will consider those when planning and teaching EFL classes at primary level of education - understand pedagogical, psychological, sociological and teaching methodology theories - understand didactic and teaching methodology models, principles and strategies - have acquired theoretical knowledge in the field of applied linguistics, foreign language teaching theory and English language teaching methodology; - possess the basic knowledge and skills necessary to engage in research, professional and scholarly work in the field of EFL teaching methodology 			
23.14. Expected learning outcomes at the level of	Students will be able to			

<p>the course (3 to 10 learning outcomes)</p>	<ul style="list-style-type: none"> - understand educational theories and more recent scholarly findings related to the nature of children’s learning as well as development and education processes - understand psycholinguistic theories of children’s language development and their application in EFL teaching -make relevant choices related to FL learning and teaching in primary school based on their understanding of recent developments in the field of developmental psychology, neuroscience and theory of FL teaching - use appropriate learning strategies and teach their pupils how to use them effectively depending on their own learning styles - motivate pupils for FL learning - understand communicative competence - critically evaluate and apply knowledge about traditional, contemporary and alternative glottodidactic theories - apply knowledge about contemporary glottodidactic principles pertaining to organization of FL learning and teaching, especially in the context of early FL learning 		
<p>23.15. Course content (syllabus)</p>	<ol style="list-style-type: none"> 1 Theory of language teaching and glottodidactics; popular beliefs about language learning 2 Theoretical basis (Saussure, Jakobson, Bloomfield, Sapir, Chomsky) 3 Historical overview of FLL methods and their characteristics; humanistic methods 4 FL teaching methods and young learners; TPR 5 Contemporary language acquisition theories (Piaget, Lennenberg, Bruner, Vygotsky); FLL theories 6 Mother tongue and FL and L2 acquisition/learning, language acquisition strategies, bilingualism 7 Factors affecting language learning –age, advantages of early FLL 8 Learning styles and learning strategies, CEFR, language portfolio 9 Metacognition and FL learning, multiple intelligences theory and emotional intelligence 10 Motivation and language anxiety in FL learning and teaching 11 Communicative competence as the goal of FL learning 12 Lesson planning and classroom management 13 Reflective FL teaching 14 Developing creative and critical thinking 15 Classroom interaction, group work, team teaching 		
<p>23.16. Format of instruction:</p>	<p>lectures</p> <p>seminars and workshops</p> <p>exercises</p>	<p>independent assignments</p> <p>multimedia and the internet</p> <p>laboratory</p>	<p>23.17. Comments:</p>

	online in entirety partial e-learning field work	work with mentor office hours (other)				
23.18. Student responsibilities	Regular class attendance and active participation – 60 hours Preparing for classes – reading selected chapters from recommended reading, independent learning and preparing for the exam – 30 hours Seminar paper – 21 hours Preparing and presenting the selected seminar topic – 9 hours					
23.19. Monitoring student work	Class attendance	YES	Research	NO	Oral exam	YES
	Experimental work		Report	YES	(other)	
	Essay		Seminar paper	YES	(other)	
	Preliminary exam		Practical work	NO	(other)	
	Project		Written exam	NO	ECTS credits (total)	4
23.20. Required literature (available in the library and/or via other media)	Title				Number of copies in the library	Availability via other media
	Byram, M. & Hu, A. (Ed.). (2000, 2004, 2013). Routledge Encyclopedia of Language Teaching and Learning. New York: Routledge (odabrana poglavlja).					
	Cohen A. D. (2011). Strategies in Learning and Using a Second Language. London: Pearson Education.					
	Curtis, A. (2017). Methods and Methodologies for Language Teaching. London: Palgrave					
	Crystal, D. (2010). The Cambridge Encyclopedia of Language (3rd ed.). Cambridge: CUP (odabrana poglavlja).					
	Ellis, R. (1997). Second Language Acquisition. Oxford: OUP. (0dabrana poglavlja)					

	Harmer, J. (2015). (5th ed.): The Practice of English Language Teaching. Harlow: Pearson.(odabrana poglavlja)		
	Lightbown, P & Spada, N. (2006). (3rd ed.). How Languages are Learned. OUP.(odabrana poglavlja)		
	Ur, P. (1996). A Course in Language Teaching: Practice and theory. Cambridge: CUP:(Odabrana poglavlja)		
2.11. Optional literature	<p>Cummins, J., Davison, Ch. (2007). International handbook of English language teaching. Springer.</p> <p>Dong, G. & Hulin, R. (2013). The Role of Age in Second Language Acquisition – A Psychological Perspective. British Journal of English Linguistics, Volume 1(1), 1-6.</p> <p>Dörnyei, Z. , (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Oxford: Routledge. Oxford.</p> <p>Fisher, R. (2005). Teaching Children to Think. London: Nelson Thornes.(2.izd.)</p> <p>Gardner, H. (1983). Frames of Mind: The theory of multiple intelligences. New York: Basic Books.</p> <p>Gardner, H. (1993). Multiple Intelligences: The theory in practice. New York: Basic Books</p> <p>Garton, S. & Copland, F. (Eds.). (2019). The Routledge Handbook of Teaching English to Young Learners. London and New York: Routledge.</p> <p>Grosjean, F. (2010). Bilingual: Life and Reality. Cambridge, Mass: Harvard University Press.</p> <p>Mihaljević Djigunović, J. (2002): Strah od stranog jezika: kako nastaje, kako se očituje kako ga se osloboditi. Zagreb: Naklada Ljevak.</p> <p>Oxford, R. L. (1990): Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House Publishers.</p> <p>Prebeg Vilke, M. (1991). Vaše dijete i jezik: materinski, drugi i strani jezik. Zagreb: Školska knjiga.</p> <p>Richards, J.C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.</p> <p>Richards, J.C. and C. Lockhart (1999). Reflective Teaching in Second Language Classrooms. Cambridge: CUP.</p> <p>Savignon, S. J. (2018). Communicative competence. The TESOL Encyclopedia of English Language Teaching, 1-7.</p> <p>Williams, M. & R. L. Burden (1997). Psychology for Language Teachers. Cambridge: CUP.</p>		
23.21. Other (as the proposer wishes to add)	Classes are taught in English and students are required to have at least language level B2 according to The Common European Framework of Reference for Languages (CEFR).		

24. Croatian Children's Literature (Hrvatska dječja književnost)

1. GENERAL INFORMATION

1.1. Course teacher	Ivana Milković, PhD		1.6. Year of the study	3
1.2. Name of the course	Croatian Children's Literature (Hrvatska dječja književnost)		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	15+0+22+8
1.4. Study programme (undergraduate, graduate, integrated)	integrated		1.9. Expected enrolment in the course	10
1.5. Status of the course	mandatory	elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2, 18%
2. COUSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - to introduce the historical development of Croatian children's literature - to introduce different genres in Croatian children's literature, as well as different themes, topics and techniques used by Croatian authors - to encourage and develop critical and meaningful reading of representative works of Croatian children's literature and to be able to place them into a wider cultural context - to use literary terms in reading and analysing - to encourage and develop critical and meaningful reading of essays and academic papers on research in children's literature 			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the	After completing this course, students will:			

programme to which the course contributes	<ul style="list-style-type: none"> - be able to use acquired knowledge of literary terms and literary categories in order to understand issues in children's literature and to use children's literature in teaching - improve their appreciation and respect of different cultural, research and work environment - improve their sensitiveness for cultural values of their own culture, other cultures, as well as cultural dialogue
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> - recognize representative literary works in the context of Croatian children's literature - distinguish literary genres in Croatian children's literature - choose appropriate literary works according to readers' abilities - perceive the importance of children's literature in Croatian culture and education - understand issues regarding research of Croatian children's literature
2.5. Course content (syllabus)	<p>For each of the topics listed, there will be 1 hour of lecture, and 2 hours of seminar - each topic requires reading primary sources (student's individual work):</p> <p>E-learning (electronic resources, multimedia, etc.): 6 hours</p> <ol style="list-style-type: none"> 1. Introduction; beginnings of Croatian literature for children; early texts and oral literature 2. Literary journals for children in Croatia; first literary journal for children "Bosiljak"; contemporary journals 3. Poetry for children; periods; historical overview; authors 4. Traditional poetry for children 5. Modern poetry for children 6. Folktales in Croatian children's literature 7. Literary fairy tales and their authors 8. Fantasy in Croatian children's literature 9. Humour in children's literature; humorous stories for children 10. Realistic fiction in Croatian children's literature

	11. Fables – reception and authors 12. Plays 13. Children’s novel – historical overview 14. Children's novels and their authors 15. Contemporary children’s novels in Croatia								
2.6. Format of instruction:	lectures			independent assignments			2.7. Comments:		
	seminars and workshops			multimedia and the internet					
	exercises			laboratory					
	online in entirety			work with mentor					
	partial e-learning			(other)					
	field work								
2.8. Student responsibilities	Attending classes, active participation, seminar paper, individual tasks, homeworks, reading primary and secondary sources, reading notes, studying and preparation for the final exam.								
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam	YES	
	Experimental work		NO	Report	YES		(other)	YES	N O
	Essay		NO	Seminar paper	YES		(other)	YES	N O
	Preliminary exam		NO	Practical work		NO	(other)	YES	N
	Project		NO	Written exam	YES		ECTS credits (total)	4	
2.10.Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Težak, Dubravka: “An overview of Croatian children's literature with respect to changes in children's literature of the world”. In: History of Education & Children's Literature, 3 (2008), 2; pp. 31-57.							YES	

	Zalar, Diana: "If trees could walk: poems and stories from Croatian children's literature". Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu. 2018.	10	
	Težak, Dubravka: "A Portrait of Zvonimir Balog". In: Bookbird: a journal of international children's literature, 40 (2002), 1; pp. 52-56.		YES
	Nikolajeva, Maria: Aesthetic Approaches to Children's Literature: An Introduction. Lanham, Maryland etc.: The Scarecrow Press. 2005. Selected chapters.		YES
	Narančić Kovač, Smijana: "Foundations, Scaffolding and Road Building: Some Thoughts on Children's Literature in Croatia Today". In: USBBY Newsletter 31 (2006), 1; pp. 15-17.		YES
	Cotton, Penni, ed. European Children's Literature III. London : University of Surrey. Roehampton. 2000. Selected chapters.		YES
	Hameršak, Marijana: "How did Fairytales Become a Genre of Croatian Children's Literature?" In: Primerjalna književnost, 35 (2012), 1. pp. 65-77.		YES
2.11. Optional literature	Crnković, M., Težak D.: Povijest hrvatske dječje književnosti. Zagreb: Znanje. 2002. Diklić, Z., Težak, D., Zalar, I.: Primjeri iz dječje književnosti, Zagreb, Divič. 1996. Hameršak, Marijana: "A Neverending Story? Permutations of Snow White and Red Rose Narrative and its Research across Space and Time2. In: Narodna umjetnost: Croatian Journal of Ethnology and Folklore Research, 48 (2011), 1; pp. 147-160. Hameršak, Marijana: "Lowbrow Skepticism or Highbrow Rationalism? (Anti)Legends in 19th-Century Croatian Primers." In: Studia Mythologica Slavica, 14 (2011), pp. 143-157. Hranjec, S. : Hrvatski dječji roman. Zagreb: Znanje.1998. Hranjec, S.: Kršćanska izvorišta dječje književnosti. Zagreb: Alfa. 2003. Hranjec, S. : Pregled hrvatske dječje književnosti. Zagreb: Školska knjiga. 2006. Hranjec, S. : Ogledi o dječjoj književnosti. Zagreb: Alfa. 2009. Kümmerling-Meibauer, Bettina: "Klassiker der Kinder- und Jugendliteratur. Ein internationales Lexikon. 2 vols. Stuttgart / Weimar: Metzler.1999. Majhut, B.: Pustolov, siročić i dječja družba. Zagreb: FF press. 2005.		
2.12. Other (as the proposer wishes to add)	The classes will be taught in English.		

1. GENERAL INFORMATION				
3.1. Course teacher	Ivana Milković, PhD		3.2. Year of the study	3
3.3. Name of the course	English Teaching Practice2		3.4. ECTS credits	1
3.5. Associate teachers	Smiljana Narančić Kovač, PhD		3.6. Type of instruction (number of hours L + E + S + e-learning)	0+25+0+5
3.7. Study programme (undergraduate, graduate, integrated)	integrated		3.8. Expected enrolment in the course	50
3.9. Status of the course	mandatory	elective	3.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2, 16%
2. COUSE DESCRIPTION				
3.11. Course objectives	<ul style="list-style-type: none"> - to introduce students to school, school environment and pupils - to train students for autonomous planning, preparation and teaching English to primary school pupils - to intertwine topics from different school subjects with teaching English and to explore possibilities of integrated teaching - to develop students' capability of organizing and integrated teaching 			
3.12. Enrolment requirements and/or entry competences required for the course	n/a			
3.13. Learning outcomes at the level of the programme	Upon the successful completion of the course students will be able to:			

<p>to which the course contributes</p>	<ul style="list-style-type: none"> - understand and respect all the participants of the educational process; communicate and work in a team - plan, perform and evaluate English language teaching and extracurricular activities in primary school - understand and analyse educational processes and interdependence of certain parts of educational systems - act in accordance with ethical standards of teaching and in the pupils' best interests - recognize and professionally react to pupils' individual needs, including pupils with special educational needs
<p>3.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - acquire practical knowledge of working in a school, school environment and with primary school pupils - participate in various school activities, such as: preparation of teaching materials, participation in parent-teacher meetings, school trips, celebrations, plays, extra classes - connect knowledge of development of educational plans and programmes with teaching - explain the concept and characteristics of team teaching - recognize students' needs, distinguish basic techniques of classroom management, evaluation of knowledge, competences and skills - understand the importance of integrated teaching in teaching English as a foreign language - organize teaching in accordance to children's age and abilities - adapt methods and techniques to individual needs
<p>3.15. Course content (syllabus)</p>	<p>English teaching practice starts in the fourth semester and continues till the end of the eighth semester. This course follows other didactic courses which students have already studied or study in that particular semester. Consequently, activities in English teaching practice 2 are connected with respective didactic courses and respective contents from other courses.</p> <p>During each semester, students spend most of their time in schools. According to the instructions given by the teacher, students make notes about their observations, in connection with courses they study at that moment, or courses they have studied. Based on their observation students make their own teaching materials and help with teaching and preparing materials for teaching. Practice is constantly supervised by the teacher.</p>

	During the English teaching practices 2, students prepare activities for pupils, interact with them and make notes about their teaching experiences, child's interests, attitudes towards different activities and possible difficulties. The focus is on individual work and following pupil's continuous language development.									
3.16. Format of instruction:	lectures			independent assignments			3.17. Comments:			
	seminars and workshops			multimedia and the internet						
	exercises			laboratory						
	online in entirety			work with mentor						
	partial e-learning			consultations (other)						
	field work									
3.18. Student responsibilities	Regular attendance and active participation; individual practical tasks, diary and report, obligatory consultations.									
3.19. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO	
	Experimental work		NO	Report	YES		Consultations	YES		
	Essay		NO	Seminar paper		NO	(other)	YES	NO	
	Preliminary exam		NO	Practical work	YES		(other)	YES	NO	
	Project		NO	Written exam		NO	ECTS credits (total) 1			
3.20. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Selected chapters from: Appel, J. (1995): Diary of a Language Teacher. Oxford: Heinemann						1			
	Bilić-Štefan, M. (2015): English for Teachers. Zagreb: Učiteljski fakultet.						5			
	Bilić-Štefan, M. (2017): Teaching Practice Student's Handbook. Zagreb: University of Zagreb, Faculty of Teacher Education.						5			

	Woodward, T. and S. Lindstromberg (1995): Planning from Lesson to Lesson: A Way of Making Lesson Planning Easier. Harlow: Longman.	1	
2.11. Optional literature	Gower, R., Phillips, D. and S. Walters (1995): Teaching Practice Handbook. Oxford: Heinemann. Levy, M. (1997): Presentation Tips and Techniques. Cambs: Wyvern Crest. Skela, J., Sešek, U. & M. Zavašnik (2003). Pedagoška praksa: Teaching Practice Pack, Ljubljana: Zavod Republike Slovenije za šolstvo.		
3.21. Other (as the proposer wishes to add)			

4. English Teaching Practice 3

1. GENERAL INFORMATION			
4.1. Course teacher	Ivana Milković, PhD	4.2. Year of the study	3
4.3. Name of the course	English Teaching Practice 3	4.4. ECTS credits	1
4.5. Associate teachers	Smiljana Narančić Kovač, PhD	4.6. Type of instruction (number of hours L + E + S + e-learning)	0+25+0+5

4.7. Study programme (undergraduate, graduate, integrated)	integrated		4.8. Expected enrolment in the course	50
4.9. Status of the course	mandatory	elective	4.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2, 16%
2. COUSE DESCRIPTION				
4.11. Course objectives	<ul style="list-style-type: none"> - to introduce students to school, school environment and pupils - to train students for autonomous planning, preparation and teaching English to primary school pupils - to intertwine topics from different school subjects with teaching English and to explore possibilities of integrated teaching - to develop students' capability of organizing and integrated teaching 			
4.12. Enrolment requirements and/or entry competences required for the course	n/a			
4.13. Learning outcomes at the level of the programme to which the course contributes	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - understand and respect all the participants of the educational process; communicate and work in a team - plan, perform and evaluate English language teaching and extracurricular activities in primary school - understand and analyse educational processes and interdependence of certain parts of educational systems - act in accordance with ethical standards of teaching and in the pupils' best interests - recognize and professionally react to pupils' individual needs, including pupils with special educational needs 			

<p>4.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - acquire practical knowledge of working in a school, school environment and with primary school pupils - participate in various school activities, such as: preparation of teaching materials, participation in parent-teacher meetings, school trips, celebrations, plays, extra classes - connect knowledge of development of educational plans and programmes with teaching - explain the concept and characteristics of team teaching - recognize students' needs, distinguish basic techniques of classroom management, evaluation of knowledge, competences and skills - understand the importance of integrated teaching in teaching English as a foreign language - organize teaching in accordance to children's age and abilities - adapt methods and techniques to individual needs 		
<p>4.15. Course content (syllabus)</p>	<p>English teaching practice starts in the fourth semester and continues till the end of the eighth semester. This course follows other didactic courses which students have already studied or study in that particular semester. Consequently, activities in English teaching practice 3 are connected with respective didactic courses and respective contents from other courses.</p> <p>During each semester, students spend most of their time in schools. According to the instructions given by the teacher, students make notes about their observations, in connection with courses they study at that moment, or courses they have studied. Based on their observation students make their own teaching materials and help with teaching and preparing materials for teaching. Practice is constantly supervised by the teacher.</p> <p>During the English teaching practices 3, students prepare activities for pupils, interact with them and make notes about their teaching experiences, child's interests, attitudes towards different activities and possible difficulties. The focus is on individual work and following pupil's continuous language development.</p>		
<p>4.16. Format of instruction:</p>	<p>lectures seminars and workshops exercises online in entirety</p>	<p>independent assignments multimedia and the internet laboratory work with mentor</p>	<p>4.17. Comments:</p>

	partial e-learning field work	consultations (other)							
4.18. Student responsibilities	Regular attendance and active participation; individual practical tasks, diary and report, obligatory consultations.								
4.19. Monitoring student work	Class attendance	YES		Research		NO	Oral exam		NO
	Experimental work		NO	Report	YES		Consultations	YES	
	Essay		NO	Seminar paper		NO	(other)	YES	NO
	Preliminary exam		NO	Practical work	YES		(other)	YES	NO
	Project		NO	Written exam		NO	ECTS credits (total) 1		
4.20. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Selected chapters from: Appel, J. (1995): Diary of a Language Teacher. Oxford: Heinemann						1		
	Bilić-Štefan, M. (2015): English for Teachers. Zagreb: Učiteljski fakultet.						5		
	Bilić-Štefan, M. (2017): Teaching Practice Student's Handbook. Zagreb: University of Zagreb, Faculty of Teacher Education.						5		
	Woodward, T. and S. Lindstromberg (1995): Planning from Lesson to Lesson: A Way of Making Lesson Planning Easier. Harlow: Longman.						1		
2.11. Optional literature	Gower, R., Phillips, D. and S. Walters (1995): Teaching Practice Handbook. Oxford: Heinemann. Levy, M. (1997): Presentation Tips and Techniques. Cambs: Wyvern Crest.								

	Skela, J., Sešek, U. & M. Zavašnik (2003). Pedagoška praksa: Teaching Practice Pack, Ljubljana: Zavod Republike Slovenije za šolstvo.
4.21. Other (as the proposer wishes to add)	

5. Literature in Teaching English

1. GENERAL INFORMATION				
5.1. Course teacher	Ivana Milkovič, PhD		5.2. Year of the study	5
5.3. Name of the course	Literature in Teaching English		5.4. ECTS credits	2
5.5. Associate teachers			5.6. Type of instruction (number of hours L + E + S + e-learning)	15+0+9+6
5.7. Study programme (undergraduate, graduate, integrated)	integrated		5.8. Expected enrolment in the course	50
5.9. Status of the course	mandatory	elective	5.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2, 20%
2. COUSE DESCRIPTION				
5.11. Course objectives				

	Get students acquainted with the place and role of literature in teaching a foreign language, and with the role of authentic original literary works in teaching English, especially in primary education. Educate students to be able to choose appropriate literary texts, incorporate those texts in their teaching practice and autonomously design and create additional teaching materials based on literature. Prepare students for using secondary sources and for applying thus acquired knowledge in their teaching practice and for summarizing relevant information collected from secondary sources in writing.
5.12. Enrolment requirements and/or entry competences required for the course	n/a
5.13. Learning outcomes at the level of the programme to which the course contributes	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - apply their knowledge about the structure of the communicative linguistic competence as well as their knowledge about literature, children's literature and picturebook from the English-speaking world in teaching practice, with the purpose to develop linguistic and language-related skills in pupils in accordance with contemporary principles of teaching English to primary learners (grades 1-8); - develop the pupils' awareness about the presence of the English language and of Anglophone cultures in their own contexts, as well as positive attitudes towards learning other languages; - autonomously create, organise and carry out educational activities connected with works of children's literature and picturebooks of the English-speaking world in order to develop various competences in pupils of school age; - evaluate their own professional activities, learners' development and their advancement in acquiring elements of communicative linguistic competence related to using children's literature and picturebook in teaching English; - demonstrate openness towards different modes of creative expression, as well as flexibility and empathy; - understand the importance of permanent education and professional advancement for a continuous, competent and active participation in primary education (grades 1-8); - improve personal skills of team work and the acceptance of differences in research, social and working contexts.
5.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - understand the place and importance of original authentic literary works in teaching English, especially in primary education (grades 1-8); - determine criteria for selection of appropriate literary texts, autonomously choose them and incorporate them into classes in the way which corresponds specific educational situations, literary works, and pupils; - create appropriate teaching materials to accompany different literary works and design tasks for pupils in accordance with specific educational goals; - develop their pupils' literary competence in English, as well as their intercultural competences; - write a short overview of secondary sources on a selected topic.
5.15. Course content (syllabus)	<p>E-learning: webinar and other - 6 classes Lectures and accompanying seminars (1L and 1S for each topic, unless stated differently): 1. Introduction: Literature in Teaching EFL - 2L</p>

	2. Rhymes, Chants, Songs in EFL 3. Literature, literacy, readers and reading schemes - 2L 4. Poetry in EFL and cross-curricular projects - 2L 5. Stories - cultural aspects 6. Dramatizing stories - 2L 7. Drama workshop - 2S 8. Picturebooks in EFL 9. Mediating picturebooks 10. Storytelling 11. Autonomous reader 12. Developing teaching materials								
5.16. Format of instruction:	lectures			independent assignments			5.17. Comments:		
	seminars and workshops			multimedia and the internet					
exercises			laboratory						
online in entirety			work with mentor						
partial e-learning			Team project						
field work									
5.18. Student responsibilities	Regular attendance and active participation; individual and team projects, practical task, reading diary: portfolio autonomous preparation for the exam.								
5.19. Monitoring student work	Class attendance	YES		Research		NO	Oral exam	YES	
	Experimental work		NO	Report		NO	Practical training	YES	
	Essay		NO	Seminar paper		NO	Portfolio	YES	
	Preliminary exam		NO	Practical work	YES		(other)	YES	NO
	Project	YES		Written exam	YES		ECTS credits (total)	2	
5.20. Required literature (available in the	Title						Number of copies in the library	Availability via other media	

library and/or via other media)	Janice Bland, ed. 2015. Teaching English to Young Learners: Critical Issues in Language Teaching with 3-13 Year Olds. London etc.: Bloomsbury. Selected chapters.		YES
	Barone, Diana M. (2011). Children's Literature in the Classroom. New York: Guilford Press. Selected chapters.		YES
	Carter, Ronald & Long, M. N. (1991). Why Literature? In Teaching Literature. London: Longman, pp. 1-11.	3	
	Jemeršić, J., Davies, M & Davies, R., eds. (2000). Have fun learning English. Zagreb: The British Council	3	
	McRae, John. (1996). Representational Language Learning: from language awareness to text awareness. In R. Carter & J. McRae, eds., 16-40. Language, Literature and the Learner: Creative Classroom Practice. London: Longman	2	
	Vrhovac, Y. et al. (eds). (2019). Izazovi učenja stranoga jezika u osnovnoj školi. Zagreb: Ljevak.	5	
2.11. Optional literature	<p>Narančić Kovač, Smiljana. (1999). Dječja književnost u nastavi stranog jezika. In Strani jezik u osnovnoj školi, Y. Vrhovac et al, eds., 257-272. Zagreb: Naprijed.</p> <p>Narančić Kovač, Smiljana. (2007). Spona jezika i kultura: kako uklopiti književnost u nastavu engleskoga jezika. In Dijete i jezik danas: Zavičajnost u nastavi hrvatskog jezika; interkulturalnost u nastavi stranih jezika, Blažeka, Đ., ed., 173-160. Čakovec-Osijek: Učiteljski fakultet Sveučilišta u Zagrebu – Središte u Čakovcu, Učiteljski fakultet u Osijeku.</p> <p>Narančić Kovač, Smiljana i Ivana Milković. (2015). „Associating Temporal Meanings with Past and Present Verb Forms“. In: Mihaljević Djigunović, J. i Medved Krajnović, M. (eds.): Early Learning and Teaching of English: New Dynamics of Primary English, 110-148. Bristol, Buffalo, Toronto: Multilingual Matters.</p> <p>Sinclair, Barbara. (1996). Learner Autonomy and Literature Teaching. In Language, Literature and the Learner: Creative Classroom Practice. R. Carter & J. McRae, eds., 138-150. London: Longman.</p> <p>Andraka, Marija & Narančić Kovač, Smiljana. (1999). Izvorni književni tekst u ranome učenju engleskoga jezika. Zbornik radova Učiteljske akademije 1(1), 201-211.</p> <p>Collie, J. & Slater, S. (1987). Literature in the Language Classroom. Cambridge: Cambridge University Press.</p> <p>Gower, R. & Pearson, M. (1986). Reading Literature. London: Longman.</p>		

	<p>Lauš, Ivana & Narančić Kovač, Smiljana. (2008). Razumijevanje priče i diskursa u narativnoj slikovnici na engleskom kao stranom jeziku. In Rano učenje hrvatskoga jezika 2, Pavličević-Franić, Dunja & Bežen, Ante, eds., 99-113. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu; ECNSI.</p> <p>Narančić Kovač, Smiljana. (2007). Literacy in English as a Foreign Language: Reading Readers vs. Reading Literature. In Literacy without Boundaries: Proc. 14th European Conference on Reading, Shiel et al., eds., 62- 66. Osijek: Croatian Reading Association .</p> <p>Narančić Kovač, Smiljana & Lauš, Ivana. (2008). Samostalno čitanje i razumijevanje priče na engleskom kao stranom jeziku. U Rano učenje hrvatskoga jezika, Bežen, Ante & Pavličević-Franić, Dunja, eds., 110-125. Zagreb : ECNSI; Učiteljski fakultet Sveučilišta u Zagrebu.</p> <p>Zalar, D. (2002). Poezija u zrcalu nastave – igre stihom i jezikom u susretima s djecom. Zagreb: Mozaik knjiga. Etc.</p>
5.21. Other (as the proposer wishes to add)	

6. Education for Development

1. GENERAL INFORMATION			
6.1. Course teacher	Renata Miljević-Riđički, Full Professor	6.2. Year of the study	2, 3, 4, 5
6.3. Name of the course	Education for Development	6.4. ECTS credits	4
6.5. Associate teachers	-	6.6. Type of instruction (number of hours L + E + S + e-learning)	15+0+15

6.7. Study programme (undergraduate, graduate, integrated)	Undergraduate; integrated		6.8. Expected enrolment in the course	25
6.9. Status of the course	mandatory	elective	6.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10%
2. COUSE DESCRIPTION				
6.11. Course objectives	Getting familiar with the concept of <i>education for development</i> and acquiring basic skills and knowledge needed for applying it in school and kindergarten			
6.12. Enrolment requirements and/or entry competences required for the course	n/a			
6.13. Learning outcomes at the level of the programme to which the course contributes	Capability of practicing education for development in regular classes in the school and kindergarten			
6.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Promoting values as global interdependence, peace, tolerance, social justice and ecological principles Capability of transferring knowledge and skills of education for development to pupils Skills of cooperation, conflict resolution, respecting differences			
6.15. Course content (syllabus)	What is <i>education for development</i> Application of education for development in school and kindergarten Interdependence Knowing others and accepting differences Cooperation			

	Child abuse; types of abuse, prevention Conflict resolution Prosocial behaviour Social justice Children's rights Ecological awareness Global interdependence Change and the future									
6.16. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work				independent assignments multimedia and the internet laboratory work with mentor (other)			6.17. Comments:		
6.18. Student responsibilities	Obligation to active participation in lectures, seminars and workshops; written feedback on workshops									
6.19. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		

6.20. Required literature (available in the library and/or via other media)	Title	Number of copies in the library	Availability via other media
	Miljević_Riđički, R., Maleš, D. & Rijavec (1999). <i>Education for Develoment</i> , Jastrebarsko, Naklada Slap		
2.11. Optional literature			
6.21. Other (as the proposer wishes to add)			

7. Children's Literature in English

1. GENERAL INFORMATION			
7.1. Course teacher	Smiljana Narančić Kovač, PhD	7.2. Year of the study programme	3
7.3. Name of the course	Children's Literature in English	7.4. Credits (ECTS)	5
7.5. Associate teachers	Ivana Milković	7.6. Type of instruction (number of hours L + S + E + e-learning)	45+18+0+9
7.7. Study programme (undergraduate, graduate, integrated)	integrated	7.8. Expected enrolment in the course	50

7.9. Status of the course	compulsory	7.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2; 12%
2. COUSE DESCRIPTION			
7.11. Course objectives	Get students acquainted with the development of children's literature and young adult literature in English, its contexts and specific features. Explain the application of basic methodology of literary criticism in the field of children's literature and guide students in performing basic analytical procedures. Demonstrate and explain genres of children's literature in English, typical techniques and ways of literary communication, with a special emphasis on child readers. Consider the place and role of children's literature in English in a wider cultural context, and its connections with similar literary system and with other media. Encourage the development of the awareness of the multimodality of children's literature. Consider the criteria of evaluation of literary works for children from the English-speaking world, and the possibilities of the reception of Anglophone children's literature in English as a foreign language.		
7.12. Course enrolment requirements and entry competences required for the course	The exam of the course Introduction to English Literature. Exchange students: Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .		
7.13. Learning outcomes at the level of the programme to which the course contributes	Upon the successful completion of the course students will be able to: - gain and apply theoretical and practical knowledge in the field of children's literature, as a prerequisite of an autonomous teaching of English in primary school (grades 1-8); - apply basic procedures of the research methodology of literary scholarship in the study of children's literature as an important constituent of the curriculum; - understand the importance of permanent education and professional advancement for a continuous, competent and active participation in primary education (grades 1-8); - broaden the sensibility for understanding the value of one's own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems; - improve personal skills of team work and the acceptance of differences in research, social and working contexts.		
7.14. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the successful completion of the course students will be able to: - explain the historical development of children's literature and young adult literature in English and understand circumstances which influenced it; - browse traditional and electronic resources to collect data and gain new knowledge about children's literature in English; - understand fundamental research problems and controversies involved in the field of children's literature studies; - apply basic analytical procedures of literary scholarship in interpreting children's literature of the English-speaking world, especially with regard to the child reader; - recognize and give an account of thematic and formal elements of the main genres of children's literature in English; - recognize and explain common literary techniques found in children's literature of the English-speaking world (nonsense, intertextuality, subversiveness, etc.) and apply obtained knowledge in the analysis of different literary and non-literary texts;		

	<ul style="list-style-type: none"> - compare and classify individual works and compare the main features of Croatian and English children's literature; - understand complex interrelationships of children's literature and other literary systems, such as popular literature, oral literature, non-fiction, didactic literature etc., in the English-speaking world; - describe the immanent multimodality of children's literature and recognize its connections with similar systems in a wider cultural context (comics, picturebook, film, etc.); - develop fundamental criteria for an evaluation of literary texts for children and young adults of the English-speaking world, especially in the context of its reception in English as a foreign language. 		
<p>7.15. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>E-learning (browsing electronic resources, multimedia, portfolio etc.): 9 classes</p> <p>Lectures (3 classes per topic):</p> <ol style="list-style-type: none"> 1. Introduction; early texts, literature and literacy, pious authors and skilful publishers 2. Moral tales; poems and pictures; nursery rhymes, nonsense and Lear 3. Children's literature and related literary systems: folk tales and fairy tales, popular (genre) fiction 4. Fantasy: Kingsley and Carroll 7. Theoretical approaches to children's literature - issues 8. Victorian novelists and Victorian book illustrators 9. Good boys, bad boys and censorship 10. British tales and American tales - the collectors of traditional literature, the intertextuality of children's literature 11. Illustrated books and picturebooks - multimodality of children's literature 12. Fairies in poetry and fiction 13. Animal fantasy and toys as characters 14. Fantasy and high fantasy 15. New perspectives: from Dahl to Rowling and beyond <p>Seminars: 21 classes:</p> <p>Discussion of issues related to specific texts, demonstrating various theoretical and methodological approaches and analytical procedures appropriate for the study of individual works of children's literature with respect to: author, work as a whole, genre, content issues, structure, plot, settings, characters, narration, language, multimodality and reader.</p>		
<p>7.16. Format of instruction:</p>	<p>x lectures</p>	<p>x independent assignments</p>	<p>7.17. Comments:</p>

	x seminars and workshops exercises on line in entirety x partial e-learning field work	x multimedia and the internet laboratory work with mentor (other)			
7.18. Student responsibilities	Regular class attendance, active participation, seminar paper, individual and team projects, homework, reading set texts, a reading diary - portfolio of the course; autonomous learning and the preparation for the exam				
7.19. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2,5	Research	Practical training	
	Experimental work		Report	Portfolio (other)	
	Essay		Seminar essay	0,17 (other)	
	Tests		Oral exam	0,17 (other)	
	Written exam	0,5	Project	0,33 (other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular class attendance and active participation; seminar paper and projects; portfolio; written and oral exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Nikolajeva, M. (2005). Aesthetic Approaches to Children's Literature: An Introduction. Lanham, Maryland etc.: The Scarecrow Press.				
	Glazer, J.I. (1997) Introduction to Children's Literature. (2nd edition) Upper Saddle River, NJ: Pearson Education, Prentice Hall, Inc. Odabrana poglavlja; ili				
	Russell, D. L. (2009) Literature for Children: A Short Introduction (6. izd). Boston etc.: Pearson A and B.				
	ownsend, J.R. (1995) Written for Children: An Outline of English-Language Children's Literature. (6th edition) London: The Bodley Head. ili: (1996 - 6th American edition) Lanham, Md.: The Scarecrow Press.- Parts 1,2&3.				
	Thacker, D. C., & Webb, J. (2002). Introducing Children's Literature: From Romanticism to Postmodernism. London and New York: Routledge. Odabrana poglavlja.				Google Books
	O'Sullivan, E. (2005). Comparative Children's Literature. London and New York: Routledge. Odabrana poglavlja.				Google Books
	Hunt, P. , ed. (1999) Understanding children's literature: key essays from the International Companion Encyclopedia of Children's Literature. London and New York: Routledge. Odabrana poglavlja.				Google Books

	Izbor izvornih djela dječje književnosti na engleskom jeziku.		
7.20. Optional literature (at the time of submission of study programme proposal)	<p>Carpenter, H. & Prichard, M. (1984) <i>The Oxford Companion to Children's Literature</i>. Oxford: Oxford University Press.</p> <p>Hunt, P. (1991) <i>Criticism, Theory and Children's Literature</i>. London: Blackwell.</p> <p>Hunt, P. (1995) <i>Children's Literature: An Illustrated History</i>. Oxford: OUP.</p> <p>Hunt, P. i Ray, Sh., eds. (1996/2004) <i>International Companion Encyclopaedia of Children's Literature</i>. London and New York: Routledge.</p> <p>Lurie, A. (1990) <i>Don't Tell the Grown-Ups: The Subversive Power of Children's Literature</i>. Boston etc.: Little, Brown and Company.</p> <p>Majhut, B. (2005) <i>Pustolov, siročić i dječja družba : hrvatski dječji roman do 1945</i>. Zagreb: Zavod za znanost o književnosti Filozofskog fakulteta Sveučilišta u Zagrebu.</p> <p>Nikolajeva, M. (1996). <i>Children's Literature Comes of Age: Toward a New Aesthetic</i>. New York and London: Garland Publishing, Inc.</p> <p>Nodelman, P. (1996) <i>The Pleasures of Children's Literature</i>. (2nd edition) New York: Longman. Silvey, A., ed. (1995) <i>Children's Books and Their Creators</i>. Boston: Houghton Mifflin.</p> <p>Opie, I.&P.(1973) <i>The Oxford Book of Children's Verse</i>. Oxford: OUP. Izbor.</p> <p>Rackham, A. (1985) <i>Mother Goose Nursery Rhymes</i>. London: Chancellor Press;ili neka druga zbirka engleskih malešnica.</p> <p>Sage, Alison (1998) <i>The Hutchinson Treasury of Children's Poetry</i>. London: Hutchinson Children's Books. Izbor.</p> <p>Tucker, N. (1990) <i>The Child and the Book: A Psychological and Literary Exploration</i>. Cambridge: Cambridge University Press.</p>		
7.21. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades.		
7.22. Other (as the proposer wishes to add)	The language of the course is English.		

8. Nursery Rhymes across Cultures

1. GENERAL INFORMATION

8.1. Course teacher	Smiljana Narančić Kovač, PhD	8.2. Year of the study programme	1-5
8.3. Name of the course	Nursery Rhymes across Cultures	8.4. Credits (ECTS)	4
8.5. Associate teachers		8.6. Type of instruction (number of hours L + S + E + e-learning)	15+9+0+6
8.7. Study programme (undergraduate, graduate, integrated)	all study programs	8.8. Expected enrolment in the course	20
8.9. Status of the course	elective	8.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2; 20%
2. COUSE DESCRIPTION			
8.11. Course objectives	The course aims at acquainting students with the development and kinds of nursery rhymes, and at discussing their place among literary forms in general. It aims at familiarizing students with a large selection of nursery rhymes . The course establishes the presence and cultural relevance of nursery rhymes in contemporary culture, education and everyday communication in different cultural contexts. The English-speaking world in comparison with the Croatian context and the contexts of the course participants' countries of origin are in special focus. The course also addresses the role of nursery rhymes in learning foreign languages and in developing children's literary competences. Several teaching techniques will be demonstrated and discussed.		
8.12. Course enrolment requirements and entry competences required for the course	Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .		
8.13. Learning outcomes at the level of the programme to which the course contributes	Upon the successful completion of the course students will be able to: - broaden the sensibility for understanding the value of own and other cultures and for the values of intercultural dialogue, - improve personal skills of team work and the acceptance of differences in research, social and working contexts.		
8.14. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the successful completion of the course students will be able to: - reproduce a considerable number of nursery rhymes and use them in class, - gain and apply theoretical and practical knowledge about nursery rhymes, - distinguish among various kinds of rhymes, describe their specific structural features, and understand the role of nursery rhymes in educational and cultural contexts, - draw parallels between English language cultures and their own culture with respect to the role, place and value those cultures ascribe to nursery rhymes, - apply nursery rhymes in teaching a language to young children,		
8.15. Course content broken down in detail by weekly class schedule (syllabus)	E-learning: individual tasks and communication - 6 classes 1. Introduction: defining nursery rhymes; their origins and contexts of appearance 2. Kinds of nursery rhymes 3. Best known rhymes 4. Nursery rhymes - the living lore - playground rhymes 5. Nursery rhymes and language skills		

	6. Phonological aspects of nursery rhymes 7. Infant amusements and action rhymes 8. Games rhymes and riddles 9. Rounds and lullabies 10. Nonsense and humour 11. English rhymes vs. Croatian rhymes vs. rhymes in other cultures 12. Rhymes across cultures 13. Creative teaching with rhymes 14. Rhymes and poetry 15. Revision				
8.16. Format of instruction:	x lectures x seminars and workshops exercises on line in entirety x partial e-learning field work		x independent assignments multimedia and the internet laboratory work with mentor (other)		8.17. Comments:
8.18. Student responsibilities	Regular class attendance and active participation, presentation (research results), preparation for quizzes and for the oral exam.				
8.19. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	1	Practical training
	Experimental work		Report	0.5	(other)
	Essay		Seminar essay		(other)
	Tests	1	Oral exam	0.5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Regular attendance and active participation; tasks and projects focused on individualized research; report on the research results; quizzes (tests); oral exam				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Opie, I. (1996) Playground Rhymes and the Oral Tradition. In: Hunt, P. and Ray, Sh., eds. <i>International Companion Encyclopaedia of Children's Literature</i> . London and New York: Routledge, pp 177-189.				
	Opie, I. and Opie, P. (1951/1997) <i>The Oxford Dictionary of Nursery Rhymes</i> . Oxford: Oxford University Press. Introductory chapters.				
	A collection of nursery rhymes (in English).				
	A collection of nursery rhymes from another culture.				

8.20. Optional literature (at the time of submission of study programme proposal)	<p>Narančić Kovač, S. i Andraga, M. (1999). Dječje pučke pjesmice u sveučilišnoj nastavi engleskoga izgovora. <i>Strani jezici</i> XXVIII (1): 26-38.</p> <p>Crnković, M. (1998). <i>Hrvatske malešnice</i>. Zagreb: Školska knjiga.</p> <p>Narančić Kovač, S. i Andraga, M. (1999). Što pjesma daje i uzima govoru. <i>Zbornik Učiteljske akademije u Zagrebu</i> I (1): 193-200.</p> <p>Opie, I. and Opie, P. (1955/1998) <i>The Oxford Nursery Rhyme Book</i>. Oxford: OUP.</p> <p>Opie, I. and Opie, P. (1959/2001) <i>The Lore and Language of Schoolchildren</i>. New York: The New York Review of Books.</p> <p>Lurie, A (1990). <i>Don't Tell the Grown-Ups: The Subversive Power of Children's Literature</i>. Boston etc.: Little, Brown and Company.</p> <p>J. Jemeršić, M. Davies i R. Davies (Ur.), (2001). <i>Have Fun Learning English: ELT Conference for Teachers of English to Young Learners</i>. Zagreb: The British Council.</p> <p>Gill, R. (1995) <i>Mastering English Literature</i>. 2nd edition. Houndmills and London: Macmillan.</p>		
8.21. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades.		
8.22. Other (as the proposer wishes to add)	The main language of the Course is English.		

9. Picturebooks in English

1. GENERAL INFORMATION			
9.1. Course teacher	Smiljana Narančić Kovač, PhD	9.2. Year of the study programme	4
9.3. Name of the course	Picturebooks in English	9.4. Credits (ECTS)	2
9.5. Associate teachers		9.6. Type of instruction (number of hours L + S + E + e-learning)	15+9+0+6
9.7. Study programme (undergraduate, graduate, integrated)	integrated	9.8. Expected enrolment in the course	50
9.9. Status of the course	compulsory	9.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2; 20%
2. COUSE DESCRIPTION			

9.11. Course objectives	Get students acquainted with the theoretical aspects of picturebook as a narrative and non-narrative text, especially with regard to the complex relationship of its verbal and visual components and in readership issues. Describe the development and demonstrate the variety of picturebooks in the English-speaking world, with an emphasis on contemporary picturebooks. Discuss the basic criteria of the evaluation of picturebook, especially considering the possibility of using picturebooks in teaching and learning English as a foreign language.
9.12. Course enrolment requirements and entry competences required for the course	Exchange students: Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .
9.13. Learning outcomes at the level of the programme to which the course contributes	Upon the successful completion of the course students will be able to: - gain and apply theoretical and practical knowledge about the picturebook as a multimodal medium and as a specific way of creative expression in evaluating individual works appropriate for teaching English in primary school (grades 1-8); - widen their openness towards different ways of creative expression, flexibility and empathy; - understand the importance of permanent education and professional advancement for a continuous, competent and active participation in primary education (grades 1-8); - broaden the sensibility for understanding the value of one's own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems; - improve personal skills of team work and the acceptance of differences in research, social and working contexts.
9.14. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the successful completion of the course students will be able to: - explain the historical development and diversity of picturebooks in the English-speaking world with an emphasis on narrative picturebook; - distinguish among and compare different kinds of picturebooks and their characteristics; - understand the theoretical aspects of defining picturebook, the complex relationship of its verbal and visual components as well as other constitutive characteristics of picturebook as a multimodal artefact, including the specific readership; - explain and correctly apply descriptive terminology in the area of picturebook scholarship; - apply obtained knowledge and their own interpretive and analytical skills to evaluate individual picturebooks; - explain the potential of picturebooks in teaching and learning English as a foreign language.
9.15. Course content broken down in detail by weekly class schedule (syllabus)	E-learning: webinar and other forms - 6 classes. Lectures and accompanying seminars (1L and 1S for each topic, unless it is stated differently): 1. Introduction: defining picturebook - 2L 2. Kinds of picturebooks 3. Readership issues 4. Picturebook design 5. A historical overview - British picturebooks - 2L 6. A historical overview - American picturebooks -2L 7. Pictorial grammar and codes and wordless picturebooks

	8. Genre relations and media relations 9. Picturebook as a narrative 10. Intertextuality and intervisuality 11. Metafiction 12. Postmodernism, radical change, hypertext				
9.16. Format of instruction:	x lectures x seminars and workshops exercises on line in entirety x partial e-learning field work		x independent assignments x multimedia and the internet laboratory work with mentor (other)		9.17. Comments:
9.18. Student responsibilities	Regular class attendance and active participation, analysing picturebooks (individualized tasks), presentation (research results), reading diary - portfolio, individual reading, preparation for quizzes and for the oral exam.				
9.19. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	0,2	Practical training
	Experimental work		Report	0,2	Portfolio (other)
	Essay		Seminar essay		(other)
	Tests	0,17	Oral exam	0,17	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Regular attendance and active participation; tasks and projects focused on individualized research; presentation on the research results: portfolio - notes from primary and secondary sources; quizzes (tests); oral exam				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Dresang, E. T. (2008). Radical change theory, postmodernism and contemporary picturebooks. In L. R. Sipe, & S. Pantaleo (Eds.), <i>Postmodern Picturebooks: Play, Parody, and Self-Referentiality</i> (pp. 41-54). New York and London: Routledge.				Internet
	Narančić Kovač, S. 2015. <i>Jedna priča - dva pripovjedača: slikovnica kao pripovijed</i> . Zagreb: ArTresor naklada. / A summary in English (in the book).			10	
	Lewis, D. (2001). <i>Reading Contemporary Picturebooks: Picturing Text</i> . London and New York: Routledge/Falmer. Odabrana poglavlja.				Google Books
	Sipe, L. R. (1998). How picture books work: A semiotically framed theory of text-picture relationships. <i>Children's Literature in Education</i> , 29 (2), 97-108.				Internet

	<p>Sipe, L.R. & S. Pantaleo (Eds.), Postmodern Picturebooks: Play, Parody, and Self-Referentiality (pp. 41-54). New York and London: Routledge. Odabrana poglavlja.</p> <p>An individually assigned article or a chapter from a book.</p>		<p>Google Books</p>
<p>9.20.Optional literature (at the time of submission of study programme proposal)</p>	<p>Arizpe, E. & M.Styles (2003) Children Reading Pictures: Interpreting Visual Texts. London, New York: Routledge.</p> <p>Beckett, S. 2013. Crossover Picturebooks: A genre for All Ages. London, New York: Routledge.</p> <p>Doonan, Jane.1993. Looking at Pictures in Picture Books. Stroud: Thimble Press.</p> <p>Doonan, J. (1997) The Modern Picture Book. In: Hunt, P., ed. International Companion Encyclopaedia of Children's Literature. London and New York: Routledge, pp. 231-241.</p> <p>Evans, Janet (ed) (1998) What's in the Picture? Responding to Illustrations in Picture Books. London: Paul Chapman Publishing Ltd., 1998. Odabrana poglavlja. New Directions in Picturebook Research. New York and London: Routledge.</p> <p>Hunt, P., ed. (1996/2004) International Companion Encyclopaedia of Children's Literature. London and New York: Routledge. Odabrana poglavlja..</p> <p>Kümmerling-Meibauer, B., ur. 2018. The Routledge Companion to Picturebooks. London i New York: Routledge.</p> <p>Kümmerling-Meibauer, B. ur. 2011. Emergent Literacy: Children's books from 0 to 3. Amsterdam: John Benjamins Publishing Company.</p> <p>Kümmerling-Meibauer, B. et al., ur. 2012. New Directions in Picturebook Research.</p> <p>Matulka, D. I. (2008). A Picture Book Primer: Understanding and using picture books. Westport, Conn. & London: Libraries Unlimited. Također: Picturing Books: A Web Site About Picture Books. <http://picturingbooks.com/>.</p> <p>Meek, Margaret (1988) How Texts Teach What Readers Learn. Lockwood: Thimble Press.</p> <p>Nikolajeva, M and Scott, C. (2001) How Picturebooks Work. New York and London: Garland Publishing.</p> <p>Nodelman, P. (1988) Words About Pictures: The Narrative Art of Children's Picture Books. Athens and London: University of Georgia Press.</p> <p>Nodelman, P. (1996) Picture Books. In: The Pleasures of Children's Literature. New York: Longman, pp. 215-244.</p> <p>Nodelman, P. (1997) Illustration and Picture Books. In: Hunt, P., ed. International Companion Encyclopaedia of Children's Literature. London and New York: Routledge, pp.113-124.</p> <p>Schwarcz, Joseph (1982) Ways of the Illustrator: Visual Communication in Children's Literature. Chicago: American Library Association.</p>		

	Spitz, Ellen Handler (1999) Inside Picture Books. New Haven & London: Yale University Press.
9.21. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades.
9.22. Other (as the proposer wishes to add)	The language of the course is English.

10. Selected Literary Passages in English

1. GENERAL INFORMATION			
10.1. Course teacher	Smiljana Narančić Kovač, PhD	10.2. Year of the study programme	3
10.3. Name of the course	Selected Literary Passages in English	10.4. Credits (ECTS)	2
10.5. Associate teachers	Nikola Novaković, PhD	10.6. Type of instruction (number of hours L + S + E + e-learning)	15+12+0+3
10.7. Study programme (undergraduate, graduate, integrated)	integrated	10.8. Expected enrolment in the course	50
10.9. Status of the course	compulsory	10.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2; 10%
2. COUSE DESCRIPTION			
10.11. Course objectives	Offer students insight into periods of English and American literature in a wider cultural and historical contexts, and acquaint them with some of canonical literary works in English, which also constitute part of the cultural heritage of educated speakers of English: interpretation and discussion. Establish basic diachronic and synchronic parallels among British, American and Croatian literatures and their historical and cultural contexts. Encourage active and creative reception of literature. Exemplify and illustrate the relations of literature and other forms of artistic expression, such as film adaptations, musical etc.		
10.12. Course enrolment requirements and entry competences required for the course	The exam of the course Introduction to English Literature completed. Exchange students: Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .		
10.13. Learning outcomes at the level of the programme to which the course contributes	Upon the successful completion of the course students will be able to: - obtain and apply theoretical and practical knowledge in the field of Anglophone literatures and understand their role in their own permanent education and professional advancement in order to competently and continuously participate in the educational process; - understand and recognize the presence of the English language and of Anglophone literatures in their own surroundings and their contacts with the Croatian language and culture;		

	<ul style="list-style-type: none"> - develop the awareness about cultural and linguistic contexts in which they perform their professional activities; - apply basic procedures of the literary research methodology in the field of children's literature as an important element of the study programme; - broaden the sensibility for understanding the value of one's own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems; - improve personal skills of team work and the acceptance of differences in research, social and working contexts. 		
10.14. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - distinguish among, explain and exemplify specific periods of the literatures of the English-speaking world; - apply a creative and interdisciplinary approach in the analysis and interpretation of literary works and their adaptations; - give account of several canonical works of English and American literatures and discuss them; - apply the basic knowledge about the development of English and American literatures in their further autonomous reception of original literary works in English; - describe similarities and differences in the development of English, American and Croatian literatures and compare their respective cultural and historical contexts. 		
10.15. Course content broken down in detail by weekly class schedule (syllabus)	<p>E-learning: creating a chronology and communication - 3 classes Lectures and accompanying seminars (1L and 1S for each topic, unless stated differently):</p> <ol style="list-style-type: none"> 1. Introduction: The Beginnings of the English Language and Literature - 2L 2. The Renaissance and the Theatre 3. The Elizabethans and the Metaphysical Poets 4. Puritans 5. Cavaliers and their Contemporaries 6. The Rise of the Novel 7. Literature and its Context 8. Romanticism 9. Early Victorians 10. Late Victorians and American contemporaries 11. Social Comedy 12. Modernism 13. Postmodernism 14. Revision - 1S 		
10.16. Format of instruction:	<ul style="list-style-type: none"> x lectures x seminars and workshops exercises on line in entirety x partial e-learning 	<ul style="list-style-type: none"> x independent assignments x multimedia and the internet laboratory work with mentor x team project (other) 	<p>10.17. Comments:</p>

	field work				
10.18. Student responsibilities	Regular class attendance and active participation, a team project, individual tasks, reading diary - portfolio, individual reading, autonomous preparation for quizzes and for the oral exam.				
10.19. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	Practical training	
	Experimental work		Report	Portfolio (other) 0,4	
	Essay		Seminar essay	(other)	
	Tests	0,26	Oral exam	0,17 (other)	
	Written exam		Project	0,17 (other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular attendance and active participation; tasks and projects: portfolio - reading diary, tests, oral exam.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Carter, R. A. and McRae, J., (2004) The Penguin Guide to Literature in English : Britain and Ireland. London : Penguin. Ili				
	Barnard, R., (1994) A Short History of English Literature. Oxford: Blackwell Publishing.				Google Books
	Griffith, B.W. (1991) English Literature, Hauppauge, NY: Barron's Educational.				
	Hayes, Kevin J. (2010). American Literature: A Very Short Introduction. New York: Oxford University Press, USA.				Google Books
	Skipp, F.E.(1992) American Literature, Hauppauge, NY: Barron's Educational.				Google Books
	Po izboru pročitati jednu dramu, dva romana i po pet pjesama dvaju pjesnika.				
10.20. Optional literature (at the time of submission of study programme proposal)	<p>Berke, A. et al. (2016) Writing the Nation: A Concise Introduction to American Literature 1865 to Present. Dahlona, Georgia: University of North Georgia Press. PDF <https://ung.edu/university-press/_uploads/files/Writing-the-Nation.pdf?t=1510261164762>.</p> <p>Gill, R. (1995) Mastering English Literature. 2nd edition. Houndmills and London: Macmillan.</p> <p>Carter, R. and McRae, J. (1997) History of Literature in English: Britain and Ireland. London and New York: Routledge.</p> <p>Gray, R. (2011) A Brief History of American Literature. Oxford: Wiley-Blackwell.</p> <p>Sanders, A. (1994) The Short Oxford History of English Literature. Oxford: Clarendon Press.</p>				

	McRae, J. (1998) <i>The Language of Poetry</i> . London and New York: Routledge. Manlove, C. (1989) <i>Critical Thinking: A Guide to Interpreting Literary Texts</i> . Houndmills and London: Macmillan Education Ltd. Rozakis, L.E. (1999) <i>The Complete Idiot's Guide to American Literature</i> . Alpha Books; Penguin Group (USA), Inc.
10.21. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades.
10.22. Other (as the proposer wishes to add)	The Course is conducted in English.

11. Young Adult Fiction in English

1. GENERAL INFORMATION			
11.1. Course teacher	Smiljana Narančić Kovač, PhD	11.2. Year of the study programme	5
11.3. Name of the course	Young Adult Fiction in English	11.4. Credits (ECTS)	2
11.5. Associate teachers	Ivana Milković, PhD Nikola Novaković, PhD	11.6. Type of instruction (number of hours L + S + E + e-learning)	15+9+0+6
11.7. Study programme (undergraduate, graduate, integrated)	integrated	11.8. Expected enrolment in the course	50
11.9. Status of the course	compulsory	11.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2; 20%
2. COUSE DESCRIPTION			
11.11. Course objectives	Get students acquainted with kinds and genres of contemporary children's novel and young adult novel in the English-speaking world, and with their mutual relationships. Provide students with an insight into the conventions of narrative fiction for children and young adults, contexts of their appearance, the tradition they rely upon, as well as into a variety of thematic and structural aspect found in individual works and authors' opuses. Encourage students to autonomously describe, analyse and compare literary phenomena in the field of children's literature and young adult fiction.		
11.12. Course enrolment requirements and entry competences required for the course	The exam of the course <i>Children's Literature in English</i> . Exchange students: Language level B2 according to <i>The Common European Framework of Reference for Languages (CEFR)</i> .		

<p>11.13. Learning outcomes at the level of the programme to which the course contributes</p>	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - apply basic procedures of the methodology of literary scholarship in the field of children's narrative fiction; - obtain and apply theoretical and practical knowledge about contemporary novel for children and young adults in evaluating individual works appropriate for use in teaching English in primary school (grades 1-8); - understand the importance of permanent education and professional advancement for a continuous competent active participation in primary education (grades 1-8); - broaden the sensibility for understanding the value of own and other cultures and for the values of intercultural dialogue; - improve personal critical and self-critical skills and the aptitude to solve problems; - improve personal skills of team work and the acceptance of differences in research, social and working contexts. 		
<p>11.14. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Upon the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> - apply acquired knowledge about contemporary children's and young adult fiction in the English-speaking world in studying individual literary texts, determine the position of those text in wider contexts and establish the tradition they rely upon; - compare different genres of children's and young adult novels according to their thematic and structural features; - ask relevant questions about contemporary works of children's literature, discuss them competently, study and give account of important features of individual works and author's opuses, compare them with similar phenomena and generalize thus acquired knowledge; - follow up theoretical literature and literary scholarship about a selected topic and establish a critical and dialogical relationship towards it. 		
<p>11.15. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>E-learning: webinar and other - 6 classes</p> <p>Lectures and accompanying seminars (1L and 1S for each topic, unless stated differently):</p> <ol style="list-style-type: none"> 1. Introduction: young adult fiction in English - 2L 2. Investigating young adult fiction: issues and methodology - 2L 3. Sources and traditions - 2L 4. Realistic novels vs. fantasy and their many forms 5. Focus: past; the tradition of the historical novel 6. Focus: future; in the vicinity of science-fiction 7. Animal fantasy and its new faces 8. Parallel worlds fantasy and its sources 9. Supernatural phenomena and magical realism for children and young adults 10. Problem novel; coming-of-age, peers, family, school and community 11. Contemporary young adult fiction and its readership: age-appropriateness and suitability 12. Summarizing and revision; comparing and discussing research results 		
<p>11.16. Format of instruction:</p>	<p>x lectures</p>	<p>x independent assignments</p>	<p>11.17. Comments:</p>

	x seminars and workshops exercises on line in entirety x partial e-learning field work	x multimedia and the internet laboratory work with mentor x team work (other)				
11.18. Student responsibilities	Regular class attendance, active participation and discussion, guided research on a selected topic, essay on this topic and the presentation of research results in class, reading diary (portfolio); autonomous studying and preparation for the oral exam.					
11.19. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	0,27	Practical training	
	Experimental work		Report	0,1	Portfolio (other)	0,33
	Essay	0,1	Seminar essay		(other)	
	Tests		Oral exam	0,1	(other)	
	Written exam	0,1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Regular attendance and active participation; guided research on a selected topic; essay and presentation in class, portfolio - notes from primary and secondary sources; written and oral exam.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Egoff, Sh. A. (1988) <i>Worlds Within: Children's Fantasy from the Middle Ages to Today</i> . Chicago and London: American Library Association.					Internet
	Hunt, P. (1997/2004) <i>International Companion Encyclopaedia of Children's Literature</i> . London and New York: Routledge.					
	ALAN Review (online journal)					Google Books
	Several novels for young adults.					
	An individually assigned academic article related to the research topic.					
11.20. Optional literature (at the time of submission of study programme proposal)	<p>Armitt, L. (2005) <i>Fantasy Fiction. An Introduction</i>. New York and London: Continuum.</p> <p>Beckett, S. L. (ed.) (1999) <i>Transcending Boundaries: Writing for a Dual Audience of Children and Adults</i>. New York and London: Garland Publishing, Inc.</p> <p>Bucherand, K.T. i Hinton, K.M., eds. <i>Young Adult Literature: Exploration, Evaluation, and Appreciation</i> (3rd Edition). Pearson</p> <p>Cart, M. 2016. <i>Young Adul Literature: From Romance to Realism</i>. 3rd edition. New York: Neal-Schuman Publishers.</p>					

	<p>Grenby, MO. (2014) Children's Literature. Edinburgh: Edinburgh University Press.</p> <p>Gruner, E.R. (2019), Constructing the Adolescent Reader in Contemporary Young Adult Fiction. London: Palgrave Macmillan.</p> <p>Johnson, H, Mathis, J. i Short, K.G. 2016. Critical Content Analysis of Children's and Young Adult Literature. New York: Routledge.</p> <p>Nikolajeva, M. (1996). Children's Literature Comes of Age: Toward a New Aesthetic.</p> <p>Sellnow, DD (2010) The Rhetorical Power of Popular Culture: Considering Mediated Texts. London: SAGE Publications, Inc.</p> <p>Tomlinson, C. M. and Lynch-Brown (2007) Essentials of Young Adult Literature. Boston etc.: Pearson Education Inc.</p> <p>Wolf, Sh. et al., eds. 2011. Handbook of Research on Children's and Young Adult Literature. New York: Routledge.</p> <p>Westfahl, G and Slusser, G.(eds.) (1999) Nursery Realms: Children in the Worlds of Science Fiction, Fantasy and Horror. Athens and London: The University of Georgia Press.</p>
11.21. Quality assurance methods that ensure the acquisition of exit competences	In accordance with the quality control system established at the University of Zagreb, the quality and efficiency of the course is established through the self-evaluation of the teachers, through the student surveys, as well as through the statistic analyses of students' grades.
11.22. Other (as the proposer wishes to add)	The Course is conducted in English.

12. Integrated Language Skills in English 2

1. GENERAL INFORMATION			
12.1. Course teacher	Associate Professor Lovorka Zergollern-Miletić, PhD	12.2. Year of the study	2
12.3. Name of the course	Integrated Language Skills in English 2	12.4. ECTS credits	4

12.5. Associate teachers	Nikola Novaković, PhD Marita Pavlović, BA		12.6. Type of instruction (number of hours L + E + S + e-learning)	0 + 4 + 0 + e-learning
12.7. Study programme (undergraduate, graduate, integrated)	Integrated		12.8. Expected enrolment in the course	45
12.9. Status of the course	mandatory	elective	12.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1 – 10%
2. COUSE DESCRIPTION				
12.11. Course objectives	<p>The aim of this course is to enable students to develop fluency and accuracy in written and oral communication in English at the C1 level according to the Common European Framework of Reference for Languages.</p> <p>The students will systematically develop their reading, writing, listening, and speaking skills in English.</p>			
12.12. Enrolment requirements and/or entry competences required for the course	n/a			
12.13. Learning outcomes at the level of the programme to which the course contributes	<p>Upon the completion of the course, the students will:</p> <ul style="list-style-type: none"> - develop fluency and accuracy in written and oral communication in English at the C1 level according to the Common European Framework of Reference for Languages - independently use knowledge and strategies for continued and systematic development of language competency - take responsibility for their professional development and lifelong learning, and analyse and evaluate their own work, the educational process, and learning - understand didactic and methodological models, principles, and strategies, and apply them in teaching English within the framework of primary education 			

	<ul style="list-style-type: none"> - understand and acknowledge all participants in the educational process with the aim of establishing good communication, cooperation, and teamwork
<p>12.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Upon the completion of the course, the students will:</p> <ul style="list-style-type: none"> - strengthen their knowledge of grammar at the level of theory and practice, including knowledge of complex grammatical structures - expand their knowledge of the connection between language and culture - expand their general vocabulary (syntax and semantics, collocations, etc.) - understand native speakers, even when they are not speaking entirely clearly - improve their speaking skills in conversation - improve their reading skills - write various types of texts with an awareness of differences in register and style - develop critical thinking and the ability to hold a discussing in English - use reference material and sources (dictionaries, grammar books, the Internet) and acquire new strategies of independent learning - learn how to prepare and give an oral presentation in English
<p>12.15. Course content (syllabus)</p>	<p>Weeks:</p> <ol style="list-style-type: none"> 13. Course introduction; revision of subject matter covered in Integrated Language Skills in English 1; relative clauses; listening comprehension, vocabulary check, discussion 14. Work on a text – grammar and vocabulary; homophones 15. Cleft sentences, nominal relative clauses; noun collocations 16. Organizing ideas for writing; useful phrases for describing and evaluating 17. Work on a text; describing places; the travel experience, travel and transport collocations, expressions with <i>sight</i>; phrasal verbs with <i>set</i>

18. Present subjunctive, past subjunctive and unreal past; preparation for writing a discursive essay
19. Work on a text: ethical travel; emphatic phrases; word formation
20. Essay analysis
21. Student presentations on a free topic
22. Work on a text – discussion, language analysis; dictation; word formation
23. Relative clauses; reduced relative clauses; reduced non-defining descriptive clauses
24. Writing a letter: varying your language in descriptive writing
25. Clauses of time and reason, result, concession; grammar exercises; listening comprehension
26. Dictation; multiple choice cloze; discussion
27. Revision
28. First continual assessment test
29. Test analysis; listening exercises; vocabulary analysis; discussion
30. Work on a text; vocabulary exercises; phrases from art and architecture; collocations
31. Work on a text; -ing form; multiple choice questions; discussion
32. Discussion: fashions, collecting and collectibles; infinitive or -ing form?; open cloze exercises
33. Word formation; writing a discursive essay; listening comprehension
34. Adjective + adverb collocations; phrasal verbs; idioms; sentence adverbials
35. Exercises on sentence adverbials; modifying and intensifying gradable and ungradable adjectives; common adverb + adjective collocations
36. Discussion: food and nutrition; adjectives + prepositions; prepositional phrases
37. Work on a text; discussion; listening comprehension; phrasal verbs; collocations
38. Reporting verbs; impersonal report structures; general verb phrases

	<p>39. Revision</p> <p>40. Second continual assessment text</p> <p>41. Test analysis; discussion; listening comprehension</p> <p>42. Student self-assessment at the end of term</p>								
42.1. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work	independent assignments multimedia and the internet laboratory work with mentor e-learning (other)	42.2. Comments:						
42.3. Student responsibilities	Regular attendance. Regular preparation for lessons (homework). Two written tests (or end-of-term test). Optional: continuing portfolio - a book in English + a list of 100 words and phrases from the book. A five-minute oral presentation in class using visuals. Oral exam.								
42.4. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	Continuing portfolio (optional)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	Preparation for lessons	YES	NO

	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
42.5. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Roderick, Megan; Nuttal, Carol; Kenny, Nick. 2013. Expert Proficiency Coursebook. Harlow: Pearson.							yes	
	Eastwood, John. 2005. Oxford Learner's Grammar - Grammar Finder. Oxford: OUP 0 da							yes	
	A monolingual English dictionary for advanced learners						2	yes	
2.11. Optional literature	O'Dell, Felicity; McCarthy, Michael. 2008. English Collocations in Use: Advanced. Cambridge: Cambridge University Press. O'Dell, Felicity; McCarthy, Michael. 2010. English Idioms in Use: Advanced. Cambridge: Cambridge University Press								
42.6. Other (as the proposer wishes to add)	Medium of instruction: English								

43. Integrated Language Skills in English 1

1. GENERAL INFORMATION			
43.1. Course teacher	Associate Professor Lovorka Zergollern-Miletić, PhD	43.2. Year of the study	2
43.3. Name of the course	Integrated Language Skills in English 1	43.4. ECTS credits	4

43.5. Associate teachers	Nikola Novaković, PhD Marita Pavlović, BA		43.6. Type of instruction (number of hours L + E + S + e-learning)	0 + 3 + 0 + e-learning
43.7. Study programme (undergraduate, graduate, integrated)	Integrated		43.8. Expected enrolment in the course	45
43.9. Status of the course	mandatory	elective	43.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1 – 10%
2. COUSE DESCRIPTION				
43.11. Course objectives	<p>The aim of this course is to enable students to develop fluency and accuracy in written and oral communication in English at the C1 level according to the Common European Framework of Reference for Languages.</p> <p>The students will systematically develop their reading, writing, listening, and speaking skills in English.</p>			
43.12. Enrolment requirements and/or entry competences required for the course	n/a			
43.13. Learning outcomes at the level of the programme to which the course contributes	<p>Upon the completion of the course, the students will:</p> <ul style="list-style-type: none"> - develop fluency and accuracy in written and oral communication in English at the C1 level according to the Common European Framework of Reference for Languages - independently use knowledge and strategies for continued and systematic development of language competency - take responsibility for their professional development and lifelong learning, and analyse and evaluate their own work, the educational process, and learning - understand didactic and methodological models, principles, and strategies, and apply them in teaching English within the framework of primary education 			

	<ul style="list-style-type: none"> - understand and acknowledge all participants in the educational process with the aim of establishing good communication, cooperation, and teamwork
<p>43.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Upon the completion of the course, the students will:</p> <ul style="list-style-type: none"> - strengthen their knowledge of grammar at the level of theory and practice, including knowledge of complex grammatical structures - expand their knowledge of the connection between language and culture - expand their general vocabulary (syntax and semantics, collocations, etc.) - understand native speakers, even when they are not speaking entirely clearly - improve their speaking skills in conversation - improve their reading skills - write various types of texts with an awareness of differences in register and style - develop critical thinking and the ability to hold a discussing in English - use reference material and sources (dictionaries, grammar books, the Internet) and acquire new strategies of independent learning - learn how to prepare and give an oral presentation in English
<p>43.15. Course content (syllabus)</p>	<p>Weeks:</p> <p>44. Course introduction; revision of subject matter covered in Developing Skills in English 1; work on a familiar text; testing reading skills, pronunciation, understanding, analysis of vocabulary, grammatical structures, style; student self-evaluation of their level of English</p> <p>45. Work on a text – grammar and vocabulary; discussion, listening to an audio recording; writing a short essay</p> <p>46. Work on a text – discussion on the arts, position of the artist in society; work on grammar and vocabulary</p> <p>47. Introduction to subordinate clauses – function and structure (finite and non-finite forms, verbless clauses); grammar and vocabulary exercises</p>

	<p>48. Short presentation on a theatre play or film, concert, or art exhibition; introduction to relative clauses; exercises; dictation</p> <p>49. Discussion about a text; language analysis of the text; grammatical exercises; vocabulary exercises; listening exercises; student self-evaluation regarding their listening skills</p> <p>50. Grammar exercises – modal verbs; work on a text (group work); discussion about the text</p> <p>51. First continual assessment test</p> <p>52. Test analysis; grammar exercises (relative clauses); discussion on a topic</p> <p>53. Work on a text – retelling, discussion, language analysis; dictation; listening exercise; essay writing</p> <p>54. Student evaluation of essays; identification of main problems students face in writing; discussion on students' own level of English; further discussion on the topic of the essay; grammar exercises</p> <p>55. Reading exercise; language analysis of a text; discussion on the text's subject; grammar exercises</p> <p>56. Practice for the vocabulary test; dictation; listening exercises; grammar exercises</p> <p>57. Second continual assessment test</p> <p>58. Test analysis; listening exercises; vocabulary analysis; discussion</p> <p>Student self-assessment at the end of term</p>		
58.1. Format of instruction:	lectures seminars and workshops exercises online in entirety partial e-learning field work	independent assignments multimedia and the internet laboratory work with mentor e-learning (other)	58.2. Comments:
58.3. Student responsibilities	Regular attendance. Regular preparation for lessons (homework).		

	Two written tests (or end-of-term test). Optional: continuing portfolio - a book in English + a list of 100 words and phrases from the book. A five-minute oral presentation in class using visuals. Oral exam.									
58.4. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	Continuing portfolio (optional)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	Preparation for lessons	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
58.5. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Roderick, Megan; Nuttal, Carol; Kenny, Nick. 2013. Expert Proficiency Coursebook. Harlow: Pearson.							yes		
	Eastwood, John. 2005. Oxford Learner's Grammar - Grammar Finder. Oxford: OUP 0 da							yes		
	A monolingual English dictionary for advanced learners						2	yes		
2.11. Optional literature	O'Dell, Felicity; McCarthy, Michael. 2008. English Collocations in Use: Advanced. Cambridge: Cambridge University Press. O'Dell, Felicity; McCarthy, Michael. 2010. English Idioms in Use: Advanced. Cambridge: Cambridge University Press									

58.6. Other (as the proposer wishes to add)	Medium of instruction: English
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59. Developing Skills in English 1

1. GENERAL INFORMATION				
59.1. Course teacher	Jelena Parizoska, PhD		59.2. Year of the study	1
59.3. Name of the course	Developing Skills in English 1		59.4. ECTS credits	2
59.5. Associate teachers			59.6. Type of instruction (number of hours L + E + S + e-learning)	0 + 2 + 0 + e-learning
59.7. Study programme (undergraduate, graduate, integrated)	Integrated		59.8. Expected enrolment in the course	50
59.9. Status of the course	mandatory	elective	59.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2 – 10%
2. COUSE DESCRIPTION				
59.11. Course objectives	The aim of this course is to enable students to develop oral and written communication skills in English.			
59.12. Enrolment requirements and/or entry competences required for the course	n/a			
59.13. Learning outcomes at the level of the programme	Students will develop oral and written communication skills in English at CEFR Level C1.			

to which the course contributes			
59.14. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Upon the completion of the course, the students will:</p> <ul style="list-style-type: none"> - expand their general vocabulary - learn to use specific grammatical constructions correctly - improve their speaking skills - improve their reading skills - learn to use dictionaries - learn how to prepare and give an oral presentation in English 		
59.15. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course; character adjectives 2. Idioms for people (character and behaviour) 3. Idioms for people: <i>as</i>-similes 4. Structuring presentations 5. Making your name 6. The continuous aspect 7. Conditionals, wishes, regrets 8. Test 1 9. Proverbs 10. Words from the wise 11. Metaphors 12. Using a dictionary 13. Changing your mind 14. Opinions 15. Test 2 		
59.16. Format of instruction:	lectures	independent assignments	59.17. Comments:
	seminars and workshops	multimedia and the internet	
	exercises	laboratory	
	online in entirety	work with mentor	

	partial e-learning field work	(other)							
59.18. Student responsibilities	Two written tests (or end-of-term test). Continuing portfolio: A book in English + a list of 100 words and phrases from the book. A five-minute oral presentation in class using visuals. Oral exam.								
59.19. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	An oral presentation using visuals	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	A book in English and a list of 100 words and phrases	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	2	
59.20. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Clare, Antonia; Wilson, JJ. 2012. <i>Speakout Advanced Students' Book</i> . Pearson.						0	Yes	
	Vince, Michael. 2008. <i>Macmillan English Grammar In Context: Advanced</i> . Macmillan ELT.						0	Yes	
	A monolingual dictionary for advanced learners						2	Yes	
2.11. Optional literature	O'Dell, Felicity; McCarthy, Michael. 2008. <i>English Collocations in Use: Advanced</i> . Cambridge: Cambridge University Press. O'Dell, Felicity; McCarthy, Michael. 2010. <i>English Idioms in Use: Advanced</i> . Cambridge: Cambridge University Press.								

59.21. Other (as the proposer wishes to add)	Medium of instruction: English
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60. Developing Skills in English 2

1. GENERAL INFORMATION				
1.1. Course teacher	Jelena Parizoska, PhD		1.6. Year of the study	1
1.2. Name of the course	Developing Skills in English 2		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	0 + 3 + 0 + e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Integrated		1.9. Expected enrolment in the course	50
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2 – 10%
2. COUSE DESCRIPTION				
2.1. Course objectives	The aim of this course is to enable students to develop oral and written communication skills in English.			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the programme to	Students will develop oral and written communication skills in English at CEFR Level C1.			

which the course contributes			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Upon the completion of the course, the students will:</p> <ul style="list-style-type: none"> - expand their general vocabulary - learn to use specific grammatical constructions correctly - improve their speaking skills - improve their reading skills - learn to write a formal email in English 		
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction to the course; writing emails 2. Travel 3. Relative clauses 4. Prefixes 5. Conviction 6. Past tenses 7. Test 1 8. Idioms: secrets 9. Modal verbs and phrases 10. Time phrases 11. Truth or myth 12. The passive 13. Phrasal verbs 14. Investigative journalism 15. Test 2 		
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>

	<input type="checkbox"/> field work								
2.8. Student responsibilities	Two written tests (or end-of-term test). Continuing portfolio: A book in English + a list of 100 words and phrases from the book. Oral exam.								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	A book in English and a list of 100 words and phrases	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO		YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3	
2.1. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Clare, Antonia; Wilson, JJ. 2012. <i>Speakout Advanced Students' Book</i> . Pearson.						0	Yes	
	Vince, Michael. 2008. <i>Macmillan English Grammar In Context: Advanced</i> . Macmillan ELT.						0	Yes	
	A monolingual dictionary for advanced learners						2	Yes	
2.11. Optional literature	O'Dell, Felicity; McCarthy, Michael. 2008. <i>English Collocations in Use: Advanced</i> . Cambridge: Cambridge University Press. O'Dell, Felicity; McCarthy, Michael. 2010. <i>English Idioms in Use: Advanced</i> . Cambridge: Cambridge University Press.								
2.12. Other (as the proposer wishes to add)	Medium of instruction: English								

61. Figurative language in EFL

1. GENERAL INFORMATION				
1.3. Course teacher	Jelena Parizoska, PhD		1.11. Year of the study	5
1.4. Name of the course	Figurative language in EFL		1.12. ECTS credits	2
1.4. Associate teachers			1.13. Type of instruction (number of hours L + E + S + e-learning)	1 + 0 + 2 + e-learning
1.5. Study programme (undergraduate, graduate, integrated)	Integrated		1.14. Expected enrolment in the course	45
1.6. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.15. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2 – 10%
2. COUSE DESCRIPTION				
2.10. Course objectives	This course deals with figurative language in EFL, discourse analysis, lexicographic resources and electronic corpora. Upon the completion of the course, the students will be able to apply the notion of conceptual motivation in teaching figurative language, will be able to create and/or adjust teaching materials by taking into account the usage-based approach to language, and will be able to use corpora and lexicographic resources in teaching EFL.			
2.11. Enrolment requirements and/or entry competences required for the course	n/a			
2.12. Learning outcomes at the level of the programme to				

which the course contributes			
2.13. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)			
2.14. Course content (syllabus)	1) Introduction: cognitive processes and motivation in language 2) The role of conceptual motivation in second language learning and teaching 3) Theoretical approaches and their application in second language learning and teaching 4) Literal and figurative expressions in teaching English as a foreign language 5) Traditional and modern approaches to figurative language 6) Learning and teaching phrasal verbs in English as a foreign language 7) Learning and teaching idioms in English as a foreign language 8) Using lexicographic resources in teaching English as a foreign language 9) Discourse studies of conceptual metaphor 10) Multimodal metaphor 11) Computer-assisted language analysis and corpora 12) Concordances: analyzing lexical items 13) Concordances: analyzing grammatical structures 14) Using corpora in teaching figurative language in EFL 15) Revision		
2.15. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.16. Comments:
2.17. Student responsibilities	A written assignment on teaching figurative language in EFL. Written exam.		

2.18. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	2	
2.2. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	Littlemore, Jeannette and Graham Low. 2006. <i>Figurative Thinking and Foreign Language Learning</i> . Basingstoke: Palgrave Macmillan. (Chapter 8: Figurative Thinking and Lexico-Grammatical Competence, pp. 156-176)						0	Yes	
	Kövecses, Zoltán. 2010. <i>Metaphor: A Practical Introduction. 2nd Edition</i> . Oxford: Oxford University Press. (Chapter 15: Metaphor, Metonymy, and Idioms, pp. 231-250)						0	Yes	
	Rudzka-Ostyn, Brygida. 2003. <i>Word Power: Phrasal Verbs and Compounds: A Cognitive Approach</i> . Berlin: Mouton de Gruyter. (selected chapters)						0	Yes	
	Hunston, Susan. 2002. <i>Corpora in Applied Linguistics</i> . Cambridge: Cambridge University Press. (Chapter 7: Corpora and language teaching: General Applications, pp. 170-197)						0	Yes	
2.11. Optional literature	Thomas, James. 2017. <i>Discovering English with Sketch Engine. 2nd Edition</i> . Versatile. (selected chapters)								
2.13. Other (as the proposer wishes to add)	Medium of instruction: English								

62. Logic

1. GENERAL INFORMATION			
1.5. Course teacher	Tin Perkov	1.16. Year of the study	
1.6. Name of the course	Logic	1.17. ECTS credits	4

1.5. Associate teachers		1.18. Type of instruction (number of hours L + E + S + e-learning)	lectures 30
1.6. Study programme (undergraduate, graduate, integrated)		1.19. Expected enrolment in the course	
1.7. Status of the course	<input type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.20. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
2.1. Course objectives	To adopt basic knowledge and skills in formal logic with an emphasis on application to methodology of science, mathematics, computer science, epistemology and everyday life.		
2.2. Enrolment requirements and/or entry competences required for the course	n/a		
2.3. Learning outcomes at the level of the programme to which the course contributes	understanding and application of adequate scientific methods to the field of primary education		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 3. translate given natural language sentence to a language of formal logic and vice versa 4. interpret sentences of a formal logical language on a mathematical model and vice versa: build a model for a given sentence 5. test satisfiability and validity of logical statements and inferences using truth tables and semantic trees 6. prove validity of a logical statement or an inference using axioms and inference rules 7. solve a logical problem or a logical puzzle using methods of formal logic 		
2.5. Course content (syllabus)	Introduction: logical problems and puzzles (1 week). Sets, relations, functions, mathematical induction, recursive definition, formal languages (1). Propositional logic: syntax and semantics (2), logical consequence relation, satisfiability and validity (1), axioms, inference rules, proofs (1), logic as a game (1), First-order logic: syllogisms, quantifiers, syntax and		

	semantics of first-order logic (2), logical consequence relation, satisfiability and validity (1), first-order theories, inference rules, proofs (1), first-order theory with equality, Peano arithmetic as a first-order theory (1). Modal logic: epistemic logic, syntax and semantics of modal logic (1), modal logical consequence relations, proofs in modal logic (1), dynamical aspects of modal logic, modal logic and computer science (1)									
2.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work					<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities	attending class, homework									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.10. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	handouts provided by the course teacher								YES	

2.11. Optional literature			
2.14. Other (as the proposer wishes to add)			

63. Mathematics 1

1. GENERAL INFORMATION			
1.7. Course teacher	Tin Perkov		1.21. Year of the study
1.8. Name of the course	Mathematics 1		1.22. ECTS credits 4
1.6. Associate teachers			1.23. Type of instruction (number of hours L + E + S + e-learning) lectures 30, seminar 30
1.7. Study programme (undergraduate, graduate, integrated)			1.24. Expected enrolment in the course
1.8. Status of the course	<input type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.25. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2. COUSE DESCRIPTION			
7.1. Course objectives	To adopt basic knowledge and skills in elementary mathematics as a foundation for future study of teaching mathematics.		

7.2. Enrolment requirements and/or entry competences required for the course	n/a									
7.3. Learning outcomes at the level of the programme to which the course contributes	familiarity with basic notions and results in fields present in primary education (in this case the field of mathematics)									
7.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	8. apply logical rules of inference to prove mathematical facts 9. perform basic operations with sets (union, intersection, set difference) 10. understand and use algorithms for basic operations with numbers (addition, subtraction, multiplication, division) 11. extend the notion of numbers from natural numbers and integers to rational, real and complex numbers 12. sketch graphs of some elementary functions (linear, quadratic, polynomial, exponential)									
2.11. Course content (syllabus)	Sets, relations, functions (2 weeks). Natural numbers (3). Integers (1). Rational numbers (2). Real numbers (2). Complex numbers (1). Linear function and linear equation (1). Quadratic function and equation (1). Polynomials (1). Exponential function (1).									
2.12. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work					<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.13. Comments:	
2.14. Student responsibilities	attending class, homework									
2.15. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	

	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.16. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	handouts provided by the course teacher								YES	
2.11. Optional literature										
2.15. Other (as the proposer wishes to add)										

64. Mathematics 2

1. GENERAL INFORMATION			
64.1. Course teacher	Tin Perkov	1.7. Year of the study	
64.2. Name of the course	Mathematics 2	1.8. ECTS credits	4
64.3. Associate teachers		1.9. Type of instruction (number of hours L + E + S + e-learning)	lectures 30, seminar 30

64.4. Study programme (undergraduate, graduate, integrated)			1.10. Expected enrolment in the course	
64.5. Status of the course	<input type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.11. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	To adopt basic knowledge and skills in elementary mathematics as a foundation for future study of teaching mathematics.			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the programme to which the course contributes	familiarity with basic notions and results in fields present in primary education (in this case the field of mathematics)			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	3. use isometries to relate geometric objects 4. classify triangles and quadrilaterals 5. determine the perimeter of a polygon and a circle 6. determine the area of a polygon and a disc 7. determine the volume of a solid (prism, pyramid, ball, cylinder, cone)			
2.5. Course content (syllabus)	Composition of functions (1 week). Inverse functions, square root, logarithm functions (2). Basic notions of plane geometry (1). Isometries: translation, rotation, symmetries (2). Triangles (2). Quadrilaterals (1). Polygons (1). Circle and disc (1). Basic notions of space geometry (1). Prisms and pyramids (1). Sphere and ball (1). Cylinder, cone (1)			
2.6. Format of instruction:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:	

	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)							
2.8. Student responsibilities	attending class, homework								
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media	
	handouts provided by the course teacher							YES	
2.11. Optional literature									
2.11. Other									

(as the proposer wishes to add)	
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65. Introduction to statistics

1. GENERAL INFORMATION			
1.1. Course teacher	Tin Perkov		65.1. Year of the study
1.2. Name of the course	Introduction to statistics		65.2. ECTS credits 4
1.3. Associate teachers			65.3. Type of instruction (number of hours L + E + S + e-learning) lectures 30, exercises 30
1.4. Study programme (undergraduate, graduate, integrated)			65.4. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input type="checkbox"/> elective	65.5. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
66. COUSE DESCRIPTION			
66.1. Course objectives	To adopt basic methods of description and presentation of data and statistical inference about general population from sample data, to enable critical interpretation and application of scientific results.		
66.2. Enrolment requirements and/or entry competences required for the course	n/a		

66.3. Learning outcomes at the level of the programme to which the course contributes	familiarity with basic elements of scientific research, applying adequate research methods to develop practice									
66.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	67. present and interpret data using tables and diagrams 68. calculate and interpret basic parameters of data (mean, median, mode, range, standard deviation, inter-quartile range) 69. determine data correlation using correlation coefficients and linear regression 70. estimate distribution parameters using interval estimation 71. test statistical hypotheses									
71.1. Course content (syllabus)	Basic notions of statistics: population and sample, frequencies, graphical presentation of data (3 weeks). Mean, median, mode (2). Range, variance, standard deviation, inter-quartile range, variation coefficient (2). Correlation: linear regression, correlation coefficients (2). Basic notions of probability (2). Parameter estimates (2). Hypotheses tests (2)									
71.2. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work					<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			71.3. Comments:	
71.4. Student responsibilities	attending class, homework									
71.5. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		

71.6. Required literature (available in the library and/or via other media)	Title	Number of copies in the library	Availability via other media
	handouts provided by the course teacher		YES
71.7. Optional literature			
71.8. Other (as the proposer wishes to add)			

44. Family - school partnership

1. GENERAL INFORMATION			
1.1. Course teacher	Assistant Professor Adrijana Višnjić Jevtić, PhD	1.6. Year of the study	3
1.2. Name of the course	Family - school partnership	1.7. ECTS credits	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	1+0+1

1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate		1.9. Expected enrolment in the course	
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
2.1. Course objectives	Introduce students with the theoretical starting points of establishing partner relationships with preschool institutions and families and help them to acquire the knowledge and techniques needed to establish successful interaction, communication and collaborative relationships with parents and other adults in educational institutions.			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ol style="list-style-type: none"> 1. Understanding the intercultural and inclusive environment (respect for diversity) and implementing different strategies in establishing co-operation with different stakeholders 2. Ability to participate in an interdisciplinary team and communicate with all subjects involved in the educational process (with children, adolescents, parents and practitioners); 			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. To define and explain the underlying concepts that appear in the area of co-operation between families and kindergartens 2. To compare and explain different paradigms of co-operation with parents that have emerged over the past decades. 3. To find out and determine the reasons why collaboration between kindergartens and families is necessary for the overall development of the child 4. To find out and determine the reasons why the co-operation of the kindergarten is necessary to improve the work of the kindergarten and the educational institution 5. To understand the possible reasons for disagreement between families and kindergartens, ie parents and educators. 			
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction - An access to parental and kindergarten partnerships (content, working methods, literature, guidelines for work in seminars). 			

	<ol style="list-style-type: none"> 2. The paradigm of family relations and educational institutions, movements and programs that influenced contemporary understanding of co-operation with parents (Compensation Programs, Alternative Movements). 3. Towards partnership with parents. (Defining the Importance of Early and Preschool Co-operation and Teaching, Contemporary Nursery and Family Relations, Partnership Relationships). 4. Modalities of co-operation between kindergartens and families (parental meetings, individual talks, parents' educational workshops, online co-operation with parents) 5. Barriers to establishing partnerships between parents and professionals (different values and expectations, attitudes and prejudices, Cooperation with parents of children with special needs and families of different family structures and cultures) 6. The Competence of Educators Required to Collaborate with Parents. 7. Comparison of Croatian Practice in Working with Parents vs. Worldwide (parenting, partnership with parents in contemporary curricula of ECEC). 								
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:		
2.8. Student responsibilities									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4	

	Title	Number of copies in the library	Availability via other media
2.10. Required literature (available in the library and/or via other media)	Ljubetić, M. (2014). Od suradnje do partnerstva obitelji, odgojno - obrazovne ustanove i zajednice. Zagreb: Element		
	A.Višnjić Jevtić, I. Visković (ur.) (2018.). Izazovi suradnje - razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima		
	Maleš, D. (2015) Partnerstvom obitelji i škole do uspješnog odgojno-obrazovnog rada. U: Opić, S., Bilić, V., Jurčić, M.(ur.) Odgoj u školi. (pp. 45 – 74). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu		
2.11. Optional literature	<p>Lozančić - Jurčević, A. (2013) Pedagogija zajedništva: oživotvorenje dijaloga u ustanovama ranog odgoja. // U: Posavec, K. ; Sablić, M. (ur.). Interkulturalna pedagogija: prema novim razvojjima znanosti o odgoju / Posavec, K. ; Sablić, M. (ur.).Zagreb : Hrvatsko pedagojsko društvo, 2013. Str. 149-155..</p> <p>Kudek-Mirošević, J., Jurčević Lozančić, A. (2015): Stavovi odgojitelja i učitelja o provedbi inkluzije u redovitim predškolskim ustanovama i osnovnim školama. Hrvatska revija za rehabilitacijska istraživanja. 50 (2):17-29</p> <p>Ljubetić, M. (2011) Partnerstvo obitelji, vrtića i škole – vježbe, zadatci, primjeri Zagreb:.Školska knjiga</p> <p>Višnjić Jevtić, A. (2015). Modaliteti uključivanja roditelja u konstrukciju kurikuluma. U: I. Visković (ur.) Mirisi djetinjstva – Nacionalni kurikulum ranog i predškolskog odgoja i obrazovanja – teorijske postavke i implementacija (pp. 41 – 48). Makarska: Dječji vrtić Biokovsko zvonce</p> <p>Dusi, P. (2012). The Family - School Relationship in Europe: A Research Review. C.E.P.S. Jurnal Vol.2, No 1, 13 - 33.</p> <p>Stričević, I. (2010.), Jačanje roditeljskih kompetencija kroz programe obrazovanja roditelja. U: Maleš, D. (ur.), Nove paradigme ranog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za pedagogiju, 125-152.</p> <p>Visković, I., Višnjić Jevtić, A. (2017.). Teachers' Opinion on the Possibilities of Collaboration with Parents. Croatian Journal of Education, 19(1), 117-146.</p> <p>Wilson, T. (2016). Working with Parents, Carers and Families in the Early Years. Oxon, New York: Routledge</p>		

2.12. Other (as the proposer wishes to add)	
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45. Applied linguistics

1. GENERAL INFORMATION				
1.1. Course teacher	Associate Professor Lovorka Zergollern-Miletić, PhD		1.6. Year of the study	1
1.2. Name of the course	Applied linguistics		1.7. ECTS credits	3
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	2+ 0 + 0 + e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Integrated		1.9. Expected enrolment in the course	45
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2, 20%
2. COUSE DESCRIPTION				
2.1. Course objectives	Revising knowledge about linguistics gained during the course of the studies; Gaining insight into the fields and subfields of applied linguistics; Learning about various types of research that can be done within applied linguistics (various methods, as well as various topics);			

	Gaining ideas how to apply knowledge of linguistics and applied linguistics in language learning.
2.2. Enrolment requirements and/or entry competences required for the course	n/a
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Understanding the difference between theoretical linguistics and applied linguistics;</p> <p>Acquiring knowledge and skills for research work;</p> <p>Developing critical thinking;</p> <p>Realising the importance of applied linguistics for language teaching;</p> <p>Learning about interdisciplinary approach to various linguistic problems;</p> <p>Gaining ability to combine and use knowledge previously gained in the courses focusing on linguistics, literature and methodology.</p>
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Acquiring basic theoretical knowledge about applied linguistics;</p> <p>Developing awareness about the complexity of applied linguistics, and its importance for language teaching;</p> <p>Developing ideas for future research;</p> <p>Developing ideas for incorporating some aspects of applied linguistics in language teaching.</p>
2.5. Course content (syllabus)	<ol style="list-style-type: none"> 1) Introduction to applied linguistics – fields of research 2) Review of literature 3) Lexicology – theoretical and practical approaches, working with corpora 4) Types of dictionaries, 5) Dialectology – some literature 6) Compiling little glossaries of students’ dialects 7) Introduction to verbal humour 8) Verbal humour - producing and analysing examples 9) Reading a research paper on verbal humour, analysing and discussing it 10) Humour in teaching – reading a research paper, analysing and discussing it

	11) Students' research papers based on a text 12) The analysis of the students' research papers 13) Contact linguistics - theory, history, present position, findings 14) Stylistics – some theory + some exercises in style 15) Revision									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work					<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> e-learning (other)			2.7. Comments:	
	Two hours of lecture per week. (90 min) in one group.									
2.8. Student responsibilities	Regular attendance Regular preparation for lessons (homework)									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	Continuing portfolio (optional)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	Preparation for lessons	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	3		
2.10. Required literature (available in the library)	Title						Number of copies in the library	Availability via other media		

and/or via other media)	Materials on the internet platform <i>Merlin</i> – prepared by the instructor		yes
2.11. Optional literature			
2.12. Other (as the proposer wishes to add)	Medium of instruction: English		

46. Communicative English Grammar 1

1. GENERAL INFORMATION			
1.1. Course teacher	Associate Professor Lovorka Zergollern-Miletić, PhD	1.6. Year of the study	1
1.2. Name of the course	Communicative English Grammar 1	1.7. ECTS credits	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	1 + 1 + 0 + e-learning
1.4. Study programme (un- dergraduate, graduate, inte- grated)	Integrated	1.9. Expected enrolment in the co- urse	45

1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2, 20%
2. COUSE DESCRIPTION				
2.1. Course objectives	Approaching English grammar analytically, learning about different grammatical patterns, comparing them and analysing them in texts. This course should help students improve their knowledge of grammar, as well as of the English language in general. The analytical approach should lead to students' better understanding of the language, and also to the development of explanatory skills needed for their future teaching jobs.			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Developing communication skills, both written and oral at the C1 level (Common European Framework of Reference for Languages);</p> <p>Acquisition of theoretical and practical knowledge from the fields of linguistics, applied linguistics, language teaching and English teaching methodology, which leads to the application of that knowledge in the students' future teaching;</p> <p>Understanding and respecting all the participants in the education process, learning how to communicate, collaborate, and work in teams.</p>			
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Developing the awareness that language is a complex system;</p> <p>Learning how to explain the use of particular grammatical structures;</p> <p>Learning how to use particular grammatical structures in context and communication;</p> <p>Learning about the differences between British and American English.</p>			
2.5. Course content (syllabus)	1. Introduction to the study of grammar and linguistics			

	<p>2. Words and phrases</p> <p>3. Sentence structure - The simple sentence</p> <p>4. Sentence types</p> <p>5. Questions and answers</p> <p>6. Question tags</p> <p>7. The continual assessment test/Midterm test</p> <p>8. The analysis of the test + Leaving out and replacing words</p> <p>9. Word order and emphasis</p> <p>10. Verb forms</p> <p>11. Present tenses</p> <p>12. Past tenses</p> <p>13. Future tenses</p> <p>14. The Passive</p> <p>15. Revision</p>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> e-learning (other)	<p>2.7. Comments:</p> <p>One lecture per week (45 minutes) + one hour of exercises (45 min) per week in three small groups.</p>
2.8. Student responsibilities	<p>Regular attendance</p> <p>Regular preparation for lessons (homework)</p> <p>A continual assessment test</p>		

	An end-of-term test Oral exam.									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	Continuing portfolio (optional)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	Preparation for lessons	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	2		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Eastwood, John. 2005. <i>Oxford Learner's Grammar - Grammar Finder</i> . Oxford: OUP							yes		
	Eastwood, John. 2005. <i>Oxford Learner's Grammar - Grammar Builder</i> . Oxford: OUP							yes		
	A monolingual English dictionary for advanced learners						2	yes		
	Materials on the internet platform <i>Merlin</i> – prepared by the instructor							yes		
2.11. Optional literature	Foley, Mark&Diane Hall (2012). <i>My Grammar Lab</i> . Harlow, Essex: Pearson									
2.11. Other (as the proposer wishes to add)	Medium of instruction: English									

47. Communicative English Grammar 2

1. GENERAL INFORMATION				
1.1. Course teacher	Associate Professor Lovorka Zergollern-Miletić, PhD		1.6. Year of the study	1
1.2. Name of the course	Communicative English Grammar 2		1.7. ECTS credits	4
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)	1 + 0 + 1 + e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Integrated		1.9. Expected enrolment in the course	45
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2, 20%
2. COUSE DESCRIPTION				
2.1. Course objectives	Approaching English grammar analytically, learning about different grammatical patterns, comparing them and analysing them in texts. This course should help students improve their knowledge of grammar, as well as of the English language in general. The analytical approach should lead to students' better understanding of the language, and also to the development of explanatory skills needed for their future teaching jobs.			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the programme to	Developing communication skills, both written and oral at the C1 level (Common European Framework of Reference for Languages);			

<p>which the course contributes</p>	<p>Acquisition of theoretical and practical knowledge from the fields of linguistics, applied linguistics, language teaching and English teaching methodology, which leads to the application of that knowledge in the students' future teaching;</p> <p>Understanding and respecting all the participants in the education process, learning how to communicate, collaborate, and work in teams.</p>
<p>2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Developing the awareness that language is a complex system;</p> <p>Learning how to explain the use of particular grammatical structures;</p> <p>Learning how to use particular grammatical structures in context and communication;</p> <p>Learning about the differences between British and American English.</p>
<p>2.5. Course content (syllabus)</p>	<ol style="list-style-type: none"> 1. Revision of grammar studied in the course Communicative English Grammar 1 2. Modal Verbs 3. The Infinitive 4. The Gerund 5. The Participles 6. The continual assessment test 7. The analysis of the test + Nouns - types of nouns + agreement 8.. The articles 9. Possessives and demonstratives 10. Quantifiers 11. Pronouns 12. Adjectives 13. Adverbs 14. Prepositions

	15. Revision									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> e-learning (other)			2.7. Comments:		
	One lecture per week (45 minutes) + two hours of seminars (90 min) per week (two student groups).									
2.8. Student responsibilities	Regular attendance Regular preparation for lessons (homework) A continual assessment test An end-of-term test Oral exam.									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	Continuing portfolio (optional)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	Preparation for lessons	YES	NO	
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
2.10. Required literature (available in the library)	Title						Number of copies in the library	Availability via other media		

and/or via other media)	Eastwood, John. 2005. <i>Oxford Learner's Grammar - Grammar Finder</i> . Oxford: OUP		yes
	Eastwood, John. 2005. <i>Oxford Learner's Grammar - Grammar Builder</i> . Oxford: OUP		yes
	A monolingual English dictionary for advanced learners	2	yes
	Materials on the internet platform <i>Merlin</i> – prepared by the instructor		yes
2.11. Optional literature	Foley, Mark&Diane Hall (2012). <i>My Grammar Lab</i> . Harlow, Essex: Pearson		
2.11. Other (as the proposer wishes to add)	Medium of instruction: English		

48. English-speaking cultures

1. GENERAL INFORMATION			
1.1. Course teacher	Associate Professor Lovorka Zergollern-Miletić, PhD	1.6. Year of the study	1
1.2. Name of the course	English-speaking cultures	1.7. ECTS credits	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + E + S + e-learning)	1 + 0 + 1 + e-learning
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	45
1.5. Status of the course	<input checked="" type="checkbox"/> mandatory <input type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage	Level 2, 20%

			of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
2.1. Course objectives	<p>Learning about the English speaking world, particularly about the United Kingdom, the Republic of Ireland and the USA;</p> <p>Gaining knowledge about the history, geography, political system, education system, legal system, social structure and customs of a particular English speaking country;</p> <p>Gaining insight into the similarities and differences between the English speaking countries;</p> <p>Learning about similarities and differences between particular English speaking countries and Croatia.</p> <p>One of the objectives is to create an atmosphere of understanding and tolerance, of discarding stereotypes, prejudice and xenophobia;</p> <p>Acquiring new terminology, thus developing students' linguistic competence beyond the level of everyday communication;</p> <p>Developing the understanding of the interconnectedness of language and culture, which is essential for future language teachers.</p>			
2.2. Enrolment requirements and/or entry competences required for the course	n/a			
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Acquiring basic knowledge and skills for research and practical work regarding culture, civilisation and related areas connected to English language teaching;</p> <p>Acquiring theoretical and practical knowledge about the areas of culture and civilisation, as well as about various intercultural fields, and learning how to apply the gained knowledge in English language teaching;</p> <p>Understanding and developing pluralism that should exist in teaching, and in school in general;</p> <p>Taking responsibility for one's own professional development and lifelong learning, analysing one's own work, the education process and learning;</p> <p>Gaining the ability to teach in a multicultural context;</p>			

2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Acquiring good knowledge about English speaking countries, primarily about the UK, the Republic of Ireland and the USA;</p> <p>Gaining insight into English speaking cultures, breaking prejudice and stereotype:</p> <p>Creating ground for future acceptance of new knowledge and information about foreign cultures, as well as their own, applying critical and analytical thinking;</p> <p>Developing the awareness of the tight relationship between language and culture;</p> <p>Gaining knowledge necessary for teachers of languages .</p>									
2.5. Course content (syllabus)										
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> e-learning (other)	<p>2.7. Comments:</p> <p>One lecture per week (45 minutes) + one hour of seminars (90 min) per week (two student groups).</p> <p>Field work implies a visit to the Australian Embassy in Zagreb, or to the Canadian Embassy in Zagreb, or both.</p>							
2.8. Student responsibilities	<p>Regular attendance</p> <p>Regular preparation for lessons (homework)</p> <p>Tw continual assessment tests</p>									
2.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO	
	Experimental work	YES	NO	Report	YES	NO	Continuing portfolio (optional)	YES	NO	
	Essay	YES	NO	Seminar paper	YES	NO	Preparation for lessons	YES	NO	

	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO	
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	4		
71.9. Required literature (available in the library and/or via other media)	Title							Number of copies in the library	Availability via other media	
	A reader with texts about the UK and Ireland								yes	
	A reader with texts about the USA								yes	
	Materials on the internet platform <i>Merlin</i> -prepared by the instructor								yes	
2.11. Optional literature										
2.12. Other (as the proposer wishes to add)										
Medium of instruction: English										

49. Qualitative and Quantitative Methods 1

1. GENERAL INFORMATION				
1.9. Course teacher	Siniša Opić, Full professor		1.26. Year of the study	4
1.10. Name of the course	Qualitative and Quantitative Methods 1		1.27. ECTS credits	4
1.12. Associate teachers			1.28. Type of instruction (number of hours L + E + S + e-learning)	15 + 15 + 15
1.8. Study programme (undergraduate, graduate, integrated)	Integrated primary education (835 programme)		1.29. Expected enrolment in the course	
1.9. Status of the course	<input type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.30. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COUSE DESCRIPTION				
12.1. Course objectives	1. understanding of the basic qualitative and quantitative concepts 2. ability to understand statistical parameters 3. application of the statistical package SPSS in the data processing 4. interpretation of the obtained statistical results			
12.2. Enrolment requirements and/or entry competences required for the course	n/a			

<p>12.3. Learning outcomes at the level of the programme to which the course contributes</p>	<p>Acting in accordance with professional ethical standards and students' best interest; understanding, knowing and usage of the appropriate procedures regarding scientific research work in the field of education</p>
<p>12.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)</p>	<p>Student will be able to:</p> <ol style="list-style-type: none"> 1. use SPSS program for data processing 2. understand the significance and reasons for using certain statistical tests 3. explain basic statistical parameters and values 4. conduct statistical analysis 5. apply and to interpret descriptive and inferential statistic (methods) 6. understand the basics of application univariant, multivariant and robust statistical tests
<p>12.5. Course content (syllabus)</p>	<p>Scientific aim and scientific method</p> <p>Types of measurements and measuring scales (nominal, ordinal, interval, ratio; Thurston's', Likert's', Bogardu's, semantic differential)</p> <p>Measurable characteristics of instruments (validity (content, construct, convergent, divergent, criterion, diagnostic, prognostic); reliability (test-retest, parallel forms, internal consistency method), sensitivity and objectivity</p> <p>Measures of the central tendency and variability (AS, mode, median/quantiles (quartiles, deciles, percentiles), interquartile range, sum of squared errors, variance, standard deviation, coefficient of variability...)</p> <p>Graphical representation of results (box plot, P-P, Q-Q, Stem and leaf, histogram, pictogram, polygon, f)</p> <p>Normal distribution and some other distributions (sampling distributions, skewness, kurtosis, test for normality of distribution)</p> <p>Qualitative researches and mixed methods</p> <p>Action researches (stages, purpose, draft, implementation specifics, sample)</p> <p>Grounded theory</p> <p>Parametric and nonparametric tests</p> <p>Homoscedasticity and homogeneity of variance (tests, bootstrapping methods)</p> <p>Chi square test (log linear Chi)</p>

	T-test (one sample, related samples, independent samples)								
	ANOVA (one way, two way)								
	Correlations (linear, non-linear, partial, zero order corr)								
12.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			12.7. Comments:		
12.8. Student responsibilities									
12.9. Monitoring student work	Class attendance	<u>YES</u>	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	<u>YES</u>	NO	(other)	YES	NO
	Preliminary exam	<u>YES</u>	NO	Practical work	<u>YES</u>	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)		
2.3. Required literature (available in the library and/or via other media)	Title				Number of copies in the library			Availability via other media	

2.11. Optional literature	<p>Opić, S. (2018). Specificity and Limitation of MANOVA and Discriminant Function Analysis in Social Sciences. In L. Gómez Chova, A. López Martínez, I. Candel Torres L (Eds), ICERI 2018 Proceedings, 5901-5907.</p> <p>Opić, S. (2019). Advantages and limitations of linear canonical correlation analysis (LCCA). In L. Gómez Chova, A. López Martínez, I. Candel Torres L (Eds), ICERI 2019 Proceedings, 6332-6338.</p>		
2.16. Other (as the proposer wishes to add)			

50. Environmental Philosophy

1. GENERAL INFORMATION				
1.11. Course teacher	Associate Professor Tomislav Krznar, PhD		1.31. Year of the study	
1.12. Name of the course	Environmental Philosophy		1.32. ECTS credits	2
1.13. Associate teachers			1.33. Type of instruction (number of hours L + E + S + e-learning)	1+1 + e-learning
1.9. Study programme (undergraduate, graduate, integrated)			1.34. Expected enrolment in the course	20
1.10. Status of the course	mandatory	X elective	1.35. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2 – 10%
2. COUSE DESCRIPTION				
12.10. Course objectives	The aim of this course is to enable students to develop spatial knowledge's in the area of environmental philosophy as a part of philosophy and as an area of interdisciplinary thinking.			
12.11. Enrolment requirements and/or entry competences required for the course	n/a			
12.12. Learning outcomes at the level of the programme to which the course contributes	Students will develop possibility of recognising and arguing several problems of contemporary society. This course encourage critical thinking and active citizenship.			
12.13. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	Upon the completion of the course, the students will be able: - to expand their general knowledge on spatial problems of philosophy - to recognise most important problems of contemporary society in the area of environmental sciences			

	<p>- to argue solutions to upper given problems</p> <p>- to developed their private worldview in sustainable way</p>		
12.14. Course content (syllabus)	<ol style="list-style-type: none"> 1. Introduction 2. Basic problems of the philosophy 3. Basic problems of the environmental sciences 4. Human society and the cycles of living 5. Philosophy, religions and humanity 6. Human spirituality and the nature 7. Humans and the animals 8. Spatial problems of the environmental sciences 9. Anthropocentrism vs. biocentrism 10. Idea of sustainability 11. Reverence for life 12. Politics and the environmental thinking 13. NGOs and environment 14. Education for sustainable future 15. Conclusion 		
a. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p style="text-align: center;">b. Comments:</p>
c. Student responsibilities	<p>Participation in lectures and workshop.</p> <p>One written essay .</p> <p>Oral exam.</p>		

d. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO		YES	NO
	Essay	YES	NO	Seminar paper	YES	NO		YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	2	
2.4. Required literature (available in the library and/or via other media)	Title						Number of copies in the library		Availability via other media
	Krznar, Tomislav; Velički, Damir; Rogošić, Silvia; Katinić, Marina: "Acquaintance with Bioethical Concepts and Attitudes towards Some Bioethical Issues: Example of Teacher Education Students. // <i>Studia lexicografica</i> , 12 (2018), 22; str. 7-25.								yes
	Krznar, Tomislav: "Beyond Destruction: Possibility of a new Paradigm of Knowledge". <i>The Holistic Approach to Environment</i> , 2 (2012), 1; str. 29-40.								yes
	Keulartz, Jozef, 1999. <i>The Struggle for Nature: A Critique of Environmental Philosophy</i> , Routledge.								
2.11. Optional literature	<p>LaFreniere, Gilbert F, 2007. <i>The Decline of Nature: Environmental History and the Western Worldview</i>, Academica Press, Bethesda.</p> <p>Foltz, Bruce V., Robert Frodeman. 2004. <i>Rethinking Nature</i>, Indiana University Press, 601 North Morton Street, Bloomington,</p>								
2.17. Other (as the proposer wishes to add)									

51. Professional - pedagogical practice in kindergarten

1. GENERAL INFORMATION				
1.13. Course teacher	Asst. prof. Adrijana Višnjić-Jevtić Asst. prof. Blaženka Bačlija-Sušić		1.36. Year of the study	3.
1.14. Name of the course	Professional - pedagogical practice in kindergarten		1.37. ECTS credits	2
1.14. Associate teachers			1.38. Type of instruction (number of hours L + E + S + e-learning)	0+80+0
1.10. Study programme (undergraduate, graduate, integrated)	Undergraduate study of early childhood education		1.39. Expected enrolment in the course	
1.11. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.40. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION				
12.1. Course objectives	<p>Application and analysis of theoretical knowledge in practice on the importance of meeting the developmental and individual needs of children as an important starting point for designing an integrated, open curriculum.</p> <p>Understanding the concept of a reflective practitioner who continually evaluates the effects of his or her achievements;</p> <p>Development of the ability to adapt to new and unexpected situations through the active application of acquired competencies.</p> <p>Understanding, analysis and creation of educational activities in relation to children's abilities, possibilities, needs and interests.</p>			

	Understanding and analysis of the child's activities and developmental possibilities as a prerequisite for the co-construction of an integrated curriculum (project work) in response to the child's developmental, individual and special needs.		
12.2. Enrolment requirements and/or entry competences required for the course	n/a		
12.3. Learning outcomes at the level of the programme to which the course contributes	<p>Understanding and developing the professional identity of ECE teachers and acting in accordance with ethical norms and professional code.</p> <p>Ability to act professionally in an intercultural and inclusive environment (respect for diversity).</p> <p>The use of different forms of language and artistic expression in the curricula of early childhood education.</p> <p>Ability to use theoretical models and scientific research in the field of early childhood education to change and develop practice (reflective practitioner).</p>		
12.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Connecting theoretical knowledge with practical experiences in the educational process</p> <p>Connecting, understanding and applying partial methodological knowledge in creating a comprehensive open curriculum of early childhood education based on the child's interests, needs and rights.</p> <p>Understanding the child as a competent and active individual.</p> <p>Understanding children's developmental and individual needs and interests.</p> <p>Organization, implementation and evaluation of educational activities.</p> <p>Understanding the concept of reflection and evaluation in relation to the implemented activities.</p>		
12.5. Course content (syllabus)	Application of theoretical knowledge from the methodical subjects in the integrated educational process.		
12.6. Format of instruction:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory	12.7. Comments:

	<input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
12.8. Student responsibilities									
12.9. Monitoring student work	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO
	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	ECTS credits (total)	2	
2.5. Required literature (available in the library and/or via other media)	Title					Number of copies in the library		Availability via other media	
	<i>Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje (2014).</i> Zagreb: Ministarstvo znanosti, obrazovanja i sporta.								
	<i>Državni pedagoški standard predškolskog odgoja i naobrazbe (2008.).</i> Narodne novine 63/2008.								
	Brajković, S. (ed.) <i>Uspješno mentoriranje odgajatelja u pristupu usmjerenom na dijete.</i> Zagreb: Korak po korak								

2.11. Optional literature	Harris Helm, J., Katz, L. (2011). Young Investigators: The Project Approach in the Early Years. New York: Teachers College Press Skinner, S.M. (2007). Creative activities in Early Years. London: SAGE
2.18. Other (as the proposer wishes to add)	

52. English Phonetics and Phonology

1. GENERAL INFORMATION			
1.15. Course teacher	Kristina Cergol, PhD, Assistant Professor		1.41. Year of the study 1
1.16. Name of the course	English Phonetics and Phonology		1.42. ECTS credits 3 ECTS
1.15. Associate teachers	Valentina Gučec		1.43. Type of instruction (number of hours L + E + S + e-learning) 15L + 45E
1.11. Study programme (undergraduate, graduate, integrated)	Integrated primary education (835 programme)		1.44. Expected enrolment in the course 45
1.12. Status of the course	<input checked="" type="checkbox"/> mandatory	<input type="checkbox"/> elective	1.45. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%) Level 2 20 %
2. COUSE DESCRIPTION			
12.10. Course objectives	<ul style="list-style-type: none"> - to introduce students to the phonetic features and phonological system of the English language as well as the specificities of connected speech - to enable students to teach school children English, while focusing on the specificities of pronunciation, accent, intonation and phonetic transcription - to enable students to independently use international phonetic transcription 		

12.11. Enrolment requirements and/or entry competences required for the course	n/a
12.12. Learning outcomes at the level of the programme to which the course contributes	<p>Having completed all course requirements, the students will be able to:</p> <ul style="list-style-type: none"> - organise their own learning and professional development within lifelong learning with respect to the pronunciation, stress patterns and intonation of the English language for the purpose of performing continuous and high-quality classroom work with primary school children - develop perception, production and transcription of speech in the English language - make decisions based on professional competence, apply criticism and self-criticism in solving problems related to English language teaching.
12.13. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Having completed all course requirements, the students will be able to:</p> <ul style="list-style-type: none"> - interpret connected speech rules in order to achieve fluency and accuracy in communication in the English language - apply comprehensive knowledge of the English language in teaching, especially the knowledge of pronunciation, word stress and intonation - apply knowledge of phonological system of the English language as well as the specifics of connected speech - apply knowledge of structures and rules related to connected speech and appropriate intonation patterns - use the skill of careful perception and transcription of various samples of speech and be able to independently use the International Phonetic Association system for transcription of speech - apply linguistic and paralinguistic elements (mime, gestures, rhythm, etc.) in their speech - apply the rules of appropriate expression in the English language in practice, so that it is appropriated to primary school children - demonstrate the ability to emphasize relevant phonetic elements so that their explicit development may be facilitated in primary school children
12.14. Course content (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1 Introduction: the foundations of phonetics and phonology as a discipline in applied linguistics 2 Phonemic system of the English language and avoidance of negative transfer from the Croatian language 3 Speech organs and their function 4 English consonants: place and manner of articulation, voiced and voiceless consonants

- 5 English vowels (emphasis on the differences between the British and American vowel inventories)
- 6 Diphthongs and triphthongs
- 7 Phonetic transcription of the English language and International Phonetics Association (IPA) symbols
- 8 Syllable
- 9 Word/Syllable stress
- 10 Unstressed syllables (schwa) + stressed (strong) and unstressed (weak) forms in the English language
- 11 Sentence rhythm, tonic
- 12 Connected speech
- 13 Intonation and basic intonation patterns
- 14 Phonological processes

Exercises:

- 1 Introduction: basic terminology
- 2 Basic phonetic features and phonetic system of the English language
- 3 English Phonetic Transcription and International Phonetic Transcription (IPA) Symbols
- 4 Consonants: occlusive - p, b
- 5 Consonants: occlusive - t, d
- 6 Consonants: occlusive - k, g
- 7 Stressing words
- 8 Consonants: fricatives - f, c
- 9 Approximate - w
- 10 f, v, w – pronunciation practice
- 11 'shwa'
- 12 Sentence rhythm
- 13 Short written knowledge test 1 (1-12)
- 14 Consonants: fricatives - s, z
- 15 Consonants: fricatives - ʃ, ʒ
- 16 Consonants: affricates - tʃ, dʒ
- 17 Connected speech and phonetic transcription of connected speech
- 18 Consonants: fricatives - θ, ð
- 19 Fricative h, nasal ŋ

	<p>20 Practicing sentence rhythm and stressed words through short nursery rhymes and chants</p> <p>21 Short written knowledge test 2 (13-21)</p> <p>22 Approximates - r, l</p> <p>23 Practicing the pronunciation of consonant groups</p> <p>24 Weak forms 1</p> <p>25 Weak forms 2</p> <p>26 Vowels - ɪ, i:</p> <p>27 Vowels - e, æ</p> <p>28 Tonic, tone unit</p> <p>29 Vowels - ʌ, a:</p> <p>30 Vowels - o, ɔ:</p>										
12.15. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			12.16. Comments:			
12.17. Student responsibilities	<p>Regular class attendance and participation: 45</p> <p>Regular preparation for classes, tests, homework: 15</p> <p>Individual portfolio preparation: 15</p> <p>Individual seminar task preparation: 15</p> <p>Overall: 90 hours = 3 ECTS</p>										
	Class attendance	YES	NO	Research	YES	NO	Oral exam	YES	NO		

12.18. Monitoring student work	Experimental work	YES	NO	Report	YES	NO	(other)	YES	NO
	Essay	YES	NO	Seminar paper	YES	NO	(other)	YES	NO
	Preliminary exam	YES	NO	Practical work	YES	NO	(other)	YES	NO
	Project	YES	NO	Written exam	YES	NO	3 ECTS		

2.6. Required literature (available in the library and/or via other media)	Title	Number of copies in the library	Availability via other media
	(selected chapters): Brazil, D. (1997). Pronunciation for Advanced Learners of English. Cambridge: Cambridge University Press.		online
	Brown, G. (1990). Listening to Spoken English. London: Longman.		online
	(selected chapters): Collins, B. and Mees, I.M. (2003). Practical Phonetics and Phonology, A resource book for students. London: Routledge.		online
	(selected chapters): Hancock, M. (2004). English Pronunciation in Use. Cambridge: Cambridge University Press.		online
	Jones, D. (2004). Cambridge English Pronouncing Dictionary, 16th edition. Cambridge: Cambridge University Press.		online

	<p>Josipović Smojver, V. (1999). Phonetics and Phonology for Students of English. Targa: Zagreb.</p> <p>Ponsonby, M. (1987). How Now Brown Cow? London: Prentice Hall International.</p>	6	online
2.11. Optional literature	<p>Cunningham, S. et al. (1996). Headway Pronunciation. Oxford: Oxford Univerity Press.</p> <p>Graham, C. (1991). Jazz Chants. Oxford: Oxford Univerity Press.</p> <p>Graham, C. (1994). Jazz Chants for Children. Oxford: Oxford Univerity Press.</p> <p>Graham, C. (1995). Jazz Chants Fairy Tales. Oxford: Oxford Univerity Press.</p> <p>Narančić Kovač, S. i Andraka, M. (1999). Dječje pučke pjesmice u sveučilišnoj nastavi engleskoga izgovora. Strani jezici, XXVIII (1), 26-38.</p> <p>Narančić Kovač, S. i Andraka, M. (1999). Što pjesma daje i uzima govoru. Zbornik Učiteljske akademije u Zagrebu, I (1), 193-200.</p> <p>Rackham, A. (1985). Mother Goose Nursery Rhymes. London: Chancellor Press.</p>		
2.19. Other (as the proposer wishes to add)	-		