

Germanistik - Abteilung für deutsche Sprache und Literatur
- Odsjek za njemački jezik i književnost

Filozofski fakultet Univerziteta u Zenici

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<http://ff.unze.ba/njemacki-jezik-i-knjizevnost/>



DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE

CURRICULUM

**FOR THE UNDERGRADUATE STUDY(I CYCLE) OF
GERMAN LANGUAGE AND LITERATURE 2015/2016**

**ZENICA
MARCH 2015**

1. GENERAL INFORMATION	
1.1. Name of the study program	Undergraduate Study at the Department of German Language and Literature
1.2. Head of the study program	Assoc. Prof. Dr. Amela Ćurković
1.3. Level of the study program	I cycle
1.4. Academic / scientific / professional title upon graduation	Professor of German Language and Literature

3. GENERAL DESCRIPTION	
3.1. Scientific / artistic field of study program	The program of Germanic Studies in Teacher Orientation is based on contemporary knowledge of language learning and learning, which is the result of scientific research of an interdisciplinary character (linguistic, psycholinguistic, sociolinguistic, pedagogical).
3.2. Duration of the study program (is there a possibility of distance study, part-time study, etc.)	4 academic years - eight semesters.
3.3. The minimum number of ECTS credits required to complete the studies	240 ECTS credits
3.4. Admission requirements for study	Successfully passed entrance exam.
3.5. Learning outcomes	<p>Upon graduation, he / she will acquire the following professional and specialist competences:</p> <ul style="list-style-type: none"> - language competence in German at C1-C2 level according to the European reference levels, - basic knowledge of contemporary linguistic disciplines, - knowledge of the culture of the German-speaking countries (geographical, cultural, historical, socio-political, economic and other aspects), - knowledge of literary-scientific terminology and methodology, - knowledge of the theoretical foundations of learning and teaching foreign and other languages, or linguistic and cognitive theories on which they are based; - knowledge of basic glotodidactic principles, methods and procedures of teaching German from a diachronic and synchronic point of view; - knowledge of research techniques with regard to the process of learning and teaching German as a foreign language. <p>Students acquire the following skills:</p> <ul style="list-style-type: none"> - ability of linguistic analysis of the structure and use of language, - the ability to interpret a literary work individually, - the ability to apply an intercultural approach in comparative analyzes of cultural, economic, historical and political links

	<p>between Bosnia and Herzegovina and the German-speaking countries,</p> <ul style="list-style-type: none"> - the ability to plan, perform and critically reflect on the process of learning and teaching German as a foreign language, - ability to use language learning and teaching strategies, - ability to use information and communication technologies, - ability to find information, - ability to apply scientific and research techniques.
3.6. Employment opportunities (list of potential employers) and opinion of labor market organizations on the adequacy of the anticipated learning outcomes (attach)	Students will be able to find employment in primary and secondary schools as teachers of German language and literature, in publishing and library (literature), in media and cultural institutions, in commercial missions and in public or public services, based on their acquired knowledge, skills and abilities. requiring high communicative competence in German.
	Successfully completed undergraduate study enables the student to pursue a master's degree (second-cycle study) and to obtain a master's degree in German language and literature.
3.7. Possibility to continue studies	///

4. DESCRIPTION OF THE STUDY PROGRAM	
4.3. Study structure (number of semesters, size of groups for lectures and exercises / seminars)	8 Size of Lecture and Exercise Groups: (7 students for School Practice I and School Practice II courses, 15 students for language group practice classes).
4.4. Enrollment requirements for the next semester	List of related subjects: 1. German language morphology I, 2. German language morphology II, 3. The simple syntax of the German language, 1. 4. Syntax of a complex sentence of the German language.
4.7. Completion of studies:	
a) Mode of study completion	Final undergraduate thesis undergraduate
b) Requirements for the defense of the final / graduate thesis	The candidate can defend the final undergraduate work after all the passed exams.
c) The process of defense of the final / graduate thesis	The undergraduate candidate prepares and works in cooperation with the mentor after all the exams passed and is obliged to defend them before the mentor, gaining the title of Professor of German Language and Literature.



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**PROGRAM STRUCTURE OF THE UNDERGRADUATE STUDY
AT THE DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE**

FIRST SEMESTER



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: GERMAN MORPHOLOGY I

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
I	Undergraduate study – Bachelor Degree Compulsory subject	2	3	6	04K03-287

Pre-requisites -

Subject aims

The objective of the course is to enable students to critically view and understand issues and problems treated during lectures and exercises related to this subject area. The engagement and interest of a student in the process of teaching is recorded and scored by approaching the characteristics of the ECTS system.

The classification of the verb is processed: according to the morphological criterion (finiteness-infinity and regularity-irregularity of the verb), according to the syntax criterion (the relation of the verb to the other sentence parts with the main focus on the regimen of the verb and the mutual relation between the two verbs within the predicate) and finally the classification of the verb according to the sematic criterion (verbal aspect and semantic subclasses). The categories of finite verbs are processed: verbal person, number, tense, mode and gender. Due to the great differences in the language system of the German and BCS languages, the most attention is given to the verbal aspect and the mode in which the differences are greatest. Since the predicate in the German language can have up to five parts, in addition to the full verbs, different classes of linking verbs, which only serve as a connection between a subject and further information about that subject, are also processed. Furthermore, reflexive verbs are processed, verbs that most often express semantic reflexivity, but also those who are less frequent and whose reflexive variables do not possess the characteristics of the object, so in this case we have formal reflexivity.

Learning outcomes

After attending the course as a result of the learning process for the German Morphology I students will be able to:

- apply and demonstrate acquired knowledge in written and oral form (grammatical rules related to verb morphology),
- define the morphology of the verb,
- recognize, differentiate and correctly apply verb categories,
- apply the adopted terminology related to the verb,
- analyze the verb according to morphological and syntactic criteria,
- demonstrate the regularity of certain verb categories.

Indicative syllabus content:	WEEK	CONTENT
	1. WEEK	The classification of verbs according to morphological, syntactic and semantic criteria
	2. WEEK	Tenses in German, Infinitive I, Infinitive II, Past Participle I, Past Participle II
	3. WEEK	Passive - Stative Passive and Progressive Passive
	4. WEEK	Congruency
	5. WEEK	First colloquium
	6. WEEK	Subjunctive (ger. Konjunktiv)

	7. WEEK	The direct and indirect speech
	8. WEEK	Set phrases
	9. WEEK	Aspect
	10. WEEK	Second colloquium
	11. WEEK	Regimen of the verbs
	12. WEEK	Imperative
	13. WEEK	Separable and inseparable verbs
	14. WEEK	Third colloquium
	15. WEEK	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%

2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	15%	15%	10%	-	55%

Reading

Essential	DUDEN (2006): Die Grammatik, 7. izdanje, Herausgegeben von der Dudenredaktion, Mannheim, Leipzig, Wien, Zürich. Hentschel / Vogel (2009): Deutsche Morphologie. Walter de Gruyter, Berlin, New York. Heringer (2009): Morphologie. Wilhelm Fink, Paderborn. Römer (2006): Morphologie der deutschen Sprache. A. Francke, Tübingen, Basel.
Supplementary	DUDEN (2006): Die Grammatik, 7. izdanje, Herausgegeben von der Dudenredaktion, Mannheim, Leipzig, Wien, Zürich. Hentschel / Vogel (2009): Deutsche Morphologie. Walter de Gruyter, Berlin, New York. Heringer (2009): Morphologie. Wilhelm Fink, Paderborn. Römer (2006): Morphologie der deutschen Sprache. A. Francke, Tübingen, Basel.



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: CONTEMPORARY GERMAN LANGUAGE I

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
I	Undergraduate study – Bachelor Degree Compulsory subject	2	2	5	04K03-468

Pre-requisites

-

Subject aims

Practice of grammatical structures of the German language, for example, declination, regimen of the verbs, word order in the sentence, various topics around the verb, such as word formation of verbs, regular and irregular, auxiliary, modal, reflexive, transitive and intransitive, separable and inseparable, verb tenses, verbal modes and all other grammatical categories related to verbs, the formation and use of passive, the subjunctive in indirect speech. All these verbal categories are practiced through selected texts (text reproduction, discussion on a given topic, essay writing, etc.). Objectives of the course are: identifying basic morphological characteristics of the German language, practicing various techniques of textual analysis, introducing various topics on contemporary German culture – people and events, developing oral and written expression.

Listening to and reading various texts (articles from newspapers, literary texts, etc.) with various topics from everyday life of native speakers, analysis of these texts in terms of content and linguistic-wise by using various types of spoken and written exercises, adopting lexical and grammatical knowledge, developing communicative competence of students.

The content and topics to be addressed are: *Der persönliche Bereich, Familie, Gefühle, Kleidung, Ernährung, Einkäufe, Werbung (the personal sphere, family, feelings, clothing, nutrition, shopping, advertising)*. In addition, students independently produce / prepare and present a paper or shorter essay on a given or selected topic, followed by discussions about the written material, which are considered an important part of exercise. The topics given for this type of exercise are contemporary and selected according to the interests of students, thus aiming for students' active participation and full commitment to work on these exercises. Oral and written translation exercises (from German to B/H/S language and from B/H/S to German (less difficult texts)) are also an important component of this course. Translation texts are thematically related to the contents that were previously used in the course.

In the course of the semester students write two shorter exams with the aim to test the knowledge of grammar. Individual consultations offer opportunity to follow the student's progress in language learning and to give directions for further work.

Practice in order to improve written and spoken competences in German includes regular exercises of dictation and spelling. Students practice written and spoken competence, acquire knowledge in grammar and develop grammatical competences. Knowledge and adoption of the morphological structure and word formation of the German vocabulary and the acquisition of knowledge about inflection forms of the parts of speech in the German language, and thus the acquisition of the necessary

	orthographic and conversational competence in German.
Learning outcomes	<p>After completing the course students will be able to:</p> <ul style="list-style-type: none"> - Interpret the default text on a familiar topic, i.e. summarize the text, explain the key concepts in the text, and give an example from their own experience. - Apply acquired knowledge (vocabulary and grammatical rules) in conversations and discussions related to the topics they're familiar with or interested in or which are related to everyday life, and which they will demonstrate with the appropriate choice of words and expressions, and using the correct grammatical constructions in the oral form. - Make a summary of the given text to demonstrate that he/she can distinguish the essential from the side information in the text - Apply acquired knowledge (vocabulary, grammatical rules, three-part structure)

Indicative syllabus content:

WEEK	TOPIC
Week 1	Der persönliche Bereich - Vocabulary and grammar rules (regular and irregular verbs)
Week 2	Familie - Discussion on a given topic - group and oral exercise
Week 3	Kleidung - Vocabulary and grammar rules (modal verbs)
Week 4	Grammar: active and passive
Week 5	Ernährung - Writing an exercise in dictation
Week 6	Grammar: Regimen of the verbs
Week 7	First colloquium
Week 8	Gefühle - Conducting Dialog / Texting
Week 9	Aktionsart
Week 10	Grammar: The word order in the sentence
Week 11	Use of subjunctive in indirect speech
Week 12	Grammar: Word formation of verbs
Week 13	Werbung - Vocabulary training
Week 14	Second colloquium
Week 15	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria					
Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	15%	15%	-	10%	55%
Reading					
Essential	Dreke, Michael / Lind, Wolfgang (1996): <i>Wechselspiel. Sprechansätze für die Partnerarbeit im kommunikativen Deutschunterricht. Arbeitsblätter für Anfänger und Fortgeschrittene</i> . Langenscheidt. München. Knoblauch, Jörg (1999): <i>Referate halten lernen</i> . AOL-Verlag, München.				
Supplementary	Blath von Eichborn, Martin (2005): <i>Das Bewerbungsgespräch. Die gründliche Vorbereitung</i> . Eichborn AG, Frankfurt am Main. Püttjer, Ch./ Schnierda U. (2006): <i>Vorstellungsgespräch</i> . Campus Verlag, Frankfurt am Main.				



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET
ODSJEK ZA NJEMAČKI JEZIK I KNJIŽEVNOST



Subject title: CONVERSATION EXERCISES I

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
I	Undergraduate study – Bachelor Degree Compulsory subject	1	2	5	04K03-291

Pre-requisites -

Subject aims Developing speaking competence

Learning outcomes

After completing the course students will be able to:
 Maintain a simple conversation on topics from everyday life.
 Explain the meaning of individual words and expressions (within a familiar theme) by paraphrasing, listing synonyms and / or giving an example (the context in which the word is used).
 Interpret the default text on a familiar topic, i.e. summarize the text, explain the key concepts in the text, and give an example from their own experience.
 Apply acquired knowledge (vocabulary and grammatical rules) in conversations and discussions related to the topics they're familiar with or interested in or which are related to everyday life, and which they will demonstrate with the appropriate choice of words and expressions, and using the correct grammatical constructions in the oral form.

Indicative syllabus content:

WEEK	TOPIC
1. week	Presentation of the semester plan / introduction - German language placement test (speaking competence) / special features of oral communication
2. week	Language registers (formally-distanced, standard language etc.)
3. week	Discussions - exploring the structure and features of a discussion, preparing arguments
4. week	Discussion on various topics of everyday life (analysis / feedback)
5. week	Roleplay – introduce yourself and others
6. week	Roleplay – <i>small talk</i> , informal communication
7. week	Phone calls (private and business calls)
8. week	Situations in an unknown environment (formulating clear questions, giving directions, etc.)
9. week	Interview and briefing - preparation for a business conversation
10. week	Simulation of a business conversation and introduction
11. week	Student presentation (a prepared speech)/ analysis / feedback
12. week	Student presentation (a prepared speech)/ analysis / feedback
13. week	Spontaneous speech (on the basis of a written short text)
14. week	Colloquium
15. week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
15%	30%	---	---	---	55%

Reading

Essential	Dreke, Michael / Lind, Wolfgang (1996): <i>Wechselspiel. Sprechansätze für die Partnerarbeit im kommunikativen Deutschunterricht. Arbeitsblätter für Anfänger und Fortgeschrittene</i> . Langenscheidt. München. Knoblauch, Jörg (1999): <i>Referate halten lernen</i> . AOL-Verlag, München.
Supplementary	Blath von Eichborn, Martin (2005): <i>Das Bewerbungsgespräch. Die gründliche Vorbereitung</i> . Eichborn AG, Frankfurt am Main. Püttjer, Ch./ Schnierda U. (2006): <i>Vorstellungsgespräch</i> . Campus Verlag, Frankfurt am Main.



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: UVOD U STUDIJ NJEMAČKE KNJIŽEVNOSTI

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
I	Diplomski studij obavezan	2	2	5	04K03-469

Predmeti koji su preduvjet za polaganje /

Cilj predmeta Stjecanje temeljnih znanja za praćenje i uspješno pohađanje iz programa njemačke književnosti tokom studija, prema principu od opšteg ka pojedinačnom, od temeljnih ka produbljenim znanjima; cilj je i proširenje čitalačkih sposobnosti i kritičko sagledavanje književnosti kao odraza epohe i duha vremena, te razumijevanje odnosa između književne teorije i prakse; razvoj svijesti o značaju književnosti kao dijela njemačke i svjetske kulture

Kompetencije (Ishodi učenja) Nakon odslušanog kolegija kao rezultat procesa učenja za predmet Uvod u studij njemačke književnosti, studenti su u stanju:

- razumjeti osnovne teoretske književne pojmove: *editorika, književna kritika (funkcija i nedostaci), historija književnosti (načela periodizacije, poetika epohe) i teorija (predmetno područje), fikcionalnost, usmena i pisana književnost, slojevi književnosti, metode nauke o književnosti (od Gervinusa do gender studies), retorika i stilistika, stilske figure, razine, registri i načela, teorija rodova (lirika, epika, drama), versifikacija (mjere i stope, stih, rima, strofa, oblici pjesama), drama (historija roda, pozorište, elementi drame, oblici i stilska sredstva u drami), epika (elementi analize i interpretacije fikcionalnog proznog teksta)*, kao preduvjet za praćenje konkretnih razdoblja, autora i djela njemačke književnosti u toku narednih semestara.
- razumjeti i interpretirati djela koja se obrađuju u programima pojedinih historijskih razdoblja njemačke književnosti

Program predmeta:

SEDMICA	TEMA
1. sedmica	Historija književnosti
2. sedmica	Teorija književnosti
3. sedmica	Editorika, književna kritika
4. sedmica	Retorika i stilistika
5. sedmica	Fikcionalnost književnog teksta
6. sedmica	Usmena i pismena književnost
7. sedmica	Prvi parcijalni ispit
8. sedmica	Slojevi književnosti, metode nauke o književnosti
9. sedmica	Stilske figure
10. sedmica	Teorija rodova (lirika, epika, drama)
11. sedmica	Versifikacija (mjere i stope, stih, rima, strofa, oblici pjesama)
12. sedmica	Drama (historija roda, pozorište, elementi drame, oblici i stilska sredstva u drami)
13. sedmica	Epika (elementi analize i interpretacije fikcionalnog proznog teksta)
14. sedmica	Drugi parcijalni ispit
15. sedmica	Završna evaluacija kolegija

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %
2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Uvjet za priznavanje bodova je pohađanje nastave, ispunjavanje svih nastavnih i ispitnih obaveza. Kategorije koje se boduju su aktivnost tokom nastave, prisutnost na nastavi, pismeni kolokviji, završni ispit. Zastupljeno je kontinuirano praćenje studenata. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
5%	20%	20%	-	-	55%

Literatura

Obavezna	<p>LIRIKA: Johann Wolfgang von Goethe: <i>Maifest</i>, Johann Peter Uz: <i>Ein Traum</i>, Rolf Dieter Brinkmann: <i>Landschaft</i>.</p> <p>DRAMA: Isječci iz sljedećih djela: Heinrich von Kleist: <i>Prinz Friedrich von Homburg</i>, Ludwig Tieck: <i>Der gestiefelte Kater</i>.</p> <p>EPIKA: Isječci iz sljedećih djela: E. T. A. Hoffmann: <i>Der Sandmann</i>, Friedrich Hebbel: <i>Treue Liebe</i>, Johann Peter Hebel: <i>Andreas Hertzeg</i>, Heinrich von Kleist: <i>Sonderbare Geschichte, die sich, zu meiner Zeit, in Italien zutrug</i>, Theodor Storm: <i>Ia Saal</i>, Peter Altenberg: <i>Quartett-Soiree</i>, Robert Walser: <i>Basta</i>, Kurt Tucholsky: <i>Morgens um acht</i>, Ödön von Horvath: <i>Das Fräulein wird bekehrt</i>, Bertolt Brecht: <i>Die unwürdige Greisin</i>, Johannes Bobrowski: <i>Epitaph für Pinnau</i>, Peter Bichsel: <i>Der Milchmann</i>, H. C. Artmann: <i>Abenteuer eines Weichenstellers</i>, Günter Eich: <i>Episode</i>.</p> <p>Gutzen / Oellers und Jürgen H. Petersen (Hg.) (1989): <i>Einführung in die neuere deutsche Literaturwissenschaft</i>. Berlin: Erich Schmidt Verlag</p> <p>Arnold, Heinz Ludwig u. Detering, Heinrich (1996): <i>Grundzüge der Literaturwissenschaft</i>. München: dtv</p> <p>Škreb, Zdenko / Ante Stamać (1986): <i>Uvod u književnost. Teorija, metodologija</i>. Zagreb Matica hrvatska</p>
Dodatna	<p>Biti, Vladimir (1997): <i>Pojmovnik suvremene književne teorije</i>. Zagreb: Matica hrvatska.</p> <p>Frenzel, Elisabeth (5. izd.) (1999): <i>Motive der Weltliteratur</i>. Stuttgart: Kröner.</p> <p>Frenzel, Elisabeth (9. izd.) (1998): <i>Stoffe der Weltliteratur</i>. Stuttgart: Kröner.</p> <p>Brand, Thomas (1.izd.) (2000): <i>Wie interpretiere ich Lyrik</i>. Hollfeld:C.Bange Verlag</p>



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: CULTURE AND CIVILISATION OF GERMANY

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
I	Undergraduate study – Bachelor Degree Compulsory subject	2	2	5	04K03-470

Pre-requisites -

Subject aims The aim of the course is for students to acquire a general knowledge of German culture, starting with the basic and essential facts, to the history, political structure, culture and important personalities that have characterized the history and development of Germany.

Learning outcomes After completing the course students will be able to:

- list the most important geographical terms and show them on the map (federal provinces and capitals, for example)
- list the most important persons and dates of German history
- explain the political system of Germany as well as identify key persons and parties in the world of politics
- to name important persons in the field of culture and art, and explain their contribution in this field
- to better understand the more complex thematic units in the mentioned areas and to reproduce the texts about them verbally
- express their own opinion in the discussions on the topics mentioned.

Indicative syllabus content:

WEEK	CONTENT
1. week	Basic informations, facts and figures: geography, population, economy and trade, research and development, communication and culture, tourism.
2. week	The first eight German provinces: geographical location, cities and tourist attractions, natural resources, cultural features, specifics, political order.
3. week	The other eight German provinces: geographical location, cities and tourist attractions, natural resources, cultural features, specifics, political order.
4. week	German History - Part One: From 8th to 19th Centuries: The Frankish Empire, The First German Empire, The German Union.
5. week	German History - Part Two: From the 19th Century to date: Second German Empire, Weimar Republic, Third German Empire, Division of Germany, Reunification of Germany
6. week	Political system: constitution, political parties, the electoral system, the Bundestag, President of Germany's lower house - "Bundesrat", the Constitutional Court.
7. week	Foreign policy: Ministry of Foreign Affairs, diplomatic missions, development assistance and development policy, foreign policy in the age of globalization
8. week	Germany in Europe: Stages of European unification, Council of Europe, European Commission, Germany's role as a constructive partner in the EU.
9. week	Economy: the third largest economy in the world and its positioning in the global market, the basic facts, the main export branches.
10. week	Education: Primary, Secondary and Higher Education, Universities, Education Reforms, Labour Market, Employment Bureau, Social Network.

11. week	Science and research: basic facts, German Nobel Prize winners, research centers, "land of ideas", innovations and inventions "made in Germany".
12. week	Society: modern, pluralistic and open, tendencies of development of German society, relations between East and West Germans, social reform, demographic changes.
13. week	Culture: music, literature, film, theater, media; Friedrich von Schiller, Thomas Mann, Albrecht Dürer, J. S. Bach, L.v. Beethoven, Wim Wenders, Günter Grass et al.
14. week	Modern life: holidays and celebrations, traveling, living culture, trends in German cuisine, architecture, etc.
15. week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%

2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
15%	15%	15%	---	---	55%

Reading

Essential	<p>Auswärtiges Amt, HG.(2006): <i>Tatsachen über Deutschland</i>, Societcts-Verlag, Frankfurt am Main.</p> <p>Bundeszentrale für politische Bildung, Hg.: Informationen zur politischen Bildung (Einzelhefte zu verschiedenen Themen)</p> <p>ZEIT-Verlag(Hg.) (2004): <i>Leben in Deutschland</i>, Hamburg, ZEIT-Verlag.</p> <p>Avenarius, Hermann (1997): <i>Die Rechtsordnung der Bundesrepublik Deutschland. 2.,</i> neubearbeitete Aufl. Bonn. Bundeszentrale für politische Bildung (Bd. 333)</p> <p>Behal-Thomsen, Heinke / Lundquist-Mog, Angelika / Mog, Paul (1993): <i>Typisch deutsch?</i> Arbeitsbuch zu Aspekten deutscher Mentalität. Berlin und München.</p> <p>www.bpb.de (savezna centrala za poličko obrazovanje - Bundeszentrale für politische Bildung)</p> <p>www.destatis.de (savezna statistička služba - Statistisches Bundesamt)</p>
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	www.dhm.de/lemo (Njemački povijesni muzej: živi muzej online - Deutsches Historisches Museum: Lebendiges Museum Online) www.dzt.de (Njemačka centrala za turizam - Deutsche Zentrale für Tourismus) www.tatsachen-ueber-deutschland.de
Supplementary	/



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: B/H/S JEZIK

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
I	obavezan predmet	2	2	4	04K03-292

Predmeti koji su preduvjet za polaganje -----

Cilj predmeta Ovladavanje strukturom savremenog b/h/s jezika

Kompetencije (Ishodi učenja)

- Ovladavanje ortografijom standardnog b/h/s jezika
- Ovladavanje fonetsko-fonološkom strukturom standardnog b/h/s jezika
- Ovladavanje morfološkom strukturom standardnog b/h/s jezika
- Ovladavanje sintaksičkom strukturom standardnog b/h/s jezika

Program predmeta:

1. Pravopis i pravopisna pravila
2. Fonetika i fonologija – osnovni pojmovi, glas i fonem, podjele glasova s arikulatorno-akustičkog aspekta
3. Glasovne alternacije
4. Morfologija – osnovni pojmovi, gramatičke kategorije, vrste riječi
5. Imenice i pridjevi
6. Zamjenice i brojevi
7. Glagoli
8. Prvi parcijalni ispit
9. Nepromjenjive vrste riječi
10. Sintaksa – osnovni pojmovi, jedinice sintaksičke analize
11. Prosta rečenica – sintagmatska analiza
12. Rečenični članovi
13. Nezavisnosložena rečenica
14. Zavisnosložena rečenica
15. Drugi parcijalni ispit

Izvođenje nastave: predavanja, vježbe, konsultacije

Provjera znanja: Ispit se polaže kroz pismeni i usmeni dio ispita.

Studenti imaju mogućnost polaganja ispita u toku semestra, kroz dva parcijalna ispita (studenti koji polože prvi parcijalni ispit mogu pristupiti polaganju drugog parcijalnog ispita). Položena oba parcijalna ispita čine položen pismeni dio ispita. Nakon položenog pismenog dijela ispita, student pristupa usmenoj evaluaciji.

Težinski kriteriji za provjeru znanja

Predavanja	Vježbe	Aktivnost	Pismeni ispit	Usmeni ispit	UKUPNO
3 boda	3 boda	4 boda	50 bodova (parcijalno 25+25)	40 bodova	100 bodova

Literatura

1. Halilović, S. (1996) *Pravopis bosanskoga jezika*, KDB Preporod, Sarajevo
2. Halilović, S. (2000) *Pravopis bosanskoga jezika* (Priručnik za škole), Dom štampe Zenica, Sarajevo
3. Jahić, Dž; Halilović, S; Palić, I. (2000), *Gramatika bosanskoga jezika*, Dom štampe, Zenica
4. Čedić, I. (2001) *Osnovi gramatike bosanskog jezika*, Institut za jezik, Priručnici 4, Sarajevo
5. Barić, E. i dr. (1997), *Hrvatska gramatika*, Školska knjiga, Zagreb
6. Silić, J; Pranjković, I. (2007), *Gramatika hrvatskoga jezika*, Školska knjiga, Zagreb

Šira literatura daje se studentima uz obradu pojedinih tema.



**UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY**

Course title: **PHYSICAL EDUCATION**

Semester	Status	Number of lessons per week		ECTS points	Code
		lectures	exercises		
I	Undergraduate study – optional subject		2		

Teacher: Email: -	Contributor: - Email: -
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Prerequisites for passing the course | -

Objective of the course	<p>The goals of physical education subjects are:</p> <ol style="list-style-type: none"> 1. Perfection of biopsychosocial motives for movement as an expression of satisfaction of certain human needs 2. Increase adaptive and creative abilities in contemporary working and living conditions through physical education classes 3. Protecting your own health and that of the environment 4. Creating habits for daily physical exercise 5. Provide students with the opportunity to acquire basic knowledge, skills and habits necessary to adapt to new motor activities, achieve a certain level of motor achievement 6. Training students to rationally exercise the free time, especially with active rest.
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Competencies (Learning Outcomes)	<p>Learning outcomes Students will undergo the following activities through physical education classes:</p> <ul style="list-style-type: none"> - Athletics (runs, rebounds, throws) - Gymnastics (forward, backward, straight posture) - Sports Games (Basketball, Volleyball, Football, Handball) - Games (Elementary & Relay) - Swimming - Fitness - Aerobics <p>The aim of the module is to influence the quantitative and qualitative changes of primary anthropological characteristics, and especially to: anthropomertial characteristics, motor abilities, functional abilities and acquisition of motor knowledge</p>
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Course program:
Week 1.

Motor skills: power, speed, coordination, etc.

Functional abilities: general aerobic endurance

Week 2.

Athletics, Cycling at Different Paces, Fast Running on Short Stocks, Long Jump, High Polygons with Natural and Artificial Obstacles

Week 3.

Athletics, Throwing 2kg medicine by side technique, Throwing ball 200g with run-in, Polygons with natural and artificial obstacles

Week 4.

Gymnastics, Reel Forward, Reel Forward, Foreigner Sweep, Beam Walking Bypass And Turns

Week 5.

Sports Games - BASKETBALL, Teaching Methods of Basics of Basketball Game, Basketball Game According to Number of Students

Week 6.

Sportske igre- Sports Games - VOLLEYBALL, Methods of training the basic elements of volleyball, Volleyball according to the number of students

Week 7.

Sports Games - FOOTBALL, Teaching Methods of Basic Elements of a Football Game, Soccer Game by Number of Students

Week 8.

Sports Games - HANDBOOK, Methods of training the basic elements of handball games, Handball games according to the number of students

Week 9.

SWIMMING, Structural Analysis of Swimming Techniques (Craul, Dorsal), Methodical Teaching Methods for Swimming Techniques (Chest and Dolphin)

Week 10.

SWIMMING, Structural Analysis of Swimming Techniques (Chest and Dolphin)

Week 11

FITNESS, Fitness, Health and Physical Activity, Structural Analysis of Fitness Structures of Exercise Fitness Programs

Week 12.

FITNESS, Gym Exercises (Legs, Back, Abdomen, Chest, Biceps, Triceps), Nutrition Basics

Week 13.

AEROBIK, Group Programs, Step Aerobics, Dance Aerobics

Week 14.

GAMES, Elemental & Relay games

Note: Elementary and baton games can be used in all teaching units according to the teaching topic.

Week 15

Final check

Anthropometric characteristics: Body height, body weight

Motor skills: power, speed, coordination, endurance, etc.

Functional abilities: general aerobic endurance

Teaching:

analytical

synthetic

combined

Knowledge test: Practical (initial, transitive, final) measurement and testing Seminar papers					
Weighted criteria for knowledge assessment					
lectures	exercises	Practical work	Theoretical exam		
Literature					
Mandatory	Hadžikadunić, M., I. Rađo, E. Pašalić (2001): <i>Upotreba fitness programa u sportu i rekreaciji</i> . Fakultet sporta i tjelesnog odgoja, Sarajevo.				
additional					

SECOND SEMESTER



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: GERMAN MORPHOLOGY II

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
II	Undergraduate study – Bachelor Degree Compulsory subject	2	3	6	04K03-293

Pre-requisites GERMAN MORPHOLOGY I

Subject aims The aim of the course is to enhance and expand the knowledge acquired in the high school in the grammar of nominal word classes with the focus on nouns, articles, pronouns and adjectives. An analytical understanding of the characteristics and functions of each nominal word class will be promoted at the three most important linguistic levels: on morphological, syntactic and semantic level. Since forms are at the very center of this course, the greatest attention is given to morphosyntactic analysis of nominal phrases. Lectures and exercises form a whole, so that the newly acquired grammatical knowledge can be practiced immediately.

Learning outcomes After attending the course as a result of the learning process for the German Morphology II students will be able to:

- define the morphology of nominal word classes
- to use acquired terminology, which is related to the morphology of nominal word classes
- recognize, distinguish and correctly use all nominal word classes
- use and demonstrate the acquired knowledge in written and oral form (grammar rules related to the morphology of nominal word classes)
- analyse nominal word classes by the morphological criteria
- to demonstrate the regularities of different nominal word classes

Indicative syllabus content:	WEEK	CONTENT
		1. WEEK
	2. WEEK	Declination of nouns
	3. WEEK	Singulariatantum and pluraliatantum
	4. WEEK	Pronouns
	5. WEEK	First colloquium
	6. WEEK	Adjectives (strong, weak and mixed declination)
	7. WEEK	Articles and adverbs
	8. WEEK	Pronoun <i>es</i> , Prepositions
	9. WEEK	Modal words
	10. WEEK	Second colloquium
	11. WEEK	Conjunctions
	12. WEEK	Numerals
	13. WEEK	Negative forms
	14. WEEK	Third colloquium
	15. WEEK	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	15%	15%	10%	-	55%

Reading

Essential	Helbig / Buscha (2004): <i>Deutsche Grammatik</i> , Leipzig. Helbig / Buscha (2000): <i>Übungsgrammatik Deutsch</i> , Leipzig.
Supplementary	DUDEN (2006): <i>Die Grammatik</i> , Herausgegeben von der Dudenredaktion, Mannheim, Leipzig, Wien, Zürich. Henschel / Vogel (2009): <i>Deutsche Morphologie</i> , Walter de Gruyter, Berlin, New York. Heringer (2009): <i>Morphologie</i> , Wilhelm Fink, Paderborn. Römer (2006): <i>Morphologie der deutschen Sprache</i> , A. Francke, Tübingen, Basel.



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: PHONETICS AND PHONOLOGY OF THE GERMAN LANGUAGE

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
II	Undergraduate study – Bachelor Degree Compulsory subject	2	2	5	04K03-125

Pre-requisites

-

Subject aims

Introducing students to the German phonological system and rules, acquiring knowledge in the field of accent, intonation, separation of words into syllables and transcriptions.
The exercises are auditory. The objective of the exercises is to provide students with the ability to critically view and understand the issues and problems treated during the course and related to the subject area.

Learning outcomes

After completing the course the student will be able to:

- enumerate and explain all voices in German (vowels, consonants, two consonants, etc.)
- explain differences in the pronunciation of certain voices that do not exist in the Bosnian language
- define the most important concepts in phonetics (place and manner of articulation, sonority, etc.)
- apply the acquired theoretical knowledge of the manner of articulation of individual voices and of the sentence intonation in oral expression
- apply acquired theoretical knowledge of phonetic alphabet (IPA) in transcription of individual words and / or text

Indicative syllabus content:

WEEK	TOPIC
Week 1	Subject of research in phonetics and phonology
Week 2	History of German Phonetics and Phonology
Week 3	Phonetic description: sound and voice
Week 4	Physiological basis of speech
Week 5	Articulatory and acoustic phonetics
Week 6	Voice variants: phon-phonem-allophone
Week 7	First colloquium
Week 8	Voice and its notation: phoneme-transcript-letter
Week 9	German phonological system
Week 10	Rules for splitting words into syllables
Week 11	Intonation
Week 12	Main and supporting accents
Week 13	Comparative phonology of the German and B / H / S voice systems
Week 14	Second colloquium
Week 15	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.
1. ex cathedra 70%

2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	---	---	55%

Reading

Essential	Gehrmann, S. (1995): <i>Deutsche Phonetik in Theorie und Praxis</i> , Školska knjiga, Zagreb.
Supplementary	<p>Busch, A. / Stenschke, O. (2008): <i>Germanistische Linguistik, Eine Einführung</i>, 2., durchgesehene und korrigierte Auflage, Gunter Narr Verlag, Tübingen.</p> <p>Hall, T. A. (2000): <i>Phonologie, Eine Einführung</i>, Walter de Gruyter, Berlin, New York.</p> <p>Linke, A. / Nussbaumer, M. / Portmann, P. R. (2004): <i>Studienbuch Linguistik, Ergänzt um ein Kapitel Phonetik und Phonologie von Urs Willi</i>, 5., erweiterte Auflage, Max Niemeyer Verlag, Tübingen</p> <p>Maas, U. (2006), <i>Phonologie, Einführung in die funktionale Phonetik des Deutschen</i>, 2., überarbeitete Auflage, Vandenhoeck & Ruprecht, Göttingen.</p> <p>Pompino-Marschall, B. (2009): <i>Einführung in die Phonetik</i>, 3. Auflage, Walter de Gruyter, Berlin, New York.</p> <p>Rues, B. / Redecker, B. / Koch, E. / Wallraff, U. / Simpson, A. P. (2009): <i>Phonetische Transkription des Deutschen, Ein Arbeitsbuch</i>, 2. Auflage, Günter Narr, Tübingen.</p>



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: CONTEMPORARY GERMAN LANGUAGE II

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
II	Undergraduate study – Bachelor Degree Compulsory subject	2	2	4,5	04K03-471

Pre-requisites

-

Subject aims

Contemporary German Language II builds on Contemporary German Language I. Adopting and extending the already acquired knowledge of the grammatical principles of German through theory and practice, and practicing simple communication forms of everyday life. Getting to know people's lives and current events in the German-speaking world. Independent and creative thinking and expression in German. As in the first semester, the focus is on developing grammatical competence, and practicing the grammatical structures of the German language related to non-verbal word types. Various texts (articles from newspapers and magazines, literary texts, etc.) are listened to and read with topics from different areas of the native speakers' everyday life, and then these texts are analyzed both from the content and from the linguistic side. Through various types of spoken and written exercises, lexical and grammatical knowledge are acquired and students' communicative competence is developed. Through dictation and spelling tests, students are encouraged to write correctly. The topics are: Gesundheit / Krankheit, Wohnen, Urlaub / Reisen, Sport, Bildung und Ausbildung, Schule, Arbeit / Beruf, Universität, Natur, Umwelt und Wetter (health / illness, housing, holidays / travel, sports, education and training, school, work / occupation, university, nature, environment and weather). The topics selected for these exercises are current and tailored to the interests of the students, enabling them to communicate with contemporary German. Translation exercises - from German to b / h / s language and lighter texts, from b / h / s to German - are also an important component of this course. In doing so, texts that are thematically related to the content that have been pre-processed in class are translated. During the semester, students write one grammar test (passive, verb tense) and several short vocabulary tests related to topics covered during class. At the end of the semester, they write one colloquium. In the final written exam, students write one short translation from Bosnian into German (vocabulary processed in class) and one short composition (120-150 words) thematically related to a newspaper article. The individual consultation monitors the student's progress in language learning and provides guidance for further work.

Learning outcomes

After completing the course, the student will be able to follow the current texts in German using proper grammatical structures; to establish verbal communication; independently exhibits work on a selected topic in German.

Indicative syllabus content:

WEEK	TOPIC
Week 1	Gesundheit und Krankheit - Practicing vocabulary and grammar rules
Week 2	Wohnen - Translation exercises
Week 3	Urlaub, Reisen, Sport - Creative thinking and expression independently
Week 4	Bildung und Ausbildung - Content analysis and content analysis

Week 5	Schule, Universität - Discussion on a given topic / group and oral work
Week 6	Umwelt und Wetter - Writing exercises on a given topic
Week 7	First partial exam
Week 8	Declination of nouns
Week 9	Article use
Week 10	Comparison and declination of adjectives
Week 11	Prepositional cases
Week 12	Adverbs, negation
Week 13	Modal words, numbers, conjunctions
Week 14	Second partial exam
Week 15	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	15%	15%	-	10%	55%

Reading

Essential	Students receive selected texts in class or at the beginning of the semester. (about 30 pages) Buscha, A. / Friedrich, K. (1996): Deutsches Übungsbuch, Leipzig, etc. (p. 61-108, Verbs) Földeak, H. (2001): Wörter und Sätze, Ismaning (Chapter 2, p. 66-85; Chapter 5, p. 206-213)
Supplementary	Dreyer, H./Schmitt, R.(1996): <i>Lehr-und Übungsbuch der deutschen Grammatik</i> , Ismaning. Eppert, F.(1967): <i>Deutsche Wortschatzübungen 1 und 2</i> , München. Gaigg, L.(1997): <i>Diese verflixten Artikel</i> , Ismaning. Drosdowski,G. i suradnici (1996): <i>Duden Rechtschreibung der deutschen Sprache</i> ,Mannheim. Latzel, S. (1991): <i>Übungen zum Gebrauch von Perfekt und Präteritum im Deutschen</i> ,Ismaning. Meil, K: / Arndt, M. (1994): <i>ABC der schwachen Verben</i> . München,Max Hueber Verlag.



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: CONVERSATION EXERCISES II

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
II	Undergraduate study – Bachelor Degree Compulsory subject	1	2	4,5	04K03-296

Pre-requisites -

Subject aims Developing the speaking competence

Learning outcomes

After completing the course students will be able to:
 Maintain a simple conversation on topics from everyday life.
 Explain the meaning of individual words and expressions (within a familiar theme) by paraphrasing them, listing synonyms and / or giving an example (the context in which the word is used).
 Interpret the default text on a familiar topic, i.e. summarize the text, explain the key concepts in the text, and give an example from their own experience.
 Apply acquired knowledge (vocabulary and grammatical rules) in conversations and discussions related to the topics they're familiar with, interested in or which are related to everyday life, which they will demonstrate with the appropriate choice of words and expressions, and using the correct grammatical constructions in the oral form.

Indicative syllabus content:

WEEK	TOPIC
1. week	Presentation of the semester plan / introduction (exploring the way of research, critical approach to the text etc.)
2. week	Spontaneous speech - mnemonics
3. week	Written and spoken language - differences
4. week	Communication Models - 1 (e.g. Schulz von Thun)
5. week	Communication Models - 2 / exercises: the use of short texts and the conversation analysis
6. week	Speech structure and speech form 1 - debates, appels, discussions, etc.
7. week	Speech structure and speech form 2 (theory and analysis) and exercises
8. week	Excerpting and oral presentation of longer texts / student presentations (pre-prepared speech)
9. week	Advertising slogans - The analysis and creation of an advertising slogan
10. week	European Union - The vocabulary and presentation of important institutions
11. week	Discussions on current issues in the field of politics, science, culture, etc. / student presentations (pre-prepared speech) / analysis and feedback
12. week	Dialects and sociological standards in the language / student presentations (pre-prepared speech) / analysis and feedback
13. week	German as a pluricentric language / student presentations (pre-prepared speech) / analysis and feedback
14. week	Partial exam
15. week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
15%	30%	---	---	---	55%

Reading

Essential	<p>Buscha, Anne / Linthout, Gisela (2000): <i>Geschäftskommunikation – Verhandlungssprache, Kursbuch</i>, Ismaning: Hueber 2. Aufl.</p> <p>Höffgen, Adelheid (2001): <i>Deutsch lernen für den Beruf, Kommunikation am Arbeitsplatz</i>, Lehrbuch für Deutsch als Fremdsprache, Ismaning: Hueber.</p> <p>Maley, Alan / Duff, Alan (1985): <i>Szenisches Spiel und freies Sprechen im Fremdsprachenunterricht</i>. Hueber Verlag, München.</p> <p>Willkop, Eva-Maria / Wiemer, Claudia (2003): <i>Auf neuen Wegen</i>, Deutsch als Fremdsprache für die Mittelstufe und Oberstufe, Unterrichtsbegleitung, Ismaning: Hueber Verlag, München.</p> <p>Buscha, Anne / Linthout, Gisela (2000): <i>Geschäftskommunikation – Verhandlungssprache</i>, CD, Ismaning: Hueber Verlag 2. Aufl.</p>
Supplementary	<p>Schulz von Thun, Friedemann: <i>Miteinander reden 1 – Störungen und Klärungen. Allgemeine Psychologie der Kommunikation</i>. Rowohlt, Reinbek 1981</p> <p>Schulz von Thun, Friedemann: <i>Miteinander reden 2 – Stile, Werte und Persönlichkeitsentwicklung. Differentielle Psychologie der Kommunikation</i>. Rowohlt, Reinbek 1989</p> <p>Schulz von Thun, Friedemann: <i>Miteinander reden 3 – Das „innere Team“ und situationsgerechte Kommunikation. Kommunikation, Person, Situation</i>. Rowohlt, Reinbek 1998</p> <p>Birkenbihl, Vera F (2007): <i>Kommunikationstraining</i>. Mod. Verlagsgesellschaft.</p> <p>(EU-tematika:) Campara/Hauptmann/Hofreiter/ Lechner (2007): <i>Die EU gemeinsam entdecken</i>. Wien/Brüssel/ Sarajevo: Österr.Kulturvereinigung/Filozofski fakultet Sarajevo.</p>



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: NJEMAČKA KNJIŽEVNOST PROSVJETITELJSTVA

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
II	Diplomski studij obavezni	2	2	5	04K03-472

Predmeti koji su preduvjet za polaganje

Cilj predmeta	<p>Prosvjetiteljstvo predstavlja najvažniju prekretnicu u razvoju njemačke književnosti: od staro-feudalne prema moderno-građanskoj literaturi. Studenti moraju dobiti jasan uvid u novu ideološku i poetološku koncepciju koja će određivati njemačku i evropsku literaturu sve do postmoderne kasnog 20. stoljeća. Metodološki pristup zasniva se na uvidu u sistem književne komunikacije. Pojedina se djela razmatraju s poetološkog, dijahronijskog i recepcijskog aspekta. Književna formacija posmatra se kao estetsko-tematska cjelina, ali se posebna pažnja posvećuje promjenama književnih vrsta i žanrova. Dosljedno se primjenjuje komparativna metoda, a posebno se aktualiziraju veze s francuskom i engleskom književnošću.</p> <p>Dvorski karakter barokne književnosti. Počeci ekonomske i duhovne emancipacije građanstva. Osnovne odrednice racionalističke filozofije u Evropi i Njemačkoj. Prelazno razdoblje do 1725: Günther i Hagedorn u traženju novog lirskog izraza, trivijalne forme romana. Gottschedova poetika i dominacija (1725-1750). Najznačajnija književna postignuća: patetičnost Klopstockove lirike, Wielandova borba za legitimnost romana, Lessingovo novo shvaćanje drame. Lessing kao evropski teoretičar umjetnosti. Interpretacije velikih Lessingovih drama.</p>
Kompetencije (Ishodi učenja)	<p>Nakon odslušanog kolegija kao rezultat procesa učenja za predmet Njemačka književnost prosvjetiteljstva studenti su u stanju:</p> <ul style="list-style-type: none">- prepoznavati novu ideološku i poetološku koncepciju koja nastupa sa prosvjetiteljstvom i određuje njemačku književnost sve do postmoderne,- razumjeti i interpretirati djela koja su obrađivana na času- razumjeti značajna književna postignuća vremena : patetičnost Klopstockove lirike, Wielandovu borbu za legitimnost romana i Lessingovo novo shvaćanje drame.

Program predmeta:

SEDMICA TEMA

1. sedmica: Prosvjetiteljstvo kao književna epoha
2. sedmica: Književne vrste i književni žanrovi prosvjetiteljstva
3. sedmica: Veze njemačke književnosti prosvjetiteljstva sa francuskom i engleskom književnošću
4. sedmica: Dvorski karakter barokne književnosti
5. sedmica: Počeci ekonomske i duhovne emancipacije građanstva
6. sedmica: Osnovne odrednice racionalističke filozofije u Evropi i Njemačkoj
7. sedmica: Prvi parcijalni ispit
8. sedmica: Prelazno razdoblje do 1725: Günther i Hagedorn u traženju novog lirskog izraza, trivijalne forme romana
9. sedmica: Gottschedova poetika i dominacija (1725-1750)
10. sedmica: Patetičnost Klopstockove lirike
11. sedmica: Wielandova borba za legitimnost romana

- | |
|---|
| 12. sedmica: Lessingovo novo shvaćanje drame |
| 13. sedmica: Lessing kao evropski teoretičar umjetnosti |
| 14. sedmica: Drugi parcijalni ispit |
| 15. sedmica: Završna evaluacija kolegija |

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %
2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Uvjet za priznavanje bodova je pohađanje nastave, ispunjavanje svih nastavnih i ispitnih obaveza. Kategorije koje se boduju su aktivnost tokom nastave, prisutnost na nastavi, pismeni kolokviji, završni ispit. Zastupljeno je kontinuirano praćenje studenata. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
5%	20%	20%	-	-	55%

Literatura

Obavezna

Lektire

Izbor iz lirike

Fragmenti Wielandovih romana

G. E. Lessing: *Minna von Barnhelm, Emilia Galotti, Nathan der Weise*

Alt, Peter-Andre (2007): *Aufklärung*. München: Metzler Verlag.

Sekulić-Škreb-Žmegač (1997): *Kleine Geschichte der deutschen Literatur*. Berlin: Cornelsen Verlag.

Žmegač, Viktor (1978): *Geschichte der deutschen Literatur vom 18. Jahrhundert bis zur Gegenwart*. Weinheim: Athenäum Verlag.

Dodatna

Boyle, Nicholas (2009): *Kleine deutsche Literaturgeschichte*. München: Beck.

Rothmann, Kurt (2009): *Kleine Geschichte der deutschen Literatur*. Stuttgart: Reclam.



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: PEDAGOGIJA

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
II	Obavezni predmet	2	2	5	04K04-062

Predmeti koji su preduvjet za polaganje

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Cilj predmeta

Ovladati znanjima neophodnim za djelovanje u više pravaca koji se odnose na specifične zadatke u oblasti pedagogije i realizacije nastavnog procesa. Steći znanja i vještine za analizu i adekvatno interveniranje na relaciji pojedinac – društvo. Da kao stručnjaci razumiju prirodu odgojno-obrazovnog djelovanja u svim područjima realizacije odgoja i obrazovanja; da kroz odgojno-obrazovni rad prate i procjenjuju individualne sposobnosti učenika, te u skladu s tim organizuju vlastiti odgojno-obrazovni rad; da se upoznaju sa mogućnostima pedagoškog djelovanja u području praćenja razvoja učeničkih sposobnosti.

Kompetencije (Ishodi učenja)

Intencija je da studenti budu osposobljeni za sljedeće:

- da kao stručnjaci razumiju prirodu odgojno-obrazovnog djelovanja u svim područjima realizacije odgoja i obrazovanja;
- da kroz odgojno-obrazovni rad sa mladima prate, razumiju, primjenjuju, analiziraju, integriraju, procjenjuju individualne sposobnosti u oblasti razvoja, učenja i primjene znanja, te u skladu s tim organizuju i unaprijeđuju vlastiti odgojno-obrazovni angažman;
- da se upoznaju s mogućnostima pedagoškog djelovanja u području praćenja razvoja učeničkih sposobnosti;
- da se upoznaju s temeljnim odrednicama metodologije istraživanja odgoja i obrazovanja i primjene u nastavnom procesu.

Program predmeta:

Pedagogija znanost o odgoju. Discipline znanosti o odgoju. Temeljni pedagoški procesi. Odgoj kao temeljni pedagoški pojam. Odgojni ideal, cilj i zadaci. Metodika odgojnog rada. Obrazovanje, izobrazba. Podjela znanosti o odgoju. Teorije znanosti o odgoju. Cjeloživotno obrazovanje. Učenje i socijalizacija. Savremeni zahtjevi odgojne znanosti. Dječija i mladenačka dob – razvojne teorije. Identifikacija individualnih različitosti učenika. Aspekti odgajanja. Društveno – generacijski aspekt odgoja. Individualni aspekt odgoja. Interakcijsko – komunikacijski aspekt odgoja.

Izvođenje nastave:

Predavanja i vježbe se izvode u učionici uz aktivno učešće studenata. Studenti su obavezni redovno čitati dijelove udžbenika i literature (koja je naznačena paginacijom) i pripremati se za raspravu na predavanjima i vježbama u skladu s programom rada. Od studenata se očekuje da redovno pohađaju nastavu, učestvuju u diskusijama i rješavaju povremene sedmične zadatke. Pored toga, studenti mogu po vlastitom izboru proučiti još najmanje jednu knjigu napraviti bilješke i prezentaciju za druge kolegice i kolege.

Provjera znanja:

Provjera znanja vršit će se u skladu sa važećim zakonom i Odlukom NNV-a. U Silabusima za svaku akademsku godinu će biti precizno prikazani svi oblici provjere znanja, postupak provjere znanja i ocjenjivanja, kao i skala ocjenjivanja.

Težinski kriteriji za provjeru znanja

Predavanja	Vježbe	Praktičan rad	Teoretski ispit		
30%	10%	20%	40%		

Literatura	
Obavezna	Bratanić, M. (1993). <i>Mikropedagogija</i> . Zagreb: Školska knjiga. Giesecke, H. (1993). <i>Uvod u pedagogiju</i> . Zagreb: Educa. Gudions, H. (1994). <i>Pedagogija, temeljna znanja</i> . Zagreb: Educa. (odabrane stranice)
Dodatna	Konig, E., Zedler, P. (2000). <i>Teorije znanosti o odgoju</i> . Zagreb: Educa. (odabrane stranice) Kyriacou, C. (1997). <i>Temeljna nastavna umijeća – Metodički priručnik za uspješno poučavanje i učenje</i> . Zagreb: Educa. (odabrane stranice)

THIRD SEMESTER



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: SYNTAX OF SIMPLE SENTENCES IN GERMAN LANGUAGE

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
III	Undergraduate studies Required	3	3	6	04K03-473

Subjects as prerequisites: German language morphology II

Subject aims
The aim is to make students capable of critical review and understanding of issues and problems in the area of sentence structure, sentence elements, analysis of sentence parts and sentences in general. This course will provide students with theoretical and practical knowledge about terms and contents, as well as with form, function and variation of sentence constituents.

Competencies (learning outcomes)
Students are capable of recognizing individual sentence constituents, differentiate between individual sentence parts and other elements in the sentence and of use of sentence parts in sentences of different structure.
In this obligatory course students have further improved their theoretical and practical knowledge about sentence constituents and sentences in general.

Subject program:

WEEK	UNIT
1. Week:	Gegenstand der Syntax und ihre Terminologie. Wortklassen gegenüber Satzgliedern.
2. Week:	Satzglieder: Definition des Begriffes. Syntaktische Verfahren zur Bestimmung der Satzglieder. Strukturen der Satzglieder.
3. Week:	Form und Funktion der sprachlichen Elemente. Satzglieder unter formalen und funktionalen Gesichtspunkten.
4. Week:	Satzglieder unter inhaltlichen Gesichtspunkten.
5. Week:	Das Prädikat als strukturelles Zentrum des Satzes. Einteilige und mehrteilige Prädikate. Grammatische und lexikalische Prädikatsteile.
6. Week:	Verbvalenz. Valenz und Rektion.
7. Week:	First in-class exam
8. Week:	Das Prädikativ. Typen der Prädikative.
9. Week:	Satzmuster und Satzbaupläne; Das Subjekt und die Arten der Subjekte.
10. Week:	Das Objekt und die Arten der Objekte Adverbiale Bestimmung, adverbiale Angabe, adverbiale Ergänzung. Syntaktische und semantische Notwendigkeit und Nicht-Notwendigkeit.
11. Week:	Syntaktische Funktionen der Präpositionalgruppen (Präpositionalobjekt, Adverbiale Bestimmung und Angabe, Präpositionalattribut).
12. Week:	Das Pronomen „es“ und seine syntaktischen Funktionen
13. Week:	Satzgliedstellung; Die Arten der Attribute (formale und inhaltliche Analyse).
14. Week:	Second in-class exam

15. Week:	Final evaluation of the course
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Teaching:

The classes comprise lectures and practical classes.

1. Lectures 70%
2. Presentation 30%

Practical classes are auditory. The aim of practical classes is teach students in critical thinking and understanding issues and problems dealt with during lectures from the related subject field.

Testing:

The condition for obtaining points is class attendance and completing all teaching and exam tasks. Categories evaluated involve activity during classes, class attendance, written colloquiums and final exam. Continuous student assessment is also included.

Involvement and student interest during teaching are recorded and evaluated following the descriptors of ECTS system.

Criteria for final grading of student success in the subject is harmonized with the Statute of University of Zenica and listed in the table below:

Evaluation		
Number of points	Grade	(ECTS grade)
54 and <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Testing criteria:

Presentation and attendance	I in-class exam	II in-class exam	III in-class exam	Seminar paper	Final exam
5%	15%	15%	---	5%	60%

Reading list

Required	<p>Duden (2005): <i>Grammatik der deutschen Gegenwartssprache</i>. Dudenverlag, Mannheim.</p> <p>Duden (2009): <i>Die Grammatik</i> (Bd. 4); Dudenverlag, Mannheim.</p> <p>Engel, U. (1994): <i>Syntax der deutschen Gegenwartssprache</i>, 3. völlig neu bearbeitete Auflage, Erich/Schmidt Verlag, Berlin.</p> <p>Velimir Petrović (2005): <i>Syntax des zusammengesetzten Satzes im Deutschen</i>. Školska knjiga, Zagreb.</p> <p>Erminka Zilić (2002): <i>Syntax der deutschen Gegenwartssprache</i>, Dom štampe, Zenica.</p> <p>Helbig, G./ Buscha, J. (2001): <i>Deutsche Grammatik</i>; Ein Handbuch für den Ausländerunterricht. Langenscheidt, Leipzig etc.</p> <p>Gerhard Helbig/Joachim Buscha (2000): <i>Übungsgrammatik Deutsch</i>. Langenscheidt, Leipzig etc.</p>
Additional	<p>Wahrig (Götze/Hess-Lüttich) (2002): <i>Grammatik der deutschen Sprache</i>; Bertelsmann, Gütersloh.</p> <p>Walter Jung (1997): <i>Grammatik der deutschen Sprache</i>. Bibliographisches Institut, Berlin.</p> <p>Vladimir Karabalić / Leonard Pon (2008): <i>Syntax der Satzglieder im Deutschen</i>. Ein Lehr- und Arbeitsbuch, Osijek</p> <p>Grubačić, E. (1969): <i>Njemačka gramatika II (Sintaksa)</i>; Zavod za izdavanje udžbenika, Sarajevo.</p> <p>Ulrich Engel (2002): <i>Kurze Grammatik der deutschen Sprache</i>. Iudicium, München.</p> <p>Ulrich Engel (2004): <i>Deutsche Grammatik</i>. Iudicium, München.</p>



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: BUSINESS GERMAN LANGUAGE

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
III	Undergraduate study – Bachelor Degree Compulsory subject	2	2	5	04K03-298

Pre-requisites -

Subject aims The objective of this course is to acquire students' receptive, structural and productive language competence in the process of translating business letters from German into B/H/S language and vice versa, as well as texts within the following topics: business correspondence, application, marketing, human resources, social work, tourism, Transport and Transportation, Consumers, Environment, Economy, Money, Industry, Commerce, Request and Offer.

Learning outcomes Upon completion of the course, the student will be able to:

- distinguish between different types of business letters in German (inquiry, offer, etc.)
- define different types of business letters in German
- analyze different types of business letters in German
- identify the specific purchase situation
- apply the specific terminology of the sales process, vocabulary and phraseology of the language of business correspondence
- Compare the specific grammatical structures used in German and B/H/S business correspondence
- translate different types of business letters and texts within the above mentioned topics from German into B/H/S language as well as from B/H/S language into German
- compile all types of business letters in German, including CVs and job applications

Indicative syllabus content:

WEEK	TOPIC
Week 1	Rules of business correspondence, components of business letter.
Week 2	Fax, circular, pre-request, request, offer, order and answer to the order.
Week 3	Sales contract, complaint and response to the complaint, reminder and response to the reminder letter
Week 4	Marketing, Human Resources
Week 5	Social work, tourism
Week 6	Traffic and transport
Week 7	Consumer, environment
Week 8	Information for media, media reports
Week 9	Record keeping.
Week 10	Write various types of emails.
Week 11	Letters for special occasions such as: condolence letters, thank-you letters, congratulatory letters, congratulations, letters of recommendation
Week 12	Curriculum vitae (CV), letter of application, self-presentation, during job interview.
Week 13	Industry and trade
Week 14	Economy and money economy
Week 15	Final evaluation

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	-	-	55%

Reading

Essential	<p>Čičin-Šain Buljan, M./ Kosanović, J./ Štampalija, A. (2000): <i>Geschäftliches Kommunizieren - Poslovno komuniciranje</i>. Zagreb: Mikrorad.</p> <p>Duden (2005): <i>Moderne Geschäftsbriefe – leicht gemacht</i>, Dudenverlag Mannheim, Leipzig, Wien, Zürich.</p> <p>Sachs, R. (2004): <i>Deutsche Handelskorrespondenz</i>, Max Hueber Verlag, Ismaning</p>
Supplementary	<p>Jahović, R. (1992): <i>Njemački jezik za ekonomiste 2</i>. Svjetlost, Sarajevo.</p> <p>Riegler-Poyet, M./ Boelcke, J./ Straub, B./ Thiele, P. (2000): <i>Das Testbuch Wirtschaftsdeutsch</i>. Berlin, München, Wien, Zurich, New York, Langenscheidt.</p> <p>Petrović, V. (1985): <i>Deutsche Wirtschaftssprache</i>. Školska knjiga, Zagreb.</p> <p>Troskot, L.J. (2002): <i>Deutsch in der Wirtschaftsschule</i>. Školska knjiga, Zagreb.</p>



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: MODERN GERMAN LANGUAGE III

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
III	Undergraduate study – Bachelor Degree Compulsory subject	2	2	5	04K03-474

Pre-requisites

-

Subject aims

The themes are processed through vocabulary exercises and texts of various types (newspaper articles, reportages, news, literary and professional texts, etc.). By working on the text, students learn about important German newspapers and magazines (printed as well as online), adopt vocabulary related to a particular topic as well as relevant data on German speaking countries, develop intercultural competence by comparing them with the phenomena in their own country. The text is also the starting point for discussions, which develops the ability to express and argue for one's own opinion and position. The same is expected of students in written form, and for this purpose they should write essays. Through lexical exercises, synonyms, antonyms, and homonyms will be used and practiced. Easier translation work will be done, primarily simple texts from the BCS into German, as well as harder texts from German to BCS.

Each student is obliged to follow the press in German and in the form of a short report present the latest news he has chosen and which he considers interesting. Prior to that, he will explain his choice at the obligatory consultations, as well as the way in which he will expose what he has chosen, explain the key concepts and determine if the others have understood it. A successful presentation will launch comments and / or discussion.

The structure of the conjunctive forms will be repeated and their use in the indirect speech, as well as in the unreal and hypothetical conditional clauses, in the unreal comparative, the unreal consecutive clauses, etc., will be trained.

An integral part of the Modern German Language III is also the individual work of the lecturer/assistant with the student through obligatory consultations, for which the student should complete certain tasks. If there are deficiencies in the language proficiency of a student, the consultations will indicate weaknesses and refer him to the literature and exercises to overcome difficulties that a student in the second year of study should not have. In the same way, additional tasks are assigned to the better students to further improve their language skills.

Learning outcomes

- After attending the course students will be able to:
- Explain the meaning of certain words and phrases (within the known topic), paraphrase them, give synonyms and / or example (context),
 - Interpret the given text on a familiar topic, i.e. summarize the text, explain the key terms in the text and present their opinion on the subject,
 - Apply acquired knowledge (vocabulary and grammar rules) in conversations and discussions related to the topics they are familiar with, which they are interested in, and which are related to everyday life. Students should be able to make an appropriate choice of words and expressions and use correct grammatical constructs in the oral expression,
 - summarize the text to demonstrate that they can distinguish important from the background information in the text and apply the acquired knowledge.

Indicative syllabus content:	WEEK	CONTENT
	1. Week	Presentation of the semester plan / selection of presentation topics / dictation (exercise) / exercises and conversation (dictation text)
	2. Week	Excerpting texts (preparing for oral presentations) / dictation (exercise) / exercises and conversation (dictation text)
	3. Week	Introduction to German language orthography / conjunctive I: exercises / student presentations - common feedback / dictation (exercises) / exercises and conversations (dictation text)
	4. Week	Exercises in orthography / conjunctive II: exercises / student presentations - common feedback / dictation (exercise) / exercises and conversations (dictation text)
	5. Week	Conjunctive I and II: direct / indirect speech / student presentations - common feedback / dictation (exercises) / exercises and conversation (dictation text)
	6. Week	Conjunctive I and II in subordinate clauses / student presentations - common feedback / dictation (exercises) / exercises and conversation (dictation text)
	7. Week	First partial exam (conjunctive)
	8. Week	Exercises in orthography / synonyms (exercises)/ student presentations - common feedback / dictation (exercises) / exercises and conversation (dictation text)
	9. Week	Exercises in orthography / synonyms (exercises)/ student presentations - common feedback /dictation (exercises) / exercises and conversation (dictation text)
	10. Week	Homonyms (theory and exercises)/ student presentations - common feedback /dictation (exercises) / exercises and conversation (dictation text)
	11. Week	Antonyms (exercercises) / translation (exercises) / student presentations - common feedback / dictation (exercises) / exercises and conversation (dictation text)
	12. Week	Writing (exercises)/ student presentations - common feedback /dictation (exercises) / exercises and conversation (dictation text)
	13. Week	Translation (exercises) / student presentations - common feedback / dictation (exercises) / exercises and conversation (dictation text)
	14. Week	Second partial exam (dictation)
	15. Week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading

	ECTS credits earned	Grade	(ECTS grade)		
	54 i <	5	F		
	55-64	6	E		
	65-74	7	D		
	75-84	8	C		
	85-94	9	B		
	95-100	10	A		
Assessment Criteria					
Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	-	-	55%
Reading					
Essential	Materials based on the following Literature: Földeak, Hans (2001), <i>Wörter und Sätze</i> , Max Hueber Verlag, Ismaning (str. 152-205) Helbig, Gerhard / Buscha, Joachim (2000), <i>Übungsgrammatik Deutsch</i> , Langenscheidt, Berlin (str. 238-293)				
Supplementary	Newspapers and magazines (which are available online), as well es traditional German grammars (DUDEN, Engel, Eroms, Helbig, Dimensionen itd.).				



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: STURM-UND-DRANG I WEIMARSKA KLASIKA

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
III	Dodiplomski studij obavezni	2	2	5	04K03-294

Predmeti koji su preduvjet za polaganje

-

Cilj predmeta

Kolegij se bavi njemačkom književnom produkcijom između 1770. i 1805. godine i time nastavlja književno-historijski pregled iz prethodnog semestra. Pjesnička produkcija dviju važnih epoha njemačke književnosti prati se uglavnom na dva nivoa: na razini književnosti i poetike, te na planu njene povezanosti sa njemačkim i evropskim društveno-historijskim kontekstom. Sturm und Drang se predstavlja kao književni pokret mlade generacije koja granice racionalističkog prosvjetiteljstva pokušava proširiti emancipatorskim zahtjevima i u osjećajno-iracionalnoj sferi. Od autora posebno se obrađuje J. G. Herder (kao idejni inicijator i teoretičar), te Goethe i Schiller sa svojim ranim pjesničkim ostvarenjima. Goethe je pri tome zastupljen dramom *Götz von Berlichingen*, romanom *Die Leiden des jungen Werther* i nekolicinom lirskih pjesama, a Schiller dramama *Die Räuber* i *Kabale und Liebe*. Weimarska klasika predstavlja se prvenstveno u svjetlu napora dvojice pisaca, Goethea i Schillera, da na pozadini pretežno negativnih iskustava u toku nakon Francuske revolucije izgrade jedan alternativni estetički, kulturni i idejni model, te tako doprinesu da na njemačkom području ne dođe do revolucionarnih, nasilnih, odnosno po njihovom uvjerenju katastrofalnih promjena društva. Goethe je zastupljen dramama *Iphigenia auf Tauris*, *Torquato Tasso* i *Faust*, te nekolicinom pjesama, a Schiller svojim estetičkim spisima (*Über die ästhetische Erziehung des Menschen* i *Über naive und sentimentalische Dichtung*), dramama *Wallenstein* i *Wilhelm Tell*, te sa nekoliko balada.

Kompetencije (Ishodi učenja)

Nakon odslušanog kolegija kao rezultat procesa učenja za predmet Sturm-und-Drang i Weimarska klasika studenti su u stanju:

- prepoznavati ideološku koncepciju Sturm und Dranga
- razumjeti vezu i interpretirati odabrana djela u skladu s emancipatorskim zahtjevima epohe
- prepoznavati ideološku koncepciju Weimarske klasike i njenu vezu sa negativnim iskustvima Francuske revolucije
- spoznati nastojanja najznačajnijih autora Epohe J.W. Goethea i F. Schillera za izgradnjom novog estetičkog, kulturnog i idejnog modela primjenjivati znanja o konceptu Weimarske klasike na obrađena djela

Program predmeta:

SEDMICA TEMA

1. sedmica: Sturm und Drang kao književni pokret
2. sedmica: Društveno-historijski kontekst
3. sedmica: Emancipatorski zahtjevi mlade generacije
4. sedmica: J. G. Herder kao idejni inicijator i teoretičar

- | |
|--|
| 5. sedmica: Goethe i njegova djela u okviru Sturm und Dranga |
| 6. sedmica: Schillerove drame iz Sturm und Drang perioda |
| 7. sedmica: Prvi parcijalni ispit |
| 8. sedmica: Weimarska klasika kao estetički, kulturni i idejni model |
| 9. sedmica: Weimarska klasika i Francuska revolucija |
| 10. sedmica: Teoretski i estetski spisi |
| 11. sedmica: Goetheove drame u okviru Weimarske klasike |
| 12. sedmica: Schillerove drame u okviru Weimarske klasike |
| 13. sedmica: Goethe: Faust I |
| 14. sedmica: Drugi parcijalni ispit |
| 15. sedmica: Završna evaluacija kolegija |

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %
2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Uvjet za priznavanje bodova je pohađanje nastave, ispunjavanje svih nastavnih i ispitnih obaveza. Kategorije koje se boduju su aktivnost tokom nastave, prisutnost na nastavi, pismeni kolokviji, završni ispit. Zastupljeno je kontinuirano praćenje studenata. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
5%	20%	20%	-	-	55%

Literatura

Obavezna

Lektire:

J. W. Goethe: *Die Leiden des jungen Werther*, *Götz von Berlichingen*; Torquato Tasso, *Faust I*

F. Schiller: *Die Räuber*, *Kabale und Liebe*, *Wilhelm Tell*

Dopunska literatura:

J. W. Goethe: *Wilhelm Meisters Lehrjahre*; *Faust II*;

F. Schiller: *Über die ästhetische Erziehung des Menschen*; *Wallenstein*

Borchmeyer, Dieter (1998): *Die Weimarer Klassik. Portrait einer Epoche*. Weinheim: Athenäum Verlag.

Sekulić-Škreb-Žmegač (1997): *Kleine Geschichte der deutschen Literatur*. Berlin: Cornelsen

	Verlag. Žmegač, Viktor (1978): <i>Geschichte der deutschen Literatur vom 18. Jahrhundert bis zur Gegenwart</i> . Weinheim: Athenäum Verlag.
Dodatna	Boyle, Nicholas (2009): <i>Kleine deutsche Literaturgeschichte</i> , München: Beck. Rothmann, Kurt (2009): <i>Kleine Geschichte der deutschen Literatur</i> , Stuttgart: Reclam.



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: CULTURE AND CIVILISATION OF AUSTRIA AND SWITZERLAND

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
III	Undergraduate study – Bachelor Degree Compulsory subject	1	2	4	04K03-475

Pre-requisites -

Subject aims Students should become familiar with the basic facts about Switzerland and Austria and be able to independently access information about these two countries. The course should improve their intercultural competence and make them compare the typical characteristics with the corresponding circumstances in Bosnia-Hezegovina.

Learning outcomes After attending the course students will be able to:

- list the most important geographical terms and show them on the map (cantons / provinces and capitals eg),
- should be able to name important persons and dates of the Swiss and Austrian history,
- explain the political system of Austria and Switzerland as well as identify key persons and parties in the world of politics,
- to name important persons in the field of culture and art, and explain their contribution in this field,
- better understand the more complex thematic units in the above mentioned areas and orally reproduce the texts about them as they will gain a good insight into the culture and civilization of the German-speaking area,
- express their own opinions in discussions on one of the topics mentioned.

Indicative syllabus content:	WEEK	CONTENT
		1. Week
	2. Week	Geography and economy of Austria.
	3. Week	Media, art and culture of Austria.
	4. Week	Austria's school system and education.
	5. Week	The social structures of Austria.
	6. Week	The daily life and mores of Austria.
	7. Week	First partial exam
	8. Week	The political system of Switzerland.
	9. Week	Geography and economy of Switzerland.
	10. Week	Media, art and culture of Switzerland.
	11. Week	Austria's school system and Switzerland.
	12. Week	The social structures of Switzerland.
	13. Week	The daily life and mores of Switzerland.
	14. Week	Second partial exam
	15. Week	Final evaluation of the course

Learning delivery:
The course is performed in the form of lectures and exercises.
1. ex cathedra 70%

2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
15%	15%	15%	---	---	55%

Reading

Essential	<p>Fischer, Roland u.a.(1998): <i>Landeskunde - deutschsprachige Länder: Österreich</i>, Regensburg: Dürr und Kessler.</p> <p>Clalüna, Monika et al. (1998): <i>Landeskunde - deutschsprachige Länder: Schweiz</i>, Regensburg:</p> <p>Austria:</p> <p>Breuss, S./ Liebhardt, K./ Pribersky, A. (1995): <i>Inszenierungen. Stichwörter zu Österreich</i>. Wien.</p> <p>Koppensteiner, Jürgen (2001): <i>Österreich</i>. Ein landeskundliches Lesebuch. Wien.</p> <p>Lichtenberger, Elisabeth (1997): <i>Österreich. Geographie, Geschichte, Wirtschaft, Politik</i>. Darmstadt, Wissenschaftliche Buchgesellschaft.</p> <p>Molden, Fritz (hrsg.) : <i>Molden Österreich Almanach 2001. Daten, Fakten & Informationen</i>. Wien: Molden Verlag.</p> <p>Switzerland:</p> <p>Blattmann, Lynn/Irene Meier (Hrsg.) (1998): <i>Männerbund und Bundesstaat. Über die politische Kultur der Schweiz</i>. Zürich, Orell Füssli Verlag.</p> <p>Fahrni, Dieter (1994): <i>Schweizer Geschichte</i>. Zürich: Pro Helvetia (6th, revised edition).</p> <p>Hettling, Manfred et al (1998): <i>Eine kleine Geschichte der Schweiz. Der Bundesstaat und seine Traditionen</i>. Frankfurt: Suhrkamp.</p>
Supplementary	-



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: PSIHOLOGIJA ODGOJA I OBRAZOVANJA

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
III	obavezan predmet	2	2	5	04K04-063

Predmeti koji su preduvjet za polaganje -----

Cilj predmeta Upoznati studente sa temeljnim znanjima i postavkama psihologije kao nauke

- Kompetencije (Ishodi učenja)**
- Stjecanje znanja za procjenu ličnosti
 - Teorijsko izlaganje i kritičko analiziranje fenomena i problema koji su predmet opće psihologije
 - Definiranje i razumijevanje bazičnih pojmova i procesa opće psihologije

Program predmeta:

1. Predmet i razvoj psihologije i savremeni psihološki pravci
2. Psihološke metode, introspektivni metod, eksperimenti, testovi, vrste testova, psihometrijske karakteristike testova
3. Organske osnove psihičkog života
4. Pojam učenja, klasifikacija oblika učenja, osnovni procesi i uvjeti pamćenja, transfer učenja
5. Pojam pamćenja, vrste pamćenja
6. Predstave (konkretne, shematske i opće), Hipnagogne slike
7. Osnovne zakonitosti zaboravljanja, teorije zaboravljanja
8. Pojam mišljenja, sredstva mislene aktivnosti, mišljenje kao rješavanje problema
9. Pojam stvaralaštva i kriterij stvaralaštva, tok i faze stvaralačkog procesa, sposobnost za stvaralaštvo, ličnost i stvaralaštvo, teorije o stvaralačkom mišljenju
10. Inteligencija i druge mentalne sposobnosti.
11. Emocionalna inteligencija, karakteristike i klasifikacije emocija, izražavanje i opažanje emocija, facijalna ekspresija, neverbalna komunikacija, učenje emocionalnog ponašanja
12. Pojam motiva, klasifikacija motiva, frustracija i uzroci, konflikti, konstruktivno i destruktivno reagovanje na frustraciju, mehanizmi odbrane
13. Pojam i struktura ličnosti, dinamika ličnosti, razvoj ličnosti, agensi socijalizacije ličnosti, dimenzije ličnosti
14. Freudova teorija ličnosti, Allportova teorija ličnosti, Frommova teorija ličnosti
15. Temperament i karakter, stavovi, ispitivanje osobina ličnosti, poremećaj ličnosti, psihološke traume

Izvođenje nastave: predavanja, vježbe, konsultacije

Provjera znanja: Ispit se polaže kroz pismeni i usmeni dio ispita. Nakon položenog pismenog dijela ispita, student pristupa usmenoj evaluaciji.

Težinski kriteriji za provjeru znanja

Predavanja	Vježbe	Aktivnost	Pismeni ispit	Usmeni ispit	UKUPNO
3 boda	3 boda	4 boda	50 bodova	40 bodova	100 bodova

Literatura	
Obavezna	Pečjak, V. (1981), <i>Psihologija saznavanja</i> , Svjetlost, Sarajevo Dizdarević, I. (1998), <i>Psihologija masovnih komunikacija</i> , Žena 21, Sarajevo Fulgosi, A. (1981), <i>Psihologija ličnosti – teorije i istraživanja</i> , Školska knjiga, Zagreb Hrnjica, S. (1987), <i>Opšta psihologija sa psihologijom ličnosti</i> , Beograd Ueckert, H; Kakuska, R; Nagorny, Y. (1987), <i>Psihologija u službi čovjeka</i> , Mladost, Zagreb Rathus, H.S. (2000), <i>Temelji psihologije</i> , Naklada Slap, Jastrebarsko
Dodatna	Bujas, Z. (1981), <i>Uvod u metode eksperimentalne psihologije</i> , Školska knjiga, Zagreb

FOURTH SEMESTER



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: SYNTAX OF COMPLEX SENTENCES IN GERMAN LANGUAGE

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
IV	Undergraduate studies Required	3	4	7	04K03-476

Teacher: Assistant professor Memnuna Hasanica

E-mail: memnuna.hasanica@pf.unze.ba

Associate: Ass. Danijela Bradarić

E-mail: dondras.danijela@gmail.com

Subjects as prerequisites:

Syntax of simple sentences in contemporary German language

Subject aims

The aim is to make students capable of critical review and understanding of issues and problems in the area of complex sentences in general. Involvement and development of student's interest for work during classes.

Competencies (learning outcomes)

Students have acquired principles and rules for setting words in sequences which are recognized by syntax as units in its analysis. They are able to understand function of syntactic units, their mutual relationship and connections, as well as all types of dependent and independent complex sentences.

Subject program:

WEEK	UNIT
1. Week:	Ausdruckformen des Satzes; Satzverbindungen
2. Week:	Einteilung der Nebensätze
3. Week:	Subjektsätze; Objektsätze
4. Week:	Prädikativsätze
5. Week:	Attributsätze
6. week:	First in-class exam
7. Week:	Adverbialsätze
8. Week:	Temporalsätze
9. Week:	Modalsätze
10. Week:	Kausalsätze; Kausalsätze im engeren Sinne
11. Week:	Konsekutivsätze; Konzessivsätze
12. Week:	Konditionalsätze; Finalsätze
13. Week:	Adversativsätze; Substitutivsätze
14. Week:	Second in-class exam
15. Week:	Lokalsätze; Komplexe Übungen zu mehrfach zusammengesetzten Sätzen

Teaching:

The classes comprise lectures and practical classes.

- 1. Lectures 70%
- 2. Presentation 30%

Practical classes are auditory. The aim of practical classes is to teach students in critical thinking and understanding issues and problems dealt with during lectures from the related subject field.

Testing:

The condition for obtaining points is class attendance and completing all teaching and exam tasks. Categories evaluated involve activity during classes, class attendance, written colloquiums and final exam. Continuous student assessment is also included. Involvement and student interest during teaching are recorded and evaluated following the descriptors of ECTS system.

Criteria for final grading of student success in the subject is harmonized with the Statute of University of Zenica and listed in the table below:

Evaluation		
Number of points	Grade	(ECTS grade)
54 and <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Testing criteria:

Presentation and attendance	I in-class exam	II in-class exam	III in-class exam	Seminar paper	Final exam
10%	15%	15%	---	---	60%

Reading list

Required	<p>Duden (2005): <i>Grammatik der deutschen Gegenwartssprache</i>. Dudenverlag, Mannheim.</p> <p>Duden (2009): <i>Die Grammatik</i> (Bd. 4); Dudenverlag, Mannheim, etc.</p> <p>Engel, U. (1994): <i>Syntax der deutschen Gegenwartssprache</i>, 3. völlig neu bearbeitete Auflage, Erich/Schmidt Verlag, Berlin.</p> <p>Velimir Petrović (2005): <i>Syntax des zusammengesetzten Satzes im Deutschen</i>. Školska knjiga, Zagreb.</p> <p>Erminka Zilić (2002): <i>Syntax der deutschen Gegenwartssprache</i>. Dom štampe, Zenica</p> <p>Helbig, G./ Buscha, J. (2001): <i>Deutsche Grammatik</i>. Ein Handbuch für den Ausländerunterricht. Langenscheidt Verlag, Berlin.</p> <p>Gerhard Helbig/Joachim Buscha (2000): <i>Übungsgrammatik Deutsch</i>. Langenscheidt Verlag, Berlin.</p>
Additional	<p>Karin Pittner / Judith Bermann (2004): <i>Deutsche Syntax</i>. Ein Arbeitsbuch. Günter Narr Verlag, Tübingen.</p> <p>Wahrig (Götze/Hess-Lüttich) (2002): <i>Grammatik der deutschen Sprache</i>. Bertelsmann Lexikon Institut, Gütersloh.</p> <p>Walter Jung (1997): <i>Grammatik der deutschen Sprache</i>. Bibliographisches Institut, Berlin.</p> <p>Ulrich Engel (2002): <i>Kurze Grammatik der deutschen Sprache</i>. Iudicium, München.</p> <p>Ulrich Engel (2004): <i>Deutsche Grammatik</i>. Iudicium, München.</p> <p>Vladimir Karabalić (2003): <i>Zur Syntax und Semantik der Satzgefüge mit eingeleiteten finiten Klauseln im Deutschen</i>. In: Vladimir Karabalić (ur.), Satzglieder und Wörter. Festschrift für Velimir Petrović zum 65. Geburtstag, Osijek: Pedagoški fakultet, str.58-73.</p> <p>Vladimir Karabalić/Leonard Pon (2008): <i>Syntax der Satzglieder im Deutschen</i>. Ein Lehr- und Arbeitsbuch. Sveučilište Josipa Jurja Strossmayera, Osijek.</p>



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: INTRODUCTION TO LINGUISTICS FOR GERMANISTS

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
IV	Undergraduate study – Bachelor Degree Compulsory subject	2	2	5	04K03-133

Pre-requisites -

Subject aims The aim of the course is to prepare students to critically view and understand the theoretical and methodological fundamental linguistics. Students are introduced to the basic concepts and subject of linguistics research. The course provides an overview of the following linguistic areas: semiotics, phonetics and phonology, morphology, syntax, semantics and pragmatics.

Learning outcomes Upon completion of the course, the student will be able to:
 - formulate synchronous and diachronic method in the study of language
 - determine the most important components of grammar
 - define diastric and diatopic features of the language
 - formulate the tasks and particularities of the most important linguistic schools

Indicative syllabus content:

WEEK	TOPIC
Week 1	Language and its role in society.
Week 2	Communication and communication skills.
Week 3	Language as a system of linguistic signs, expression and content of the proverbial sign, denotative and connotative meaning of the linguistic sign.
Week 4	Language change, change of meaning.
Week 5	Language typology.
Week 6	The history of the German language
Week 7	First colloquium
Week 8	National variants of German, German dialects.
Week 9	The term grammar: normative and descriptive grammar, valence theory, dependency grammar, generative transformation grammar.
Week 10	To enrich the vocabulary
Week 11	Borrowing from foreign languages.
Week 12	Types of dictionaries.
Week 13	Semantics: lexical hierarchy, asymmetry of the language character
Week 14	Phraseologisms and idioms.
Week 15	Second colloquium

Learning delivery:
 The course is performed in the form of lectures and exercises.
 1. ex cathedra 70%
 2. Presentations 30%
 Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:
 When determining the final grade, the following is taken into account: active participation in the course

(systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	-	-	55%

Reading

Essential	Linke, A., Nussbaumer, M., Portmann, P. R. (1991): <i>Studienbuch Linguistik..</i> Tübingen. Niemayer. Petrović, V. (2001): <i>Einführung in die Linguistik für Germanisten. Ein Arbeitsbuch.</i> Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku, Pedagoški fakultet.
Supplementary	Büntig, K-D. (1994): <i>Einführung in die Linguistik.</i> Frankfurt: Athenäum. Glovacki-Bernardi, Z. et al.(2001): <i>Uvod u lingvistiku.</i> Zagreb: Školska knjiga. Glück, H. (ur.) (2000): <i>Metzler Lexikon Sprache.</i> Stuttgart. Weimar: Metzler. Gross, H. (1988): <i>Einführung in die germanistische Linguistik.</i> München: Iudicium. Lewandowski, Th. (1976): <i>Linguistisches Wörterbuch.</i> Heidelberg: Quelle & Meyer. Matulina, Ž. (1987): <i>Grundlagen der germanistischen Linguistik.</i> Školska knjiga, Zagreb. Pelz, H. (1978): <i>Linguistik für Anfänger.</i> Hamburg: Hoffmann und Campe. Robins, R. H.(1964): <i>General Linguistics. An Introductory Survey.</i> London: Longman. Vater, H. (2002): <i>Einführung in die Sprachwissenschaft.</i> München: Fink. Wolf, Gerhart (1999): <i>Deutsche Sprachgeschichte.</i> Tübingen, A.Francke Verlag. Izabrani članci iz časopisa (<i>Deutsche Sprache, Zeitschrift für germanistische Linguistik Zeitschrift für Sprachwissenschaft, Sprachwissenschaft i dr.</i>)



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: Modern German Language IV

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
IV	Undergraduate study – Bachelor Degree Compulsory subject	2	2	7	04K03-477

Pre-requisites

-

Subject aims

The themes are processed through vocabulary exercises and texts of various types (newspaper articles, reportages, news, literary and professional texts, etc.). By working on the text, students learn about important German newspapers and magazines (printed as well as online), adopt vocabulary related to a particular topic as well as relevant data on German speaking countries, develop intercultural competence by comparing them with the phenomena in their own country. The text is also the starting point for discussions, which develops the ability to express and argue for one's own opinion and position. The same is expected of students in written form, and for this purpose they should write essays.

The students are required to create the portfolio of the German Modern Language IV, with all the materials and comments of the lessons and their own individual progress.

Easier translation work will be done, texts from the BCS into German, as well as texts from German to BCS.

Each week, students create the so-called Current Hour on the current events at home and abroad (up to 30 minutes). For this purpose, the students present a selection of most important and interesting news in German from the various categories. Before the presentation a consultation with the teacher should have taken place.

An integral part of the Modern German Language IV is also the individual work of the lecturer/assistant with the student through obligatory consultations, for which the student should complete certain tasks. If there are deficiencies in the language proficiency of a student, the consultations will indicate weaknesses and refer him to the literature and exercises to overcome difficulties that a student in the second year of study should not have.

Learning outcomes

After attending the course students will be able to:

- Explain the meaning of certain words and phrases (within the known topic), paraphrase them, give synonyms and / or example (context),
- Interpret the given text on a familiar topic, i.e. summarize the text, explain the key terms in the text and present their opinion on the subject,
- Apply acquired knowledge (vocabulary and grammar rules) in conversations and discussions related to the topics they are familiar with, which they are interested in, and which are related to everyday life. Students should be able to make an appropriate choice of words and expressions and use correct grammatical constructs in the oral expression,
- summarize the text to demonstrate that they can distinguish important from the background information in the text and apply the acquired knowledge.

Indicative syllabus content:

WEEK	CONTENT
1. Week	Presentation of the semester plan / introduction (method of research,

		critical approach to the text etc.) / determination of presentation dates (<i>Current Hour</i>) / Instructions for creating a student portfolio / dictation (exercises and conversation on the dictation text)
2. Week		Vocabulary (from the field of journalism) – text analysis / exercises / orthography rules in use / dictation (exercises and conversation on the dictation text)
3. Week		Text structures in journalism - exercises and analysis / headlines - discussions and differences in formulation / dictation (exercises and discussion on the dictation text)
4. Week		Group work: Each group gets a section of a newspaper article, which they should complete with some additional informations (title, introduction and oral presentation) / dictation (exercises and discussion on the dictation text)
5. Week		Current hour – student presentations - common feedback / translation / dictation (exercises and discussion on the dictation text)
6. Week		Adjectives – semantic analysis / use – theory and exercises / dictation (exercises and discussion on the dictation text) / student presentations - common feedback
7. Week		First partial exam
8. Week		Adjectives and nouns - / word formation, semantic analysis – theory and exercises / student presentations - common feedback / dictation (exercises and discussion on the dictation text)
9. Week		Analysis of the print advertisements / dictation (exercises and discussion on the dictation text) / student presentations - common feedback
10. Week		Group work: advertising strategy – creating an advertisement (theory: rhetorical figures, idioms etc.), presentation strategies etc. / student presentations - common feedback / dictation (exercises and discussion on the dictation text)
11. Week		Corpus of advertisements and slogans in German / student presentations - common feedback / orthography – exercises / dictation (exercises and discussion on the dictation text)
12. Week		Writing (exercises) / orthography – exercises / student presentations - common feedback / dictation (exercises and discussion on the dictation text)
13. Week		Corpus of nouns/adjectives etc. – semantic analysis, student presentations - common feedback / dictation (exercises and discussion on the dictation text)
14. Week		Second partial exam
15. Week		Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the

Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	15%	15%	-	10%	55%

Reading

Essential	Materials based on the following Literature: Földeak, Hans (2001), <i>Wörter und Sätze</i> , Max Hueber Verlag, Ismaning (str. 152-205) Helbig, Gerhard / Buscha, Joachim (2000), <i>Übungsgrammatik Deutsch</i> , Langenscheidt, Berlin (str. 238-293)
Supplementary	Newspapers and magazines (which are available online), as well es traditional German grammars (DUDEN, Engel, Eroms, Helbig, Dimensionen itd.).



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: NJEMAČKA KNJŽEVNOST ROMANTIZMA, BIDERMAJERA I MLADE NJEMAČKE

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
IV	Diplomski studij obavezni	2	2	6	04K03-478

Nastavnik: v. prof. dr. Željko Uvanović

E-mail: uvanovic@gmail.com

Saradnik: v. as. mr. Mersiha Škrgić

E-mail: mersiha23@hotmail.com

Predmeti koji su preduvjet za polaganje /

Cilj predmeta	<p>ROMANTIZAM: U okviru predavanja pokušat će se definirati duh, kultura i umjetnost njemačkog romantizma. Ukazat će se na duhovne fundamente ove grupacije, byronizam i svjetsku bol. Pojašnjavaju se i specifične karakteristike romantizma kao što su povratak prirodi, naglašena individualnost i osjećajnost, isticanje pjesničkog nadahnuća, kritika društva i bijeg od stvarnosti. Posebna pažnja bit će posvećena životu i djelu autora kao što su Friedrich Hölderlin, Heinrich von Kleist, Ludwig Tieck, Joseph von Eichendorff, E.T.A. Hoffmann i Adelbert von Chamisso.</p> <p>BIDERMAJER Književnost se posmatra u kontekstu restauracije nakon Bečkog kongresa. Pokušat će se definirati duh, kultura i umjetnost bidermajera općenito. Posebna pažnja bit će posvećena životu i djelu autora kao što su Annette von Droste-Hülshoff, Eduard Mörike, Jeremias Gotthelf, Nikolaus Lenau i Adalbert Stifter. U Metternichovoj Austriji situacija je specifična zbog katoličkog utjecaja i selektivne recepcije romantizma. Austrija je zemlja muzike, a Beč metropola građanskog pozorišta koji ima dugu tradiciju. Bit će također prikazani život i djelo Ferdinanda Raimunda, Johanna Nepomuka Nestroya i Franza Grillparzera.</p> <p>MLADA NJEMAČKA Za razliku od rezigniranih predstavnika bidermajera, književnici koje smijemo obuhvatiti terminom Mlade Njemačke dio su političkog i poetološkog vrenja, formacije koja se protivi Metternichovu režimu. Oni beskompromisno zagovaraju građanske slobode i rješavanje njemačkog nacionalnog pitanja. Naročito od Francuske revolucije 1830. eskalira sukob liberalnih i demokratskih snaga s predstavnicima reakcionarnih pokrajinskih vlasti u Njemačkom savezu. Do kulminacije dolazi u revoluciji 1848./49. Po aluziji na početak revolucije u martu 1848. cijelo ovo razdoblje, a posebno od 1830. do sloma revolucionarnih težnji, naziva se i <i>predmartovskim</i>. Objasniti će se važnost feljtona kao dominantnog nefikcionalnog književnog žanra. Glavni predstavnici su Georg Büchner, revolucionar dramske umjetnosti, i Heinrich Heine, neugodni kritičar vremena. Međutim, dat će se prikaz života i djela autora kao što su Christian Dietrich Grabbe, Ludwig Börne, Karl Gutzkow, Heinrich Laube, Ferdinand Freiligrath, Georg Herwegh, Karl Immermann i Anastasius Grün.</p>
Kompetencije (Ishodi učenja)	<p>Nakon odslušanog kolegija kao rezultat procesa učenja za predmet Njemačka književnost romantizma, bidermajera i Mlade Njemačke studenti su u stanju:</p> <ul style="list-style-type: none">- prepoznavati duh, kulturu i umjetnost romantizma- razumjeti vezu i interpretirati odabrana djela u skladu s ideološkom koncepcijom romantizma- prepoznavati ideološku koncepciju bidermajera i primjenjivati to znanje u

- interpretaciji odabranih djela
- razumjeti specifičnosti austrijske kulture bidermajera
- interpretirati odabrana djela ove književne epohe
- razumjeti politička previranja epohe i prepoznavati njihovu vezu s idejama i nastojanjima autora Mlade Njemačke
- interpretirati odabrana djela ove književne epohe u duhu već navedenih ideja

Program predavanja:

SEDMICA TEMA

1. sedmica: Duh kultura i umjetnost njemačkog romantizma
2. sedmica: Analiza specifičnih elemenata romantizma u odabranim djelima epohe
3. sedmica: ETA Hoffmann, Tieck, Hölderlin, Chamisso, Eichendorff
4. sedmica: Bečki kongres i restauracija
5. sedmica: Specifičnosti austrijskog kulturnog života
6. sedmica: Analiza karakterističnih djela bidermajera
7. sedmica: Prvi parcijalni ispit
8. sedmica: Mörike, Grillparzer, Droste-Hülshoff
9. sedmica: Političko i poetološko vrenje Mlade Njemačke
10. sedmica: Martovska revolucija 1848
11. sedmica: Osnovne odlike Mlade Njemačke
12. sedmica: Satira i kritika Heinricha Heinea
13. sedmica: Revolucionarne drame Georga Büchnera
14. sedmica: Drugi parcijalni ispit
15. sedmica: Završna evaluacija kolegija

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %
2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Uvjet za priznavanje bodova je pohađanje nastave, ispunjavanje svih nastavnih i ispitnih obaveza. Kategorije koje se boduju su aktivnost tokom nastave, prisutnost na nastavi, seminarski rad, pismeni kolokviji, završni ispit. Zastupljeno je kontinuirano praćenje studenata. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
5%	15%	15%	-	10%	55%

Literatura

Obavezna	<p>Lektire:</p> <p>Romantizam</p> <p>F. Hölderlin: <i>Hyperion</i>; nekoliko pjesama</p> <p>H. v. Kleist: <i>Der zerbrochene Krug, Das Erdbeben in Chili, Die Marquise von O.</i></p> <p>L. Tieck: <i>Der blonde Eckbert</i></p> <p>J. von Eichendorff: <i>Aus dem Leben eines Taugenichts</i></p> <p>E.T.A. Hoffmann: <i>Der Sandmann</i></p> <p>A. von Chamisso: <i>Peter Schlemihls wundersame Geschichte</i></p> <p>Bidermajer</p> <p>E. Mörike: <i>Mozart auf der Reise nach Prag</i></p> <p>A.von Droste-Hülshoff: <i>Die Judenbuche</i></p> <p>F. Grillparzer: <i>Der arme Spielmann</i></p> <p>Mlada Njemačka</p> <p>H. Heine: <i>Deutschland. Ein Wintermärchen</i></p> <p>K. Gutzkow: <i>Wally, die Zweiflerin</i></p> <p>G. Büchner: <i>Dantons Tod, Woyzeck</i></p> <p>Sekulić-Škreb-Žmegač (1997): <i>Kleine Geschichte der deutschen Literatur</i>. Berlin: Cornelsen Verlag.</p> <p>Vaßen, Florian (1993): <i>Die deutsche Literatur in Text und Darstellung. Vormärz</i>. Stuttgart: Reclam.</p> <p>Žmegač, Viktor (1978): <i>Geschichte der deutschen Literatur vom 18. Jahrhundert bis zur Gegenwart</i>. Königstein:Athenäum Verlag.</p>
Dodatna	<p>Boyle, Nicholas (2009): <i>Kleine deutsche Literaturgeschichte</i>. München: Beck.</p> <p>Kafitz, Dieter (1982): <i>Grundzüge einer Geschichte der deutschen Literatur von Lessing bis Naturalismus, Band 1 und 2</i>. Königstein: Athenäum.</p> <p>Rothmann, Kurt (2009): <i>Kleine Geschichte der deutschen Literatur</i>, Stuttgart: Reclam.</p>



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

Subject title: COMPUTER SCIENCE

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
II	Core course	2	2	5	04K02-054

Subject leader: E-mail:	Subject assistant: E-mail:
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Pre-requisites	None
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Subject aims	<ul style="list-style-type: none"> – To teach the students the basic elements of computer systems – To train the students in understanding of operating systems and chosen application software – Exercises have the goal to train the students for an independent working out of tasks within the course subjects using help of the teaching assistant
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Learning outcomes	<p>After accomplishment of the course students should be able to:</p> <ul style="list-style-type: none"> – Understand the basics in computer science and computer systems – Independently work with chosen application software
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Indicative syllabus content:
 Computer science basics. Data and information as resources. Organization and data types. Measuring of information. Communication process. Hardware and software. Data and program representation in a computer. Number systems. Binary arithmetic. Number conversions. Representation of integer and rwal numbers. Numerical and character codes. Hardware. Systems for computer data processing. Digital and analog computers. Principles of computer work. Central unit. Types of machine instructions. Types and purposes of registers. Processor. Microprocessor. Memory. Memory types. Main memory. Memory capacity. Computer system performance. Peripheral memory. Input and output peripherals. Classification of input peripherals. Classification of output peripherals. Software. Classification of software. System software i application software. Programming languages. Program libraries. Operating system. System for management of databases. Computer networks. Connecting computers in networks. Types of computer networks. Electronic mail. Internet and BBS. Multimedia. Basics of multimedia. Sound adapter. Educational programs on CD-ROM. Solving problems using computers. Operating systems MS DOS and Windows. Application programs Word and Excel.

Learning delivery:
 Lectures are auditory with active participation of students, learning particular subjects. Exercises are laboratory in a PC pool, performing examples from subjects within the course and students are encouraged to work the examples independently. For a successful exercise students are obliged to work with several text editors and text processing software, as well as several spreadsheet programs, and to work independently thorough the given tasks.

Assessment Rationale:
 Assessment is performed through student activities during exercises, lectures, periodic testing, consultancy and final examination.

Assessment Criteria					
Lectures	Exercises	Practice	Theoretical exam		
30%	30%		40%		

Reading	
Essential	<ol style="list-style-type: none"> 1. PC RAČUNARI, Ćamil S. Šabanović, Breza, 1996. 2. VODIČ KROZ WINDOWS 3.11, Kate Barnes, Znak – Zagreb, 1994. 3. VODIČ KROZ MS DOS, Jennifer Fulton, Znak – Zagreb, 1994.

	4. VODIČ KROZ WORD, Peter Aitken, Znak – Zagreb, 1994. 5. VODIČ KROZ EXCEL, Trudi Reinser, Znak – Zagreb, 1994.
Supplementary	

FIFTH SEMESTER



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: WORDBUILDING IN THE GERMAN LANGUAGE

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
V	Undergraduate study – Bachelor Degree Compulsory subject	2	2	6	04K03-479

Pre-requisites	Simple sentence syntax of German Syntax of a complex sentence of the German language
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Subject aims	The object of the course is: <ul style="list-style-type: none"> - introducing students to the subject of word formation research - theoretical understanding of basic concepts and creation models - acquiring knowledge about the system and function of individual creation models - developing the ability to apply them - emphasizing the relation of word formation to lexicography, morphology and syntax
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Learning outcomes	Upon completion of the course, the student will be able to: <ul style="list-style-type: none"> - to analyze the structure of formation models - determine precisely the constructive model of a given word and determine its properties - to paraphrase the meaning of two- and multi-syllable German compound words - to paraphrase the meaning of more frequent derivatives
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Indicative syllabus content:	
WEEK	TOPIC
Week 1	Building Models in German
Week 2	Formative Models of Verbs
Week 3	Suffix Formation and Formative Morphemes of Verbs
Week 4	Prefixal formation and verb formation morphemes
Week 5	Formative models of nouns
Week 6	Compositions and composition
Week 7	First colloquium
Week 8	Suffix formation and noun morphemes
Week 9	Prefixal formation and noun formation morphemes
Week 10	abbreviations
Week 11	Creative models of adjectives, compound words
Week 12	Suffix adjective formation and suffixoids
Week 13	Prefix adjective formation and prefixes
Week 14	Second colloquium
Week 15	Final evaluation of the course

Learning delivery: The course is performed in the form of lectures and exercises. 1. ex cathedra 70% 2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	---	---	55%

Reading

Essential	Talanga, Tomislav (2013): <i>Einführung in die Wortbildung der deutschen Sprache</i> . Osijek. Petrović, Velimir (1991): <i>Bildung und Gebrauch des Verbs in der deutschen Gegenwartssprache</i> . Osijek. Petrović, Velimir (1990): <i>Bildung und Gebrauch des Substantivs in der deutschen Gegenwartssprache</i> . Osijek. Petrović, Velimir (1993): <i>Bildung und Gebrauch des Adjektivs in der deutschen Gegenwartssprach</i> . Osijek.
Supplementary	Fleischer, W/ Barz, I (1995): <i>Wortbildung der deutschen Gegenwartssprache</i> . Tübingen. Erben, J (2000): <i>Einführung in die deutsche Wortbildungslehre</i> . Berlin. Eichinger, Ludwig M. (2000): <i>Deutsche Wortbildung</i> . Tübingen. Lohde, Michael (2006): <i>Wortbildung des modernen Deutschen , Ein Lehr- und Übungsbuch</i> , Narr Studienbücher, Tübingen.



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: CONTRASTIVE ANALYSIS OF THE GERMAN AND B / K / S LANGUAGE

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
V	Undergraduate study – Bachelor Degree Compulsory subject	2	2	5	04K03-480

Pre-requisites -

Subject aims
The objectives of the course are to enable students to critically observe and understand the issues of the syntactic structure of two languages (German and B/K/S language), their component parts of sentences, predicates, parts of sentence parts, interrelations, dependent and independently complex sentences and German participle constructions and equivalents in the B/K/S language.
The exercises are auditory. The objective of the exercises is to provide students with the ability to critically view and understand the issues and problems treated during the course and related to the subject area.

Learning outcomes
After completing the course, students are able to:
- apply and demonstrate acquired knowledge from (contrastive) syntax
- identify and explain similarities and differences between syntactic structures in German and B/K/S
- enumerate and define key terms in German syntax and their equivalents in B/K/S, give an example and identify them in the text
- identify, distinguish and categorize syntactic structures in the given text
- independently perform syntactic contrast analysis in written and oral form

Indicative syllabus content:

WEEK	TOPIC
Week 1	Structure and typology of German and B/K/S predicates
Week 2	German sentences with the obligatory formal subject <i>es</i> and with the indefinite subject <i>man</i> and B/K/S equivalents
Week 3	Valence of verbs in German and B/K/S
Week 4	German case and prepositional objects and b / h / s equivalents, as well as other constituents in both languages.
Week 5	Word order in German and B/K/S sentence
Week 6	Location of attributes in a sentence (B/K/S adjectives and corresponding German genitive attributes; German extended participle attributes and B/K/S equivalents)
Week 7	German infinitive constructs and b / h / s equivalents (dependent sentences with conjugated predicate and infinitive constructs)
Week 8	German participle constructs and B/K/S equivalents (verb predicate extension and dependent sentences with conjugate predicate)
Week 9	Use of verb tenses in German and B/K/S
Week 10	Independent compound sentence (Parataxe)
Week 11	Dependent compound sentence (Hypotaxe)
Week 12	Forms and functions of dependent sentences in German and B/K/S
Week 13	Determining the syntactic functions of dependent sentences
Week 14	Written colloquium

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
10%	15%	-	-	20%	55%

Reading

Essential	Karabalić, Vladimir (2013), <i>Das Prädikat und seine Ergänzungen im Deutschen und Kroatischen. Eine Einführung in die kontrastive Syntax</i> , Filozofski fakultet u Osijeku, Osijek.
Supplementary	Dorđević, Miloje/ Zilić, Erminka (2002), <i>Satelliten des Verbs im Deutschen und im Bosnisch/Kroatisch/-Serbischen</i> , Beiträge zur kontrastiven Grammatik, Tübingen. Engel, Ulrich/Mrazović, Pavica et.al. (1986), <i>Kontrastive Grammatik Deutsch-Serbokroatisch</i> , München/Novi Sad.



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: HISTORY OF THE GERMAN LANGUAGE

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
V	Undergraduate study – Bachelor Degree Compulsory subject	2	-	4	04K03-481

Pre-requisites -

Subject aims The aim of the course is to provide students with the ability to critically view and understand the problems of diachronic German language studies, taking into account the historical states and processes of the language within the historical grammar, starting from the first written documents to the present. In addition, the course emphasizes the history of the German language through selected foreign languages, which influenced the development and changes in the language in the fields of politics, social, economic, religious and other areas.

Learning outcomes Upon completion of the course, the student will be able to:
 - Formulate a diachronic and comparative method in the study of language
 - Identify the most important stages of German language development from Indo-European and German to High German
 - Define key political, social, religious and economic influences on the development of the German language throughout history

Indicative syllabus content:

WEEK	TOPIC
Week 1	Object and task of the language history;
Week 2	The Indo-European: language typology and linguistic relationship, beginnings of Indo-European philology.
Week 3	The Indo-European: Indo-European language groups, Satem and Kentum languages, the temporal approach and the original homeland of the Indo-Europeans.
Week 4	The Germanic antiquity, I sound shift, language contacts between Germanic and Romansh.
Week 5	The Germanic writing - runes, expressions from the rune, the transcription of the Germanic languages.
Week 6	The Old High German from the 8th to the 12th century, II sound shift
Week 7	The emergence of the term German, Christianization of the German vocabulary, the Old High German literature.
Week 8	First colloquium
Week 9	The Middle High German from the 12th to the 14th century, linguistic innovations of Middle High German.
Week 10	French and other influences in the Middle Ages, the heyday of German writing.
Week 11	Early Modern High German from the 14th to the 17th. Century, linguistic innovations of early modern High German, East German colonization, the development of new cities and founding of the first universities.
Week 12	Martin Luther's linguistic achievements, the effects of book printing, humanism, the decline of Low German.
Week 13	New High German from the 17th century to the present day, French influences on German from the 17th to the 19th century, linguistic purism, grammatical and

	lexicographical performances from Luther to the 1800s.
Week 14	German literature from baroque to classical, standardization of German spelling.
Week 15	Second colloquium

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	-	-	55%

Reading

Essential	Talanga, Tomislav (2005): <i>Arbeitsbuch zur Geschichte der deutschen Sprache</i> . (Mit Texten vom 8. bis zum 17. Jh.). Osijek: Filozofski fakultet.
Supplementary	<i>Poglavlje po izboru iz jedne knjige:</i> Eggers, Hans (1963): <i>Deutsche Sprachgeschichte</i> . Bd. I-IV. Leipzig, Rowohlt Verlag Keller, Rudolf E. (1986): <i>Die deutsche Sprache</i> . Hamburg, Max Niemeyer Verlag. König, W. (1978 u. 2001): <i>dtv-Atlas zur dt. Sprache</i> . München, Verlag Volker Spiess. Polenz, Peter von (1991-1998): <i>Deutsche Sprachgeschichte</i> . I-III. Berlin, Verlag de Gruyter. Schildt, J. (1984): <i>Abriss der Geschichte der deutschen Sprache</i> . 5. Aufl. Berlin, Akademie-Verlag. Schmidt, Wilhelm (1996): <i>Geschichte der deutschen Sprache</i> . Stuttgart/Leipzig.S.Hirzel WVG. Wolff, Gerhart (1999): <i>Deutsche Sprachgeschichte</i> . Tübingen, A.Francke Verlag.



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: Modern German Language V

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
V	Undergraduate study – Bachelor Degree compulsory subject	2	2	4	04K03-482

Pre-requisites

-

Subject aims:

Students should become familiar with the structure and be instructed in the analysis of various types of texts as well get an overview of contemporary literature in German. Processing of selected newspapers texts should enable them to gain insight into print media as well as capture critical attitude towards them.

The focus of the exercises in Modern German V is on word processing. They are being analyzed texts from different fields, get to know the most important types of texts, read and texts from newspapers and magazines in the German language are treated as well as works of contemporary ones writers.

Students are expected to read all of the given texts and actively participate in discussions about the same. Writing skills are practiced by composing one essay and several smaller ones texts.

Learning outcomes:

After completing the course as a result of the learning process for the Modern German V course, students are able to:

- interpret text related to more complex thematic areas
- without difficulty engage in conversations and discussions using words from the texts that have been processed
- speak fluently and express nuances in meaning, and in the case of difficulty in expressing, continue the flow of thoughts and speech (paraphrasing, new formulation, etc.)
- logically challenge your thoughts and ideas and thus make it easier for the recipient to understand

Indicative syllabus content:

Week	Subject
1. week	Types of text and word processing
2. week	Newspaper texts and their analysis
3. week	Discussion and its features
4. week	Review and its features
5. week	The essay and its features
6. week	Preparing to write your own texts according to the examples processed
7. week	First partial exam
8. week	Literary texts and their analysis
9. week	Inhalt, Stoff, Motive (A.Döblin: Berlin Alexanderplatz)
10. week	Erzählperspektive (A.Döblin: Berlin Alexanderplatz)
11. week	Zeitgestaltung (J.W.Hebbel: Unverhofftes Wiedersehen)

12. week	Independent analysis of shorter prose text
13. week	Default talk and shared analysis
14. week	Second partial exam
15. week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%

2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	-	-	55%

Reading

Essential	Materials and worksheets prepared and made available to students by the teacher. German-speaking newspapers and magazines such as: spiegel.de, sueddeutsche.de, faz.net, zeit.de, taz.de, welt.de
Supplementary	Adamzik, K. (2000): <i>Textsorten. Reflexionen und Analysen</i> . Tübingen: Stauffenburg. Krull, W./Wefelmeyer.F. (1989): <i>Textarbeit-Literarische Texte</i> . 2.Aufl. München: Iudicium. Ballstaed, S.-P./ Mandl, H./ Schnotz, W. / Tergan, S-O (1981): <i>Texte verstehen, Texte gestalten</i> . München: Urban und Schwarzenberg. Medić, Ivo (2007): <i>Kleine deutsche Grammatik</i> , Školska knjiga, Zagreb.



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: NJEMAČKA KNJIŽEVNOST REALIZMA I NATURALIZMA

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
V	Diplomski studij Obavezni	2	2	5	04K03-303

Predmeti koji su preduvjet za polaganje

-

Cilj predmeta
Cilj kolegija je promatrati njemačke književne tekstove nastale od sloma revolucije 1848/49. do smjene stoljeća, a koji su pisani u duhu poetike realizma i naturalizma, u dijahronijskom razvitku i dinamičnom odnosu prema istodobnim tekstovima nekknjiževnog diskursa kao i prema političkoj i socijalnoj stvarnosti. Književnost njemačkog realizma i naturalizma stavlja se i u kontekst utjecaja i dodira s drugim nacionalnim književnostima.

Kompetencije (Ishodi učenja)
Nakon uspješno završenog pohađanja predmeta i položenog ispita student bi trebao steći sljedeća:
a) znanja (minimum: primjena znanja u rješavanju zadataka)
- definirati i opisati stilistička obilježja njemačkog realizma i naturalizma u historijskom i političkom kontekstu
- nabrojati istaknute predstavnike njemačkog realizma i naturalizma kao i njihova djela
b) vještine (minimum: sporo ali precizno izvođenje operacije)
- u lirskim, proznim i dramskim tekstovima prepoznavati stilistička obilježja realizma i naturalizma
- umjeti stilistički analizirati i interpretirati lirska, prozna i dramska djela u historijskom kontekstu, usmeno i pismeno (referati, seminarki radovi)
c) kompetencije i afektivne stavove (minimum: usvajanje vrijednosti)
- steći sposobnost stvaranja poveznica između njemačke i bosanske književnosti realizma i naturalizma, sposobnost usporedbe i sinteze
- steći afektivno pozitivan odnos prema etičkim i estetskim vrijednostima sadržanima u književnim djelima realizma i naturalizma.

Program predmeta:

SEDMICA	TEMA
1. sedmica	Historisch-politische Grundlagen des deutschen Realismus, Allgemeiner geistiger Hintergrund des deutschen Realismus Arthur Schopenhauer, Friedrich Nietzsche
2. sedmica	Wirtschaft, Sozialgefüge und Literaturbetrieb, Außerdeutsche Einflüsse (Balzac, Flaubert, Zola; Dickens; Turgenew, Dostojewski, Tolstoi; Ibsen)
3. sedmica	Realismus als stiltypologischer Begriff, Programmatischer Realismus
4. sedmica	Realismus als Epoche deutscher Literatur (poetisch, psychologisch, bürgerlich), Wesenszüge, Theorie, Poetik, Hauptgattungen des Realismus. Theodor Storm, Wilhelm Busch, Gustav Freytag, Marie von Ebner-Eschenbach, Friedrich Hebbel, Conrad Ferdinand Meyer, Wilhelm Raabe, Gottfried Keller, Theodor Fontane.
5. sedmica	Sozialgeschichtlicher Abriss der Epoche (Modernisierung, Industrialisierung, soziale Schichtung, Staat und Politik, Bildungselite)
6. sedmica	Theorien und Ideologien im Kontext des dt. Naturalismus (Generationswende, Nietzsche, Philosophie der Macht, Rassenlehre, Deutsche Soziologie, Vitalismus, Neukantismus,

	Angriff auf naturwissenschaftliche Weltanschauung, Marxismus, Jugendbewegung, Frauenbewegung, Psychoanalyse, Irrationalismus, Allsexualität, Emanzipation, Vererbungs- und Degenerationslehre, Großstadt und Technik, Eisenbahn, Moloch Technik). Heimatkunstabewegung, Neuromantik und Neuklassik.
7. sedmica	Trival- und Unterhaltungsromane. Sozialdemokratische Literatur.
8. sedmica	Sozialdemokratische Literatur.
9. sedmica	Institutionen des literarischen Lebens im deutschen Naturalismus (Zentren, Gruppen, Vereine, Zeitschriften, Verlage, Markt, Preise, Zensur, Strafverfolgung).
10. sedmica	Naturalistische Prosa.
11. sedmica	Naturalistische Lyrik.
12. sedmica	Naturalistisches Drama.
13. sedmica	Naturalismus-Begriff – stiltypologisch und literaturgeschichtlich.
14. sedmica	Ludwig Anzengruber, Hermann Sudermann, Arno Holz, Johannes Schlaf, Helene Böhlau, Gabriele Reuter, Gerhart Hauptmann.
15. sedmica	Završna evaluacija kolegija

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %
2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Pri utvrđivanju konačne ocjene u obzir se uzima sljedeće: aktivno sudjelovanje u nastavi (sistemski praćenje literature, vlastiti doprinos raspravi, izvršavanje postavljenih zadataka) i završni ispit. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
45%	---	---	---	---	55%

Literatura

Obavezna	Sekulić-Škreb-Žmegač (1997): <i>Kleine Geschichte der deutschen Literatur</i> . Berlin: Cornelsen Verlag. Rinsum, Annemarie und Wolfgang van (1997): <i>Deutsche Literaturgeschichte. Bd. 7, Realismus und Naturalismus</i> . München: Dtv. Leiß, Ingo/ Hermann Stadler (1997): <i>Deutsche Literaturgeschichte, Bd. 8.: Wege in die Moderne 1890-1918</i> , München: Dtv
Dodatna	

<p>Hoefert, Sigfrid (1979): <i>Das Drama des Naturalismus</i>. Stuttgart: Reclam. Interpretationen. Dramen des Naturalismus. Stuttgart: Reclam 1988. Scheuer, H. (1974): <i>Naturalismus. Bürgerliche Dichtung Und Soziales Engagement</i>. W. Stuttgart: Kohlhammer. Sprengel, Peter (1998): <i>Geschichte der deutschsprachigen Literatur 1870-1900</i>. München: C.H. Beck Verlag. Sprengel, P./ Streim, G. (1998): <i>Berliner und Wiener Moderne. Vermittlungen und Abgrenzungen in Literatur, Theater, Publizistik</i>. Wien: Böhlau.</p>



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

Subject title: ENGLISH LANGUAGE

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures	Practical classes		
V	Undergraduate studies Required	2	2	5	04K04-062

Subjects as prerequisites: -

Subject aims Deal with the most basic grammar areas in order to level the students' knowledge thanks to their different initial knowledge levels.

Competencies (learning outcomes) Upon the completion of the course, students will be able to:
- Identify and use the most basic lexemes and sentences in English

Course delivery plan:

- a) Lectures
 - General language structure (word classes distribution)
 - Word classes: Nouns, articles, pronouns, adjectives, numbers, verbs, adverbs, prepositions and conjunctions.
 - Types and subtypes of individual words (i.e. Nouns; subtypes: Specific and abstract nouns etc. Verbs; subtypes: Auxiliary, modal and lexical verbs etc.)
 - Simple verb tenses: *Present Simple, Present Continuous, Past Simple, Past Continuous, Future Tense*
- b) Practical classes (oral part)
 - Practicing listed grammatical structures in different speech situations, using dialog, monologue, drills, substitution, permutation, reduction, expansion/insertion of new elements etc.
- c) Practical classes (written part)
 - Morphological, syntactical and semantical exercises aimed at mastering and acquiring specific language structures and phenomena especially emphasizing translation from and to mother tongue and comparing structures of foreign languages and their equivalents in mother tongue.

Teaching:

Lectures and practical classes are held in groups divided in teams while using interactive work methodology.

Testing:

Testing involves two in-class and a final exam. Regular testing will also be done via in-class and homework activities.

Testing criteria:

Lectures	Practical classes	Practical work	Theoretical exam		
25%	25%	-	50%		

Reading list

Required	<ul style="list-style-type: none"> - Murphy R. (1998): <i>Essential Grammar in Use</i>, Cambridge University Press, Cambridge, 1998 - Soars J. And Liz, <i>Headway Elementary, Student's book</i> (fourth edition), Oxford University Press, 2003. - Soars J. And Liz, <i>Headway Elementary, Student's book</i> (fourth edition), Oxford University Press, 2003.
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Supplementary	Dictionaries and English grammars (free selection)
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SIXTH SEMESTER



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: LEXICOLOGY AND LEXICOGRAPHY OF GERMAN LANGUAGE

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VI	Undergraduate study – Bachelor Degree Compulsory subject	2	2	6	04K03-483

Pre-requisites

-

Subject aims

The course aims at introducing students to the subjects of lexicology and lexicography and other related disciplines such as onomaziology, semaziology, etymology, phraseology and lexicography.
During the semester, topics such as: lexical meaning, hierarchical relations within the treasury of words, as well as the relationships of identity, equivalence and opposition will be discussed.

Learning outcomes

Students have adopted different methods of analysis and studying of diachronic, diatopic and diastratic specificities of the German language. They are able to apply their basic linguistic knowledge necessary for understanding specialized courses in higher semesters. After this compulsory course, students will be able to apply basic linguistic knowledge, practically use dictionaries, and apply linguistic terminology.

Indicative syllabus content:

WEEK	THEME
1. week	Presentation of the semester plan / introduction - German language placement test (speaking competence) / special features of oral communication
2. week	Language registers (formally-distanced, standard language etc.)
3. week	Discussions - exploring the structure and features of a discussion, preparing arguments
4. week	Discussion on various topics of everyday life (analysis / feedback)
5. week	Roleplay – introduce yourself and others
6. week	Roleplay – <i>small talk</i> , informal communication
7. week	Phone calls (private and business calls)
8. week	Situations in an unknown environment (formulating clear questions, giving directions, etc.)
9. week	Interview and briefing - preparation for a business conversation
10. week	Simulation of a business conversation and introduction
11. week	Student presentation (a prepared speech)/ analysis / feedback
12. week	Student presentation (a prepared speech)/ analysis / feedback
13. week	Spontaneous speech (on the basis of a written short text)
14. week	Partial exam
15. week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically

view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	15%	15%	---	10%	55%

Reading

Essential	Czichocki, S./ Mrazovic, P (1983): <i>Lexikologie der deutschen Sprache</i> . ISJK, Novi Sad. Pohl, Inge / Horst. Ehrhardt (1995): <i>Wort und Wortschatz: Beiträge zur Lexikologie</i> . Niemeyer, Tübingen. Schippan, Thea (2002): <i>Lexikologie der deutschen Gegenwartssprache</i> . Niemeyer Verlag, Tübingen.
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	Michael Schlaefer (2002): <i>Lexikologie und Lexikographie</i> . Eine Einführung am Beispiel deutscher Wörterbücher. Erich Schmidt Verlag, Berlin.
Supplementary	<p>Memnuna Hasanica (2009.) <i>Neologizmi u kontekstu sa osvrtom na njemački jezik</i>:u Didaktički putokazi 50, Pedagoški fakultet i Pedagoški zavod u Zenici, str.58-61, ISSN 1512-5998 UDK 37</p> <p>Memnuna Hasanica (2012): <i>Die Komposita im Deutschen</i> (2011) u Zbornik radova Pedagoškog fakulteta u Zenici IX /2011; ISSN 1512-9195(str.185-195)</p> <p>Schwarze, Chr. / Wunderlich, D. (1985) : <i>Handbuch der Lexikologie</i>. Königstein / Ts. Athenäum.</p>



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: MODERN GERMAN LANGUAGE VI

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VI	Undergraduate study – Bachelor Degree compulsory subject	2	2	5	04K03-484

Pre-requisites

-

Subject aims:

The main objectives of this course are to further develop oral expression and listening comprehension. In addition, students should actively and passively master the vocabulary of processed texts and topics. Each student is required to deliver one paper during the semester and participate in various language games. In addition to speaking skills, listening and analyzing authentic texts, they also develop a listening comprehension skill. Na vježbama iz predmeta Savremeni njemački jezik VI studenti dobivaju mogućnost daljnjeg razvijanja vlastitih retoričkih vještina na njemačkom jeziku. U tu svrhu vježbaju govorenje pred publikom u različitim situacijama.

Texts with various current topics in politics, culture and science are dealt with. In a more relaxed atmosphere, they should strengthen their confidence to speak in front of an audience and gradually eliminate the inhibitions that hinder them. Students need to learn how to express their own opinions, find arguments for a particular thesis, and debate. Work in small groups and finding solutions as much as possible is encouraged.

During the semester students are introduced to the rules of debate, which they will apply in the debate on a topic of their choice. In doing so, they demonstrate that they have mastered both vocabulary on a particular topic and the rules of debate, and rid themselves of the inhibitions that make it difficult for them to speak in front of an audience.

Learning outcomes:

After completing the course as a result of the learning process for the Modern German VI course, students are able to:

- understand and analyze the texts processed
- use vocabulary from the processed texts independently
- confidently present to the audience
- work creatively on texts, express your own opinion on the topics covered

Indicative syllabus content:

Week	Subject
16. week	Spelling rules- hyphen
17. week	Talk about a text on a current topic, such as: globalization
18. week	Listening exercise
19. week	Sample text for discussion preparation: Fall Daschner, Deutschland diskutiert über Folter
20. week	Preparing for a self-debate, selecting a topic, gathering arguments
21. week	Debate on a selected topic
22. week	First partial exam
23. week	Spelling rules: Large and lower case

24. week	Talk about a current topic, such as birth rate, family, and modern society
25. week	Talk about a text on a current topic, such as integration of foreigners
26. week	Preparing students for a free presentation on the topic
27. week	Speaking on a selected topic
28. week	Spelling rules: writing words together or separate
29. week	Second partial exam
30. week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
15%	15%	15%	-	-	55%

Reading

Essential	Dahlhaus, B. (1994): <i>Fertigkeit Hören. Fernstudieneinheit 5</i> . Langenscheidt, Berlin. Schatz, H. (2003): <i>Fertigkeit Sprechen. Fernstudieneinheit 20</i> . Langenscheidt, Berlin.
Supplementary	Wicke, Rainer (1995): <i>Handeln und Sprechen im Deutschunterricht</i> . Verlag für Deutsch, München.



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: TEXT LINGUISTICS

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VI	Undergraduate study – Bachelor Degree Compulsory subject	1	1	4	04K03-485

Pre-requisites -

Subject aims

The objective of this course is:

- introducing students to the basics of text linguistics as a linguistic discipline and part of a grammatical description of language
- developing the ability to understand structures at the superior level
- developing the ability to parse and produce new texts
- master specific models of text analysis based on a systematic, semantic and pragmatic approach
- apply the knowledge gained

Learning outcomes

Upon completion of the course, the student will be able to:

- identify and analyze text types in specific language material,
- recognize text features,
- analyze the structure of the text and define the elements that make up the text,
- describe the implicit and explicit repetition of a topic in the text,
- Use appropriate terminology to describe the text and its features on specific language material.

Indicative syllabus content:

WEEK	TOPIC
Week 1	Text and text linguistics - subject, tasks and objectives of the study
Week 2	Textuality - basic criteria
Week 3	Cohesion and coherence of the text
Week 4	Intentionality, acceptability, informativeness, situationality and intertextuality
Week 5	Theme and theme concept, thematic progression
Week 6	First partial exam
Week 7	Types of texts and criteria for distinguishing them
Week 8	Information and appeal function of the text
Week 9	Bonding function
Week 10	Contactive and declarative function
Week 11	Analysis of the text by concrete examples: legal text, newspaper text
Week 12	Text analysis on concrete examples: literary text, political speech
Week 13	Text analysis on concrete examples: Advertising language and conversation analysis
Week 14	Second partial exam
Week 15	Final evaluation of the course

Learning delivery:
The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	-	-	55%

Reading

Essential	Brinker, Klaus (2001): <i>Linguistische Textanalyse</i> . ESV: Berlin. DUDEN (2005): <i>Die Grammatik</i> . Band 4. Dudenverlag, Mannheim. (S.1156-1170)
Supplementary	Gansel, Christina/Jürgens, Frank (2009): <i>Textlinguistik und Textgrammatik.V&R</i> : Göttingen. Janich, Nina (Hg.) (2009): <i>Textlinguistik</i> . 15 Einführungen. Narr, Tübingen. Linke / Nussbaumer / Portmann (2004): <i>Studiumbuch Linguistik</i> . Niemeyer. Tübingen. (S.278-284) Fix, Ulla/Poethe, Hannelore/Yos, Gabriele (2003): <i>Textlinguistik und Stilistik für Einsteiger</i> . Peter Lang, Frankfurt.



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: NJEMAČKA LIRIKA I DRAMA 20. STOLJEĆA

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
VI	Dodiplomski studij Obavezni	2	2	5	04K03-486

Predmeti koji su preduvjet za polaganje

-

Cilj predmeta

LIRIKA

RAZDOBLJE 1900.-1945.: Početak ovoga razdoblja karakteriziran je raskidom s ispovjednom lirikom i lirskom revolucijom koju predvodi Arno Holz. Lirika se dalje razvija u smjeru esteticizma (Hofmannsthal, George), ali progovara i o socijalnim temama (Dehmel). Slijedi epoha ekspresionističke lirike (Heym, Trakl, Benn, Lichtenstein, van Hoddis, Werfel, Wolfenstein), a nakon nje lirika nove objektivnosti (Neue Sachlichkeit). Zanimljiv je i krug pjesnika koji tematizira prirodu (prvenstveno Loerke), kao i lirika otpora i prilagođavanja Trećem Reichu. Egzilantskom lirikom zaokružiti ćemo ovo razdoblje.

RAZDOBLJE 1945.-2000.: Baviti ćemo se lirikom u ruševinama (Trümmerlyrik), lirikom koja se vraća tradiciji, zatim hermetičkom i eksperimentalnom lirikom te konkretnom poezijom. U političku liriku ovoga razdoblja mogu se ubrojiti radnička lirika, lirika za vrijeme studentskih pobuna te lirika DDR-a u 60-im i 70-im godinama. Kasnije nailazimo na liriku svakodnevnice te liriku nove subjektivnosti. Na kraju ćemo se posvetiti postmodernim tendencijama i montažnoj lirici.

Pripremljen je reader s lirskim i poetološkim tekstovima, koji ima karakter antologije. U seminarskom dijelu kolegija studenti samostalno odabiru tekstove koje će interpretirati i prezentirati u vidu referata. Moguće je pisati i seminarske radove.

DRAMA

Bitne odrednice stoljeća naznačene su već na njegovom početku kroz stilski pluralizam i poetološku konkurenciju: od naturalizma preko simbolizma (impresionizma) do ekspresionizma. Inicijalno se obrađuju dramatičari Frank Wedekind i Carl Sternheim, a potom sistemski poetika ekspresionizma (Georg Kaiser, Ernst Toller). Brechtova stvaralačka osobnost obilježila je vrijeme sve do 60-tih godina, prvenstveno teorijom i praksom epskog teatra. Poslijeratno vrijeme u znaku je Švicaraca: farse Maxa Frischa, teorija tragikomedije i svjetska reputacija Friedricha Dürrenmatta. U Njemačkoj drama nastoji prevladati gorka iskustva fašizma (Borchert, Zuckmayer), a u 60-tim godinama u formi dokumentarističkog teatra angažirano postavlja i pitanje političke odgovornosti za grijeh novije prošlosti (Rolf Hochhuth, Peter Weiss).

**Kompetencije
(Ishodi učenja)**

Nakon odslušanog kolegija kao rezultat procesa učenja za predmet Njemačka lirika i proza 20. stoljeća studenti su u stanju:

- prepoznavati raznolikost duha, kulture i umjetnosti u 20. stoljeću
- prepoznavati smjerove u lirici i interpretirati odabrana i reprezentativna liriska djela u 20. stoljeću
- prepoznavati razlike i specifičnosti lirike do 1945 i lirike nakon 1945
- razumjeti osnovne teme u lirici 20. stoljeća i povezivati ih s historijskom i ideološkom pozadinom epohe
- razumjeti stilski pluralizam dramskih djela epohe i prepoznavati pojedine smjerove: naturalizam, simbolizam, ekspresionizam
- interpretirati odabrana djela ove književne epohe

- navesti odlike Brechtovog epskog teatra
- prepoznati specifičnosti dramskih tekstova nakon 1960. Godine

Program predmeta:

1. sedmica: Ekspresionistička lirika (Heym, Trakl, Benn, Lichtenstein, van Hoddis, Werfel, Wolfenstein)
2. sedmica: Lirika nove objektivnosti (Neue Sachlichkeit)
3. sedmica: Lirika otpora, lirika prilagođavanja Trećem Reichu i egzilantska lirika
4. sedmica: Lirika u ruševinama (Trümmerlyrik)
5. sedmica: Hermetička i eksperimentalna lirikom, konkretna poezija
6. sedmica: Lirika svakodnevnice i lirika nove subjektivnosti
7. sedmica: Prvi parcijalni ispit
8. sedmica: Drame Franka Wedekinda i Carla Sternheima
9. sedmica: Ekspresionističke drame (Georg Kaiser, Ernst Toller)
10. sedmica: Brechtova stvaralačka osobnost, epski teatar
11. sedmica: Farse Maxa Frischa, tragikomedije Friedricha Dürrenmatta.
12. sedmica: Prevladavanje fašizma (Borchert, Zuckmayer)
13. sedmica: Dokumentaristički teatar, pitanje političke odgovornosti za grijeh novije prošlosti (Rolf Hochhuth, Peter Weiss).
14. sedmica: Drugi parcijalni ispit
15. sedmica: Završna evaluacija kolegija

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %
2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Uvjet za priznavanje bodova je pohađanje nastave, ispunjavanje svih nastavnih i ispitnih obaveza. Kategorije koje se boduju su aktivnost tokom nastave, prisutnost na nastavi, seminarski rad, pismeni kolokviji, završni ispit. Zastupljeno je kontinuirano praćenje studenata. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
5%	15%	15%	-	10%	55%

Literatura

Obavezna Lektire:

	<p>Za liriku pripremljen reader.</p> <p>Drama :</p> <p>Frank Wedekind: <i>Frühlings Erwachen</i> Carl Sternheim: <i>Die Hose, Bürger Schippel</i> Georg Kaiser: <i>Von morgens bis mitternachts</i> Ernst Toller: <i>Die Wandlung, Der deutsche Hinkemann</i> Bertolt Brecht: <i>Der gute Mensch von Sezuan, Der kaukasische Kreidekreis</i> Wolfgang Borchert: <i>Draußen vor der Tür</i> Carl Zuckmayer: <i>Des Teufels General</i> Max Frisch: <i>Nun singen sie wieder, Die Chinesische Mauer;</i> Friedrich Dürrenmatt: <i>Romulus der Große, Der Besuch der alten Dame</i> Rolf Hochhuth: <i>Der Stellvertreter</i> Peter Weiss: <i>Die Ermittlung</i></p> <p>Kaiser, Gerhard (1991): <i>Geschichte der deutschen Lyrik von Heine bis zur Gegenwart</i>, München: dtv. Schnell, Ralf (1993): <i>Geschichte der deutschsprachigen Literatur seit 1945</i>, Berlin: Metzler. Žmegač, Viktor (1996): <i>Geschichte der deutschen Literatur vom 18. Jahrhundert bis zur Gegenwart</i>. Weinheim: Athenäum Verlag.</p>
Dodatna	<p>Boyle, Nicholas (2009): <i>Kleine deutsche Literaturgeschichte</i>, München: Beck Verlag. Rothmann, Kurt (2009): <i>Kleine Geschichte der deutschen Literatur</i>, Stuttgart: Reclam. Sekulić-Škreb-Žmegač (1997): <i>Kleine Geschichte der deutschen Literatur</i>, Berlin: Cornelsen Verlag</p>



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: METHODOLOGY OF GERMAN LANGUAGE TEACHING I

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VI	Undergraduate study – Bachelor Degree compulsory subject	2	2	5	04K03-487

Pre-requisites -

Subject aims Introduce students to the basic principles of teaching German as a foreign language; to acquaint students with the methods and procedures of teaching German as a foreign language, to educate students about the psycho-cognitive and motor characteristics of students of initial foreign language learning, to enable students to develop safety and independence in simulating the teaching of the lesson.

Learning outcomes After completing the course the student will be able to:

- to make teaching preparations (forms of teaching preparation, elements and structure of teaching preparation, order of activities, formulation of goals and objectives of the lesson),
- to choose teaching methods and procedures, and forms of work in accordance with the objectives of the lesson; select teaching aids and tools, and create teaching materials for teaching,
- be able to select and produce teaching materials for the appropriate level of German language learning,
- monitor and evaluate student achievement,
- be able to simulate German language lessons.

Indicative syllabus content:

WEEK	SUBJECT
1. week	Basic learning settings and basic principles and procedures for teaching German.
2. week	Reasons to include foreign languages in the curriculum.
3. week	Language skills of speaking, listening, reading and writing; Development and role of communicative competence; preparation of exercises and tasks for the development of communicative competence (speech and comprehension, sociograms, dialogue exercises, exercises of pronunciation, articulation and intonation, etc.).
4. week	Teaching methods: frontal, individual, plenum, group work, pair work
5. week	Work of teachers in German language communication as well as preparation of teaching material for teaching foreign language communication.
6. week	Mistakes and how to deal with mistakes.
7. week	First partial exam
8. week	Basic methods of learning German as well as the role of teaching aids and especially audiovisual media.
9. week	A way to track and evaluate student achievement.
10. week	Developing linguistic and cultural awareness.
11. week	Preparation and execution of a short project.
12. week	Preparing and conducting a short interview.
13. week	Developing class discussion and argumentation.

14. week	Second partial exam																												
15. week	Final evaluation of the course.																												
Learning delivery:																													
The course is performed in the form of lectures and exercises.																													
1. ex cathedra 70%																													
2. Presentations 30%																													
Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.																													
Assessment Rationale:																													
When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.																													
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<table border="1"> <thead> <tr> <th colspan="3">Grading</th> </tr> <tr> <th>ECTS credits earned</th> <th>Grade</th> <th>(ECTS grade)</th> </tr> </thead> <tbody> <tr> <td>54 i <</td> <td>5</td> <td>F</td> </tr> <tr> <td>55-64</td> <td>6</td> <td>E</td> </tr> <tr> <td>65-74</td> <td>7</td> <td>D</td> </tr> <tr> <td>75-84</td> <td>8</td> <td>C</td> </tr> <tr> <td>85-94</td> <td>9</td> <td>B</td> </tr> <tr> <td>95-100</td> <td>10</td> <td>A</td> </tr> </tbody> </table>						Grading			ECTS credits earned	Grade	(ECTS grade)	54 i <	5	F	55-64	6	E	65-74	7	D	75-84	8	C	85-94	9	B	95-100	10	A
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Assessment Criteria																													
Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam																								
15%	15%	15%	-	-	55%																								
Reading																													
Essential	Doyé, P. (Hrsg.)(2005): <i>Kernfragen des Fremdsprachenunterrichts in der Grundschule</i> . Braunschweig, Westermann. Kubanek-German, A. (2003): <i>Kindgemäßer Fremdsprachenunterricht</i> . Münster etc.: Waxmann																												
Supplementary	Böttger, H. (2005): <i>Englisch lernen in der Grundschule</i> . Bad Heilbrunn: Klinkhardt. Oksaar, E. (1987): <i>Spracherwerb im Vorschulalter. Einführung in die Pädolinguistik</i> . Stuttgart etc.: Kohlhammer. Pienemann, M. i J.-U. Keßler (2006): <i>Englischerwerb in der Grundschule</i> . Paderborn etc.: Schöningh. Vilke, M. i Y. Vrhovac (ur.) (1993): <i>Children and Foreign Languages I</i> . Zagreb: Faculty of Philosophy, University of Zagreb. Vilke, M. i Y. Vrhovac (ur.) (1995): <i>Children and Foreign Languages II</i> . Zagreb: Faculty of Philosophy, University of Zagreb. Vrhovac, Y. i suradnici (ur.) (1999): <i>Strani jezik u osnovnoj školi</i> . Zagreb: Naklada Naprijed. Vrhovac, Y. (ur.) (2001): <i>Children and Foreign Languages III</i> . Zagreb: Faculty of Philosophy, University of Zagreb. Zitzlsperger, H. (1993): <i>Ganzheitliches Lernen: Welterschließung über alle Sinne; mit Beispielen aus dem Elementar- und Primarbereich</i> . Weinheim: Beltz. Hasanica Memnuna (1999): <i>Zadaci objektivnog tipa iz Njemačkog jezika za 3. razred srednjih škola (1999) u: Didaktički putokazi 16, Pedagoški zavod i Pedagoška akademija (str. 46-49)</i> Izbor članaka iz stručnih časopisa (<i>Fremdsprache Deutsch, Frühes Deutsch, Primar,</i>																												

	<i>Strani jezici</i>) i priručnika s didaktiziranim nastavnim materijalima.
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UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: PHRASEOLOGY OF GERMAN

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VI	Undergraduate study – Bachelor Degree optional subject	2	2	5	04K03-498

Pre-requisites

-

Subject aims The aim of the course is theoretical knowledge of key concepts of phraseology, practical mastery of German language phrases, training students for comparative research, introducing students to the technique of working on text and determining / selecting, using and translating phrases using phraseological dictionaries.

Learning outcomes Upon successful completion of this course, students will master basic terms in the field of phraseology, and in written and oral communication will understand and use German language phrases; vocabulary when translating.

Indicative syllabus content:

WEEK	SUBJECT
1. week	introduction
2. week	definition of phraseology
3. week	Historical development of German phraseology (comparison with the development of phraseology in B/H/S linguistics);
4. week	Definition and definition of the phrase (introduction to the multiplicity of different names to indicate the phraseological unit);
5. week	Basic features of the phrase
6. week	(idiomaticity, polylexicity, stability and reproduction)
7. week	First partial exam
8. week	Structure and classification of phrases and related types;
9. week	Morfosintaktički opis frazema
10. week	(nouns, adjectives, adverbs and verbs);
11. week	Semantic description of a phrase (degree of idiomaticity of phrases; phraseological antonymy, synonymy and polysemy);
12. week	Contrastive phraseology (concept and subject of study);
13. week	The problem of equivalence (full equivalence, equivalence with differences and zero equivalence);
14. week	Second partial exam
15. week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%

2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
10%	20%	20%			55%

Reading

Essential	<ol style="list-style-type: none"> 1. Burger, Harald (1998): <i>Phraseologismen. Eine Einführung am Beispiel des Deutschen</i>, Erich Schmidt Verlag, Berlin. 2. Fleischer, Wolfgang (1997): <i>Phraseologie der deutschen Gegenwartssprache</i>, Max Niemeyer Verlag, Tübingen.
Supplementary	<ol style="list-style-type: none"> 1. Hrustić, Meliha (2001): <i>Kontrastivna analiza frazeoloških izraza sa komponentom „Kopf“/“Glava“ u njemačkom i u b/h/s jeziku</i>, Off set, Tuzla. 2. Prndelj-Šator, Belma (2013): <i>Zoonimska sastavnica frazema kojima se opisuju čovjekove osobine (na građi njemačkog i bosanskog jezika)</i>, Univerzitet „Džemal Bijedić“ Fakultet humanističkih nauka, Mostar. 3. Tanović, Ilijas (2001): <i>Frazeologija bosanskog jezika</i>, Dom štampe, Zenica.



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: FILOZOFIJA JEZIKA

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
VI	Dodiplomski studij izborni	1	1	2,5	04K01-095

Nastavnik: prof. dr. Željko Škuljević
E-mail: zeljko.skuljevic@pf.unze.ba

Saradnik: doc. dr. Bernard Harbaš
E-mail: bernardharbas@gmail.com

Predmeti koji su preduvjet za polaganje -

Cilj predmeta Cilj je upoznavanje studenta s osnovnim problemima i smjerovima u filozofiji jezika, osobito u njezinim novijim oblicima unutar analitičke tradicije. Student se treba osposobiti za aktivno praćenje savremenih diskusija iz filozofije jezika i povezanih područja.

Kompetencije (Ishodi učenja) Polaznici kolegija će ovladati spoznajama vezanih za filozofiju jezika i povezana područja.

Program predmeta:

Početak suvremene filozofije jezika s Fregeom. Filozofija jezika i teorija značenja. Fregeovo razlikovanje smisla i značenja. Russellova teorija deskripcije. Teorija logičkih tipova. Semantička teorija istine Tarskog. Logička istina i analitičnost. Rani i kasni Wittgenstein. Filozofija običnog jezika. Teorije jezičkih činova. Pojam postupanja u skladu s pravilom. Quineova doktrina o radikalnom prijevodu. Davidsonova teorija značenja. Kauzalna teorija označavanja. Modalnosti i esencijalizam.

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %
2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Uvjet za priznavanje bodova je pohađanje nastave, ispunjavanje svih nastavnih i ispitnih obaveza. Kategorije koje se boduju su aktivnost tokom nastave, prisutnost na nastavi, pisanje seminarskog rada i usmena prezentacija, završni ispit. Zastupljeno je kontinuirano praćenje studenata. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
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15%	-	-	-	30%	55%
Literatura					
Obavezna	G. Frege: "O smislu i značenju", "Funkcija i pojam", "O pojmu i predmetu", "Misao" L. Wittgenstein (2003): Tractatus Logico-Philosophicus. Filozofska istraživanja, Suhrkamp, Frankfurt am Main. N. Mišćević (2003): Filozofija jezika. Naklada Jesenski i Turk, Zagreb N. Mišćević: Bijeli šum (studije iz filozofije jezika)				



**UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY**

Course title: DEMOCRACY AND HUMAN RIGHTS

Semester	Status	Number of lessons per week		ECTS credits	Code
		Lectures	Exercises		
VI	elective	2	2	4	04K39-05)

Teacher: _____ **Contributor:** _____

Prerequisites for passing the course -----

Objective of the course	The main objective of this course is to introduce students to the theoretical foundations of civic education and democratic education, and to develop an analytical discourse on the impact that civic education has in the process of creating social values and standards. The purpose of civic education and democratic education courses is to foster and adopt a culture of democratic dialogue, tolerance, respect for diversity and a culture of democratic lifestyles. It is a lengthy process, during which new behaviors are adopted. University, college and school are one of the most important factors in democratic change, in creating a democratic environment. Students acquire basic knowledge and routine in the field of civic education and democratic education. This knowledge will be transferred, thus contributing to the restoration of democratic culture and democratic environment in BiH.
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Competencies (Learning Outcomes)	<p>After the lectures and exercises have been completed, the student will be able to:</p> <ul style="list-style-type: none"> • plan and program classes in relation to the material resources and conditions in which they will work. • independently lead a class of Democracy and Human Rights, or civic education, in which the aims and objectives of the teaching are fulfilled. • research and put into practice the results of the research in order to improve the quality of work in the subject of democracy and human rights, ie civic education.
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- Course program:**
1. Introduction; Instructions for Creating Portfolios
 2. Foundations of democracy
 3. Democracy and human rights, models of democracy
 4. Democracy and civil society
 5. Constitutional democracy
 6. Constitution of BiH, Entities and Cantons
 7. Rule of Law
 8. Human rights, divisions
 9. Democracy and a market economy
 10. Bosnia and Herzegovina in the process of globalization
 11. International organizations in BiH
 12. Multiculturalism, interculturalism, tolerance and dialogue
 13. Women's rights, gender equality, gender democracy
 14. Rights of minorities, ethnic and vulnerable groups
 15. Democracy and Human Rights in the 21st Century

Teaching: lectures, exercises, consultations

Assessment: The exam is written.

Weighted criteria for knowledge assessment					
Lectures	Exercises	Activity	Written exam	Oral examination	TOTAL
10 points	10 points	30 points	50 points	-	100 points

Literatura	
Required	<p>F. Kozić: <i>Demokratija i ljudska prava i bosanskohercegovački društveni ambijent</i>, „Meligrafprint“, Zenica, 2011.</p> <p>Zbornik radova, „<i>Demokratija i ljudska prava</i>“ Civitas BiH, Sarajevo, 2002.</p> <p>F. Kozić: <i>Pravo na ljudskost: (rasprava o demokratiji, ljudskim pravima i društvenim pitanjima)</i>, I i II „Meligrafprint“, Zenica, 2016.</p> <p>F. Kozić: <i>Priručni leksikon demokratije i ljudskih prava</i>, „Meligrafprint“, Zenica, 2017.</p> <p>J. Bakšić – Muftić: <i>Sistem ljudskih prava Fond otvoreno društvo</i>, Pravni centar FOD BiH Magistrat, Sarajevo, 2002.</p> <p>Ilić Mile, <i>Metodika građanskog obrazovanja</i>, CIVITAS, Banja Luka, Sarajevo, 2012.</p> <p>D. Robert: <i>Demokratija i njeni kritičari</i>, CID, Podgorica, 1999.</p> <p>H. Dejvid: <i>Modeli demokratije</i>, Školska knjiga, Zagreb, 1990.</p> <p><i>Čitanka ljudskih prava</i>, Centar za ljudska prava Univerziteta u Sarajevu, Sarajevo, 2001.</p> <p>Ostala literatura Civitas BiH predviđena za ovaj predmet.</p>

SEVENTH SEMESTER



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: TRANSLATION THEORY I

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VII	Undergraduate study – Bachelor Degree compulsory subject	2	2	6	04K03-488

Pre-requisites

-

Subject aims Prikaz značajnih savremenih teorija prevođenja uopšte. Sticanje znanja za prepoznavanje pojmova obrađenih u toku nastave, kako bi se to znanje poslije moglo iskoristiti u radu na pismenom i usmenom prevođenju. Osobitosti kod prevođenja književnih tekstova. Upoznavanje i razvijanje kritičkog mišljenja u smislu razumijevanja specifičnih aspekata prevođenja. Primarni informativni tekstovi.

Learning outcomes S obzirom da su studenti upoznati sa osnovnim problemima i metodama pismenog i usmenog prevođenja na njemački i na maternji jezik, time stiču kompetencije postizanja visoke razine translologije uopće i njene primjene u praksi.

Indicative syllabus content:

WEEK	SUBJECT
1. Week	Translation issues and typology of text for translation Übersetzungsorientierte Texttypologie (Stolze, Reiß).
2. Week	Translational theories (Newmark, Kade, Neubert, Vinay, Koller).
3. Week	Definition and delimitation of terms <i>Übersetzen, Dolmetschen</i> und <i>Translation</i> .
4. Week	Conference texts
5. Week	Business Correspondence, Outside Form, Title, Welcome Words, routine formulations
6. Week	Articles from professional journals
7. Week	First partial exam
8. Week	Court judgments
9. Week	National legal provisions and legal terminology
10. Week	Texts when drawing up the contract
11. Week	Translation of documents
12. Week	Philological texts
13. Week	Texts and language of advertisements
14. Week	Second partial exam
15. Week	Working with translation dictionaries. Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	15%	15%	---	10%	55%

Reading

Essential	Kadrić/Kaind/Kaiser-Coske (2005): <i>Transaltorische Methodik</i> . Facultas Verlags- und Buchhandels AG, Wien. Kautz, Ulrich (2000): <i>Handbuch Didaktik des Übersetzens und Dolmetschens</i> . Iudicum Verlag, München Stolze Radegundis (2008): <i>Übersetzungstheorien</i> . Gunter Narr Verlag, Tübingen.
Supplementary	Baumann, Manfred (1982): <i>Lernen aus Texten und Lehrtextgestaltung</i> . Volk u. Wissen, Berlin. Levi, Jirži (1982): <i>Umjetnost prevođenja</i> . Sarajevo, Svjetlost.



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: MODERN GERMAN LANGUAGE VII

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VII	Undergraduate study – Bachelor Degree Compulsory subject	2	2	5	04K03-489

Pre-requisites

-

Subject aims

The aim of this course is to understand the structure of the text and to analyze the text as a next level after sentence, word and sound.

Learning outcomes

After attending the course as a result of the learning process for the Modern German Language VII students will be able to:

- identify and analyze cohesion in the text,
- identify and analyze coherence in the text,
- identify text features.

Indicative syllabus content:

1. Text cohesion by punctuation marks
2. Textual Cohesion through Connectors: Inventory and Linkage
3. Textual Cohesion through Connectors: Meaning Relations
4. Textual cohesion through article words and pronouns
5. Textual cohesion through tense, verb mode, and diathesis
6. Functional sentence perspective: Theme and Rheme
7. First partial exam
8. Coherence in the text: Lexical knowledge
9. Coherence in the text: World and action knowledge
10. Coherence in the text: Textual knowledge
11. Coherence in the text: Text samples of text type examples
12. Constitution of texts and Understanding
13. From text to hypertext
14. Second partial exam
15. Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

		Grading				
		ECTS credits earned	Grade	(ECTS grade)		
		54 i <	5	F		
		55-64	6	E		
		65-74	7	D		
		75-84	8	C		
		85-94	9	B		
		95-100	10	A		
Assessment Criteria						
Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam	
5%	20%	20%	---	---	55%	
Reading						
Essential	Duden (2005): <i>Grammatik der deutschen Sprache</i> . Band 4. Mannheim: Dudenverlag.					
Supplementary	Engel, U. (2009): <i>Deutsche Grammatik</i> . München, Iudicium. Helbig, G./Buscha, J. (2001.): <i>Deutsche Grammatik</i> . Leipzig, Verlag Enzyklopädie. Zifonun, G. et al. (1997): <i>Grammatik der deutschen sprache</i> . Berlin-New York, de Gruyter.					



**UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE**

Subject title: SCHOOL PRACTICE I

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
VII	Undergraduate studies Required	1	2	5	04K03-490

Subjects as prerequisites:

-

Subject aims

Develop components of teaching competencies in foreign language teaching, concept of natural talent for foreign language teaching, relationship between innate abilities and acquired skills in foreign language teachers, teaching styles, teaching strategies, professionalism in language and methodics, strategies in developing student motivation, teacher qualities, teacher attitudes etc.

Competencies (learning outcomes)

Upon the completed course student will be able to:

- analyze class interactions (interaction models, teacher-student relationship)
- analyze the structure and dynamics of class, organization of contents, use of teaching materials and aids, form of work and work environment during class;
- prepare for class (class preparation form, parts and structure of class preparation, sequence of activities, forming the aims and tasks during the class)
- select teaching methods and procedures and forms of work that match teaching aims
- select teaching aids and prepare teaching materials

Subject program:

WEEK	UNIT
Week 1	Hospitation - analyze class interactions (interaction models, teacher-student relationship)
Week 2	Analysis of structure and dynamics of the class
Week 3	Organization of contents, use of teaching aids, form of work and teaching environment
Week 4	Aspects and techniques of targeted observation using reflexive approach
Week 5	Work of teaching preparation (teaching preparation forms, parts and structure of teaching preparation form)
Week 6	Sequence of events, determining aims and tasks in during class
Week 7	Hospitation - trial classes
Week 8	Selection of teaching methods and procedures and forms of work that match teaching aims
Week 9	Selection of teaching aids
Week 10	Selection of teaching materials
Week 11	The form and instructions for observation journal
Week 12	Simulation of teaching classes at faculty 10; trial classes - 5
Week 13	Analysis of observation journal
Week 14	Analysis of video recordings
Week 15	Analysis of completely observed classes and teaching practice diaries

Teaching:

The classes comprise lectures and practical classes.

- | | |
|-----------------|-----|
| 1. Lectures | 70% |
| 2. Presentation | 30% |

Practical classes are auditory. The aim of practical classes is teach students in critical thinking and understanding issues and problems dealt with during lectures from the related subject field.

Testing:

In determining the final grade, the following is taken into consideration: Active participation during classes (systematic reading, personal contribution during discussions, completing set tasks), teaching class, portfolio and final exam. Involvement and student interest during teaching are recorded and evaluated following the descriptors of ECTS system.

Criteria for final grading of student success in the subject is harmonized with the Statute of University of Zenica and listed in the table below:

Evaluation		
Number of points	Grade	(ECTS grade)
54 and <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Testing criteria:

Presentation and attendance	I in-class exam	II in-class exam	III in-class exam	Seminar paper (observation journal)	Final exam
5%	30%	-	-	10%	55%

Reading list

Required	Meyer, H. (1996): <i>Leitfaden zur Unterrichtsvorbereitung</i> . Cornelsen Scriptor, Frankfurt am Main. Ziebell, B. (2002): <i>Unterrichtbeobachtung und Lehrerverhalten</i> . Langenscheidt, Berlin.
Dodatna	Heidemann, Rudolf (2003): <i>Körpersprache im Unterricht</i> . Quelle und Meyer, Wiebelsheim.



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: NJEMAČKA PROZA 20. STOLJEĆA

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
VII	Dodiplomski studij obavezni	2	2	5	04K03-491

Predmeti koji su preduvjet za polaganje -

Cilj predmeta	<p>Cilj je kolegija pokazati povezanost njemačke prozne književne produkcije kako sa aktuelnom društveno-historijskom problematikom, tako i sa evropskim traženjima novog književnog izraza za osjećaj krize, straha, nezadovoljstva, opasnosti, odnos prema ratu i agresiji, ali i nade modernog čovjeka. Studenti se upoznaju sa tehnikama proznog izraza, uočavaju povezanost književnosti sa spoznajama moderne nauke i filozofije.</p> <p>Proza 20. stoljeća predstavlja se u njemačkom i evropskom književnohistorijskom i društvenom kontekstu s nekoliko stilskih epoha, grupacija i pravaca (naturalizam, simbolizam, ekspresionizam, "nova objektivnost", grupa 47), odnosno odabranih tekstova. Analizirat će se roman i novela, od R. M. Rilkea, Th. Manna, A. Döblina, F. Kafke, preko Roberta Musila i Hermanna Brocha, do Günthera Grassa i Heinricha Bölla.</p>
Kompetencije (Ishodi učenja)	<p>Nakon odslušanog kolegija kao rezultat procesa učenja za predmet Njemačka proza 20. stoljeća studenti su u stanju:</p> <ul style="list-style-type: none">- prepoznavati raznolikost duha, kulture i umjetnosti u 20. stoljeću- prepoznavati brojne smjerove proze u 20. stoljeću- razumjeti osnovne teme proze 20. stoljeća, kao što su: strah, kriza, opasnost- razumjeti problematiku suočavanja s prošlošću nakon Drugog svjetskog rata- navesti i interpretirati odabrana djela ove književne epohe

Program predavanja:

1. sedmica: Prozna književna produkcija kao posljedica društveno-historijskih dešavanja
2. sedmica: Traženje novog književnog izraza
3. sedmica: Osjećaj krize, straha, nezadovoljstva, opasnosti
4. sedmica: Odnos prema ratu i agresiji
5. sedmica: Osnovne karakteristike simbolizma i interpretacija reprezentativnih djela
6. sedmica: Franka Kafka: *Der Prozess*
7. sedmica: Prvi parcijalni ispit
8. sedmica: Reiner Maria Rilke: *Aufzeichnungen des Malte Laurids Brigge*
9. sedmica: Osnovne karakteristike ekspresionizma i interpretacija reprezentativnih djela
10. sedmica: Großstadt- und Montageroman *Berlin Alexanderplatz* von Alfred Döblin
11. sedmica: Osnovne karakteristike „nove objektivnosti“ (Neue Sachlichkeit) i interpretacija reprezentativnih djela
12. sedmica: Hermann Broch: *Der Tod des Vergil*
13. sedmica: Značaj i uloga „Grupe 47“
14. sedmica: Drugi parcijalni ispit
15. sedmica: Završna evaluacija kolegija

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %

2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Uvjet za priznavanje bodova je pohađanje nastave, ispunjavanje svih nastavnih i ispitnih obaveza. Kategorije koje se boduju su aktivnost tokom nastave, prisutnost na nastavi, pismeni kolokvij, usmeni referat i završni ispit. Zastupljeno je kontinuirano praćenje studenata. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
5%	20%	20%	-	-	55%

Literatura

Obavezna	<p>Lektire: R. M. Rilke: <i>Aufzeichnungen des Malte Laurids Brigge</i> Th. Mann: <i>Der Tod in Venedig</i> A. Döblin: <i>Berlin Alexanderplatz</i> F. Kafka: <i>Der Prozess</i> H. Broch: <i>Der Tod des Vergil</i> R. Musil: <i>Verwirrungen des Zöglings Törleß</i> G. Grass: <i>Katz und Maus</i> H. Böll: <i>Wanderer kommst du nach Spa...</i></p> <p>Petersen, Jürgen H. (1991): <i>Der deutsche Roman der Moderne</i>, Stuttgart: Metzler. Schnell, Ralf (1993): <i>Geschichte der deutschsprachigen Literatur seit 1945</i>, Stuttgart: Metzler Žmegač, Viktor (Hrsg.) (1996): <i>Geschichte der deutschen Literatur vom 18. Jahrhundert bis zur Gegenwart</i>, Weinheim: Athenäum Verlag.</p>
Dodatna	<p>Boyle, Nicholas (2009): <i>Kleine deutsche Literaturgeschichte</i>, München: Beck Verlag. Rothmann, Kurt (2009): <i>Kleine Geschichte der deutschen Literatur</i>, Stuttgart: Reclam. Sekulić-Škreb-Žmegač (1997): <i>Kleine Geschichte der deutschen Literatur</i>, Berlin: Cornelsen Verlag</p>

**UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY**

Course: DIDACTICS

Semester	Status	Hours per week		ECTS credits	Semester
		Lectures	Practical classes		
VII	obligatory	2	2	4	04K03-492

Requirements -

Course objectives Developing ability for comparative-critical analysis of fundamental didactic terms, development path of didactics and identification of their connection with the teaching practice. Developing critical thinking and ability to resolve basic didactic problems. Enabling the students to apply and test in practice the knowledge they acquire.

Learning outcomes In this course, the students will gain the necessary competences of understanding the rules of the teaching process and the essence of learning in teaching in classroom.

Course delivery plan:

- Week 1: Didactics as a scientific discipline. Didactic ideas and views of some philosophers and pedagogues. The scope of didactics. The position of didactics in the system of other sciences. Defining basic didactic terms.
- Week 2: Teaching processes and their rules. The essence of the teaching process and the tasks of teaching. Didactic principles (as general empirical norms of action in teaching).
- Week 3: Teaching syllabi. Generation experience and its didactic transformation. Specification of teaching content. Curriculum. Syllabus.
- Week 4: Organization of teaching. Organization forms of contemporary teaching.
- Week 5: Social forms of work in teaching. Frontal teaching. Group work, Pair work.
- Week 6: Individual work. Dynamics of independent work. Techniques of independent work.
- Week 7: In-class test 1
- Week 8: Flexible teaching systems. Problem solving teaching. Programmed teaching. Learning through discovering. Team teaching.
- Week 9: Microorganization of teaching. Teaching unit. Teaching hour. Stages of teaching organization. Planning and preparation of teaching. Implementation of teaching.
- Week 10: Teaching schedule. Flexible models of teaching schedule.
- Week 11: Teaching technology. Methods and techniques of conveying information in classroom.
- Week 12: Evaluation of teaching results. Modalities of testing and assessment of teaching results.
- Week 13: The role of teacher in modern teaching process. School and teaching documents.
- Week 14: In-class test 2
- Week 15: Final evaluation of the course

Teaching methods: 1. Frontal teaching 35%
2. Presentations 65%

Assessment rationale: 1. Presentation 15%
2. In-class test 1 30%
3. In-class test 2 30%
4. Oral exam 25%

Assessment Criteria

Lectures	Practical classes		Final exam	

Reading

Essential	<ul style="list-style-type: none"> - Čatić, R. (2003): Osnovi didaktike, Zenica: Pedagoški fakultet - Bognar, L. Matijević, M. (2002). Didaktika, Zagreb: Školska knjiga, - Kyriacou, C. (1995). Temeljna nastavna umijeća, Zagreb: Educa, - Slatina , M. (1998). Nastavni metod-prilog pedagoškoj moći suđenja, Sarajevo: Filozofski fakultet, - Terhart, E. (2001). Metode poučavanja I učenja, Zagreb:Educa,
Supplementary	<ul style="list-style-type: none"> - Marsh, C. (1994). Kurikulum, Zagreb:Educa, Krneta, Lj. (2000). Faktori školskog uspjeha, Banja Luka:Kompani, Grgin, T. (2001) . Školsko ocjenjivanja znanja, Jastrebarsko:Naklada Slap



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

Subject Title: TESTING AND EVALUATION OF COMMUNICATION COMPETENCE

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures	Exercises		
VII	Undergraduate studies Obligatory	2	2	4	04K01-096

Subjects as prerequisites:

Course aim	The aim of the course is to: provide students with insight into the issues of testing and evaluating communication competencies; enable them to develop their communication competences independently; to master the characteristics of communication processes and the ways of evaluation and presentation of the results collected by communication tests.
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Competencies (learning outcomes)	To enable students to use communication skills and train them to participate in public appearances and discussions. Mastering the competencies necessary for successful communication and conflict resolution.
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Subject program:

The course contains an overview of the elements of the communication process, types of communication, conversation styles, communication skills and conversational mistakes. The syllabus also includes communication competencies essential for public speaking as well as research techniques for evaluating communication skills.

Teaching:

Lectures, Exercises, Practical work/Debate, Presentations

Testing:

Practical work/Debate, Written exam, Oral exam



Criteria for knowledge evaluation

Lectures	Exercises	Practical work	Theory exam		
20%	15%	25%	40%		

Reading

Obligatory	Thun Schulz, Friedemann (2001): <i>Kako međusobno razgovaramo</i> . Zagreb: Erudita. Reardon K., Kathleen (1998): <i>Interpersonalna komunikacija – gdje se misli susreću</i> . Zagreb: Alinea. Kukić, Damir (2013): <i>Komuniciranje i komunikacijske vještine</i> . Online izdanje: http://unze.ba./komuniciranje
Additional	Doye, P. (1998): <i>Typologie der Testaufgaben für den Unterricht Deutsch als Fremdsprache</i> . Berlin, München: Langenscheidt. Bolton, S. (1996): <i>Probleme der Leistungsmessung</i> . Berlin etc.: Langenscheidt.

EIGHT SEMESTER

 <div style="text-align: center;"> UNIVERSITY IN ZENICA FACULTY OF PHILOSOPHY DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE </div> 					
Subject title: TRANSLATION THEORY II					
Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VIII	Undergraduate study – Bachelor Degree compulsory subject	2	2	5	04K03-493
Predmeti koji su preduvjet za polaganje			Translation Theory II		
Subject aims		A review of significant contemporary translation theories in general. Acquiring knowledge to identify concepts processed during class so that this knowledge can later be used in translation and interpretation work. Particularities in translating literary texts. Getting to know and developing critical thinking in terms of understanding specific aspects of translation. Primary information texts.			
Learning outcomes		Since students are familiar with the basic problems and methods of translation and interpretation into German and their mother tongue, they acquire the competence to achieve a high level of translatology in general and its application in practice.			
Indicative syllabus content:					
WEEK	SUBJECT				
1. week	Features of translation of literary texts				
2. week	Die Äquivalententheorie.				
3. week	Strategies for translating individual literary texts				
4. week	Features of translation of prose texts.				
5. week	Translating shorter prose text				
6. week	Comparison of different translations of the same prose text				
7. week	First partial exam				
8. week	Features of translation of dramatic texts				
9. week	Translating a shorter dramatic text				
10. week	Features of poetry translation				
11. week	Translation of rhyming poem into German and b / h / s				
12. week	Translation of rhyme-free song into German and b / h / s				
13. week	Working with dictionaries				
14. week	Second partial exam				
15. week	Final evaluation of the course				
Learning delivery:					
The course is performed in the form of lectures and exercises.					
1. ex cathedra 70%					
2. Presentations 30%					
Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.					
Assessment Rationale:					
When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to					

comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	---	---	55%

Reading

Essential	Kadrić/Kaind/Kaiser-Coske (2005): <i>Transalatorische Methodik</i> . Facultas Verlags- und Buchhandels AG, Wien. Kautz, Ulrich (2000): <i>Handbuch Didaktik des Übersetzens und Dolmetschens</i> . Iudicum Verlag, München Stolze Radegundis (2008): <i>Übersetzungstheorien</i> . Gunter Narr Verlag, Tübingen.
Supplementary	Baumann, Manfred (1982): <i>Lernen aus Texten und Lehrtextgestaltung</i> . Volk u. Wissen, Berlin. Levi, Jirži (1982): <i>Umjetnost prevodenja</i> . Sarajevo, Svjetlost.



UNIVERSITY IN ZENICA
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LITERATURE



Subject title: SEMANTICS

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VIII	Undergraduate study – Bachelor Degree Compulsory subject	2	2	5	04K03-316

Pre-requisites -

Subject aims

To enable the student to master the basic semantic structures of the German language. To enable the student to obtain a theoretical background in the semantics of German based on the latest scientific knowledge in this linguistic discipline. To enable the student through the practical exercises to learn the automatisms of proper use of the semantic structures of the German language.

The course Semantics deals with the following concepts: semantics, semaziology, onomasiology, mental lexicon, levels of linguistic expressions, meaning and meaning of words, semantic competence, semantic concepts, meaning and use of words, lexical and actual meaning, meaning of verbs, synonyms, polysemy, homonyms, homonyms, homophones, antonyms, semantic fields, semantic valence.

Learning outcomes

After completing the course, students are able to:

- apply and demonstrate acquired knowledge in semantics
- enumerate and define key concepts in semantics
- identify and explain meaning relationships
- analyze the meaning of words according to different approaches to semantics

Indicative syllabus content:

WEEK	TOPIC
Week 1	Semantics, semaziology, onomasiology
Week 2	Mental lexicon and semantic competence
Week 3	Levels of language expressions
Week 4	Meaning and marking of words
Week 5	Semantic concepts
Week 6	Meaning and use of words
Week 7	First partial exam
Week 8	Lexical and topical meaning
Week 9	The meaning of the verb
Week 10	Semantic valence
Week 11	Semantic fields
Week 12	Synonyms, polysemy, antonyms
Week 13	Homonyms, homographs, homophones
Week 14	Second partial exam
Week 15	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	-	-	55%

Reading

Essential	Busch, A./ Stenschke, O. (2008), <i>Germanistische Linguistik, Eine Einführung</i> , 2., durchgesehene und korrigierte Auflage. Gunter Narr Verlag, Tübingen. Löbner, S. (2003): <i>Semantik, Eine Einführung</i> . Walter de Gruyter, Berlin, New York. Schwarz, M. / Chur, J. (2007): <i>Semantik, Ein Arbeitsbuch</i> , 5. aktualisierte Ausgabe. Gunter Narr Verlag, Tübingen.
Supplementary	Fritz, G. (1998): <i>Historische Semantik</i> , J. B. Metzler. Stuttgart, Weimar. Kleiber, G. (1998): <i>Prototypensemantik, Eine Einführung</i> . Gunter Narr Verlag, Tübingen.



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: SAVREMENI NJEMAČKI JEZIK VIII

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
VIII	Diplomski studij obavezni	1	2	4	04K03-494

Predmeti koji su preduvjet za polaganje

-

Cilj predmeta	Cilj ovog predmeta je utvrđivanje usvojenog znanja iz područja gramatike njemačkog jezika u cjelosti kroz obradu različitih tema iz područja historije, geografije, kulture, privrede, turzima i političkog života zemalja njemačkog govornog područja (Njemačka, Austrija i Švicarska).
Kompetencije (Ishodi učenja)	Nakon odslušanog kolegija kao rezultat procesa učenja za predmet Savremeni njemački jezik VIII studenti su u stanju: <ul style="list-style-type: none">- vladati širokom lepezom gramatičkih kategorija,- ovladati metodom analize zadanog teksta sadržajno i gramatički,- prevoditi i pratiti aktuelne tekstove na njemačkom jeziku uz upotrebu pravilnih provježbanih gramatičkih struktura

Program predavanja :

1. Obrada teksta na jednu od zadanih tema sa fokusom na morfološke, sintaktičke i semantičke kriterije podjele glagola.
2. Obrada teksta na jednu od zadanih tema sa fokusom na infinitne oblike glagola, pomoćne i modalne glagole.
3. Obrada teksta na jednu od zadanih tema sa fokusom na tempus, genus i modus glagola.
4. Obrada teksta na jednu od zadanih tema sa fokusom na refleksivne glagole, glagole sa razdvojnim prefiksom i kategorije imenica.
5. Obrada teksta na jednu od zadanih tema sa fokusom na pridjeve i priloge.
6. Obrada teksta na jednu od zadanih tema sa fokusom na članove, prijedloge, veznike i rječice.
7. Prvi parcijalni ispit
8. Obrada teksta na jednu od zadanih tema sa fokusom na rečenične dijelove.
9. Obrada teksta na jednu od zadanih tema sa fokusom na atribut, kongruenciju i negaciju.
10. Obrada teksta na jednu od zadanih tema sa fokusom na vrste složenih rečenica po strukturi i funkciji.
11. Obrada teksta na jednu od zadanih tema sa fokusom na vrste rečenica po značenju.
12. Obrada teksta na jednu od zadanih tema sa fokusom na semantičku podjelu adverbijalnih zavisnih rečenica.
13. Obrada teksta na jednu od zadanih tema sa fokusom na koheziju, koherenciju i funkcionalnost teksta.
14. Drugi parcijalni ispit
15. Završna evaluacija kolegija

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %

2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Uvjet za priznavanje bodova je pohađanje nastave, ispunjavanje svih nastavnih i ispitnih obaveza. Kategorije koje se boduju su aktivnost tokom nastave, prisutnost na nastavi, pismeni kolokviji, usmeni referat i završni ispit. Zastupljeno je kontinuirano praćenje studenata. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
5%	20%	20%	-	-	55%

Literatura

Obavezna	Duden (2005): <i>Grammatik der deutschen Sprache</i> . Band 4. Mannheim: Dudenverlag.
Dodatna	Engel, U. (2009): <i>Deutsche Grammatik</i> . München. Iudicium. Helbig, G./Buscha, J. (2001.): <i>Deutsche Grammatik</i> . Leipzig: Verlag Enzyklopädie. Zifonun, G. et al. (1997): <i>Grammatik der deutschen sprache</i> . Berlin-New York, de Gruyter .



**UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE**

Subject title: SCHOOL PRACTICE II

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
VIII	Undergraduate studies Required	1	2	4	04K03-495

Subjects as prerequisites: -

Subject aims Develop components of teaching competencies in foreign language teaching, concept of natural talent for foreign language teaching, relationship between innate abilities and acquired skills in foreign language teachers, teaching styles, teaching strategies, professionalism in language and methodics, strategies in developing student motivation, teacher qualities, teacher attitudes etc.
Students are expected to have portfolio with all necessary materials and class comments regarding their individual progress.

Competencies (learning outcomes) Upon the completed course student will be able to:
 - analyze class interactions (interaction models, teacher-student relationship)
 - analyze the structure and dynamics of class, organization of contents, use of teaching materials and aids, form of work and work environment during class;
 - prepare for class (class preparation form, parts and structure of class preparation, sequence of activities, forming the aims and tasks during the class)
 - choose appropriate teaching methods and procedures, forms of work that match the aims of the class; select teaching aids and resources and prepare its own teaching material
 - analyze and hold classes in different level classes

Subject program:

WEEK	UNIT
Week 1	Student prepares for teaching classes
Week 2	Work on teaching preparation forms for teaching classes (total of 5 independent teaching classes in different level grades)
Week 3	Teaching 1 class in different level classes
Week 4	Teaching 1 class in different level classes
Week 5	Teaching 1 class in different level classes
Week 6	Teaching 1 class in different level classes
Week 7	Teaching 1 class in different level classes
Week 8	Student assembles portfolio with relevant documents regarding development of his own teaching competence
Week 9	Analysis of teaching practice diary
Week 10	Analysis of teaching preparation forms
Week 11	Self-evaluation of every held class and of obtained teaching competence
Week 12	Self-evaluation of every held class and of obtained teaching competence
Week 13	Self-evaluation of every held class and of obtained teaching competence
Week 14	Analysis of video recordings as unobligatory didactic material
Week 15	Analysis of completely observed classes and teaching practice diaries

Teaching:

The classes comprise lectures and practical classes.

1. Lectures 70%
2. Presentation 30%

Practical classes are auditory. The aim of practical classes is teaching students in critical thinking and understanding issues and problems dealt with during lectures from the related subject field.

Testing:

In determining the final grade, the following is taken into consideration: Active participation during classes (systematic reading, personal contribution during discussions, completing set tasks), teaching class, portfolio and final exam. Involvement and student interest during teaching are recorded and evaluated following the descriptors of ECTS system.

Criteria for final grading of student success in the subject is harmonized with the Statute of University of Zenica and listed in the table below:

Evaluation		
Number of points	Grade	(ECTS grade)
54 and <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Testing criteria:

Presentation and attendance	I in-class exam	II in-class exam	III in-class exam	Seminar paper/Portfolio	Final exam
10%	25%	-	-	10%	55%

Reading list

Required	Storch, G. (1999): <i>Deutsch als Fremdsprache, Eine Didaktik</i> . München, Fink. Häussermann, U. i H.E., Piepho (1996): <i>Aufgaben-Handbuch Deutsch als Fremdsprache</i> . München: Iudicium Weigmann, J. (1992): <i>Unterrichtsmodelle Deutsch als Fremdsprache</i> . München, Hueber Verlag.
Additional	Bolton, S. (1996): <i>Probleme der Leistungsmessung</i> . Berlin etc., Langenscheidt. Doye, P.: (1998): <i>Typologie der Testaufgaben für den Unterricht Deutsche als Fremdsprache</i> . Berlin, München, Langenscheidt.



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: METHODOLOGY OF GERMAN LANGUAGE TEACHING II

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VIII	Undergraduate study – Bachelor Degree compulsory subject	2	2	4	04K03-496

Pre-requisites Methodology of German language teaching I

Subject aims The course deals with practical issues of teaching various aspects of the German language in three basic age groups (preschool and early school age, older school age, adult learners) and on three basics of language proficiency (beginner, intermediate and advanced language learning). Students are introduced to how to analyze and correct students' mistakes. In the course, the course deals with the content of culture and civilization, the processing of authentic texts (literary texts, professional texts and newspaper articles), the application of games and media in German language teaching, projects in German language teaching, criteria for analysis and selection of teaching materials for learning German language.

Learning outcomes Acquiring the ability to adequately select and apply the various methods and procedures used in teaching the phonological and graphic level of the German language, in teaching the morphosyntactic structures and lexical units of the German language and in developing language skills and competences. Students become aware of the characteristics, advantages and disadvantages of particular methods, procedures and types of exercises.

Program predmeta:

WEEK	SUBJECT
1. week	Foreign language learning theories and methods
2. week	Factors influencing the choice of methods in foreign language teaching
3. week	Historical review of methods in foreign language teaching
4. week	Teacher personality, teacher-student interaction
5. week	Teaching aids in foreign language teaching
6. week	Aims and tasks of teaching foreign languages
7. week	Curriculum for elementary, high school and vocational schools
8. week	First partial exam
9. week	School documentation
10. week	The importance of phonetics in foreign language teaching
11. week	The importance of grammar in foreign language teaching
12. week	Games in foreign language teaching, civilization in foreign language teaching
13. week	Exercises and tasks, simulation of communication in general
14. week	Second partial exam
15. week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	-	-	55%

Reading

Essential	<p><i>Memnuna Hasanica (2000): Mjerni instrument za provjeravanje znanja , u: Didaktički putokazi 18, Pedagoški zavod i Pedagoška akademija Zenica (str.32-37).</i></p> <p>Storch, G. (1999): <i>Deutsch als Fremdsprache. Eine Didaktik.</i> München, Fink.</p> <p>Häussermann, U. i H.-E. Piepho (1996): <i>Aufgaben-Handbuch Deutsch als Fremdsprache: Abriß einer Aufgaben- und Übungstypologie.</i> München, Iudicium.</p> <p>Tanović M. (1983): <i>Doprinosi metodici nastave stranih jezika.</i> Svjetlost, Sarajevo.</p>
Supplementary	<p>Bolton, S. (1996): <i>Probleme der Leistungsmessung.</i> Berlin etc.,Langenscheidt.</p> <p>Bohn, R.(1999): <i>Probleme der Wortschatzarbeit.</i> Berlin, München, Langenscheidt.</p> <p>Dahlhaus, B (1994): <i>Fertigkeit Hören.</i> Berlin, München, Langenscheidt.</p> <p>Dieling, H. i U. Hirschfeld (1992): <i>Phonetik lehren und lernen.</i> Berlin, München: Langenscheidt.</p> <p>Doye, P. (1998): <i>Typologie der Testaufgaben für den Unterricht Deutsch als Fremdsprache.</i> Berlin, München: Langenscheidt.</p> <p>Hasanica M. (1996) : <i>Primjena metode ilustracije u nastavi stranih jezika: u Didaktički putokazi 3, Pedagoški zavod i pedagoška akademija Zenica (str. 26-30).</i></p> <p><i>Hasanica Memnuna (1999): Zadaci objektivnog tipa iz Njemačkog jezika za 3. razred srednjih škola (1999) u:Didaktički putokazi 16, Pedagoški zavod i Pedagoška akademija (str. 46-49).</i></p>



UNIVERZITET U ZENICI
FILOZOFSKI FAKULTET

Naziv predmeta: NJEMAČKA POSTMODERNA

Semestar	Status	Broj časova sedmično		ECTS bodovi	Šifra
		Predavanja	Vježbe		
VIII	Dodiplomski studij izborni	2	2	4	04K03-497

Predmeti koji su preduvjet za polaganje -

Cilj predmeta	Kolegij daje uvid u karakteristike međunarodne postmoderne (<i>Ime ruže</i> U. Eca, djela Salmona Rushdieja, Terryja Pratchetta, Petera Ackroyda) i kraći prikaz postmodernih historijskih romana (E. L. Doctorowa, Roberta Coovera i Thomasa Pynchona). Nadalje se predstavljaju teoretičari postmoderne i njena psihološka obilježja (ravnodušnost spram krize, nesposobnost žaljenja zbog stanja stvari, pomirenost s katastrofom, entropija, raspad subjekta, psihopatologija) kao i specifičan stilski postupak (poigravanje, parodija, intertekstualni citatni kolaži, višestruko kodiranje, apsurd, subverzija, karnevalizacija, miješanje visokog i niskog, simulakrum). Ideološka pozicija (bezuovjetno premošćivanje svih jazova, otvorenost za magiju i okultizam, ukidaju se velike istine, generalizacije, dogme, ontološke paradigme i opšti kanoni vrijednosti; tolerantni pluralizam, sinkretizam, sva tumačenja su dozvoljena – i uvijek samo privremena), žanrovska otvorenost (prema pop-kulturi, naučnoj fantastici, krimiću, westernu, reportaži, pornografiji) i medijalna otvorenost (prema filmu, televiziji, rock-glazbi) su karakteristike postmoderne kako u evropskoj tako i u njemačkoj književnosti, koji će biti prikazani na primjeru djela kao što su: Patrick Süskind: <i>Das Parfum</i> ; Christoph Ransmayr: <i>Morbus Kitahara</i> ; Peter Handke: <i>Kasper</i> , Ingeborg Bachmann: <i>Malina</i> , Elfriede Jelinek: <i>Die Klavierspielerin</i> i drugi.
Kompetencije (Ishodi učenja)	Nakon odslušanog kolegija kao rezultat procesa učenja za predmet Kultura njemačke postmoderne studenti su u stanju: <ul style="list-style-type: none">- prepoznavati novu koncepciju postmoderne- prepoznavati psihološka obilježja kao npr. ravnodušnost, pomirenost s katastrofom, entropija, raspad subjekta i sl.- navesti odlike stilskog postupka postmoderne i prepoznati ih u obrađenim djelima interpretirati navedena djela s pogledom na odlike postmoderne

Program predavanja:

1. Karakteristike međunarodne postmoderne (*Ime ruže* U. Eca, djela Salmona Rushdieja, Terryja Pratchetta, Petera Ackroyda)
2. Teoretičari i teoretska osnova postmoderne
3. Psihološka obilježja postmodernih romana (ravnodušnost, pomirenost s katastrofom, entropija, raspad subjekta, psihopatologija)
4. Stilski postupak potmoderne: poigravanje, parodija, intertekstualni citatni kolaži, višestruko kodiranje, apsurd, subverzija, karnevalizacija, miješanje visokog i niskog
5. Ideološka pozicija postmoderne (premošćivanje svih jazova, otvorenost za magiju i okultizam, ukidanje velikih istina, generalizacije, tolerantni pluralizam, sinkretizam)
6. Reprezentativni roman Patricka Süskinda: *Das Parfum*
7. Prvi parcijalni ispit
8. Christoph Ransmayr: *Morbus Kitahara*
9. Ingeborg Bachmann: *Malina*
10. Medijalna otvorenost prema filmu, televiziji, rock-glazbi
11. Handkeov odnos prema jeziku u djelu *Kasper*

12. Žanrovska otvorenost prema pop-kulturi, naučnoj fantastici, krimiću, westernu, reportaži, pornografiji
13. Elfriede Jelinek: *Die Klavierspielerin*
14. Drugi parcijalni ispit
15. Završna evaluacija kolegija

Izvođenje nastave:

Nastava se izvodi u obliku predavanja i vježbi.

1. eks katedra 70 %
2. prezentacije 30 %

Vježbe su auditorne. Cilj vježbi je da se studenti osposobe za kritičko gledanje i razumijevanje pitanja i problema tretiranih u toku predavanja, a vezanih za ovo predmetno područje.

Provjera znanja:

Uvjet za priznavanje bodova je pohađanje nastave, ispunjavanje svih nastavnih i ispitnih obaveza. Kategorije koje se boduju su aktivnost tokom nastave, prisutnost na nastavi, pismeni kolokviji, usmeni referat i završni ispit. Zastupljeno je kontinuirano praćenje studenata. Angažiranost i zainteresiranost studenata za rad u procesu nastave se evidentira i boduje približavajući se obilježjima ECTS sistema.

Kriteriji za konačno ocjenjivanje uspjeha studenta na predmetu su usklađeni sa Statutom Univerziteta u Zenici i navedeni su u tablici ispod:

Ocjenjivanje		
Osvojen broj bodova	Ocjena	(ECTS ocjena)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Težinski kriteriji za provjeru znanja

Prezentacija i prisustvo	I parcijalni ispit	II parcijalni ispit	III parcijalni ispit	Seminarski rad	Završni ispit
5%	20%	20%	-	-	55%

Literatura

Obavezna	<p>Lektire:</p> <p>Patrick Süskind: <i>Das Parfum</i></p> <p>Christoph Ransmayr: <i>Morbus Kitahara</i></p> <p>Peter Handke: <i>Kasper, Die linkshändige Frau</i></p> <p>Botho Strauß: <i>Marlenes Schwester</i></p> <p>Ingeborg Bachmann: <i>Malina, Ein Schritt nach Gomorrha</i></p> <p>Elfriede Jelinek: <i>Die Klavierspielerin</i></p> <p>Sten Nadolny: <i>Die Entdeckung der Langsamkeit</i></p> <p>Joseph Roth: <i>Landläufiger Tod</i></p> <p>Petersen, Jürgen H. (1991): <i>Der deutsche Roman der Moderne</i>. Stuttgart : Metzler.</p> <p>Sekulić-Škreb-Žmegač (1997): <i>Kleine Geschichte der deutschen Literatur.</i>, Berlin: Cornelsen Verlag</p> <p>Schnell, Ralf (1993): <i>Geschichte der deutschsprachigen Literatur seit 1945</i>. Stuttgart : Metzler</p>
Dodatna	<p>Boyle, Nicholas (2009): <i>Kleine deutsche Literaturgeschichte.</i>, München: Beck Verlag.</p> <p>Rothmann, Kurt (2009): <i>Kleine Geschichte der deutschen Literatur</i>, Stuttgart: Reclam.</p>



UNIVERSITY IN ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE



Subject title: PRAGMALINGUISTICS

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VIII	Undergraduate study – Bachelor Degree Optional subject	2	1	4	04K03-499

Pre-requisites

-

Subject aims

The objective of this course is:

- to introduce students to the main subjects of research in linguistic pragmatics
- to acquaint students with the useful dimension of language as a system of means for performing communicative actions
- motivate students to apply linguistic pragmatics methods in their own research

Learning outcomes

Upon completion of the course, the student will be able to:

- reconstruct the characteristic conditions, including the speaker's intent and the purpose of the linguistic act, under which the linguistic action of a particular type is performed
- assess the appropriateness of certain language means for performing language actions in given communicative circumstances
- taxonomize linguistic acts according to certain criteria (communicative goals, social relations between speakers, cognitive and emotional states of speakers, etc.)
- analyze authentic or literary dialogues as realizations of particular dialogic patterns
- apply the methods and current knowledge of linguistic pragmatics in their own research

Indicative syllabus content:

WEEK	TOPIC
Week 1	The relation of pragmatics to grammar and semantics
Week 2	Deictic and referential expressions
Week 3	Implications and Propositions
Week 4	The sentence type and sentence mode
Week 5	Pragmatics and Applied Linguistics (Cognitive Linguistics and Language Acquisition)
Week 6	First partial exam
Week 7	Speech acts 1: an inductive approach
Week 8	Speech Acts 2: A deductive approach (Speech Act Theory by J. R. Searle)
Week 9	Performative and referential use of speech verbs
Week 10	Types of speech acts and their conventional linguistic means of expression
Week 11	Indirect speech acts
Week 12	Speech act sequences: basic minimal dialog patterns
Week 13	Information structure of testimony
Week 14	Second partial exam
Week 15	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	-	-	55%

Reading

Essential	<p>Meibauer, Jörg (2001): <i>Pragmatik</i>. Tübingen: Stauffenburg Verlag Brigitte Narr.</p> <p>Hindelang, Götz (2000): <i>Einführung in die Sprechakttheorie</i>. Tübingen: Niemeyer.</p> <p>Karabalić, Vladimir (2005): „Značenje rečenice i komunikativno značenje njezina izričaja“, Jagoda Granić (ur.): <i>Semantika prirodnog jezika i metajezik semantike</i>. Zbornik Hrvatskog društva za primijenjenu lingvistiku, Zagreb / Split, 385-392.</p> <p>Karabalić, Vladimir (2009): „Jezična, komunikacijska i pragmatička kompetencija: modeli izričaja u nastavi jezika“, Jagoda Granić (ur.): <i>Jezična politika i jezična stvarnost</i>. Zbornik radova s 21. međunarodnog znanstvenog skupa Hrvatskog društva za primijenjenu lingvistiku u Splitu, svibanj 2007. Zagreb: Hrvatsko društvo za primijenjenu lingvistiku, 299-307.</p> <p>Karabalić, Vladimir (2013): „Gramatika dijaloga s primjerima primjene na analizu dijaloga u književnom djelu“, Marica Liović (ur.): <i>Sanjari i znanstvenici</i>. Zbornik radova u čast 70-godišnjice rođenja Branke Brlečić-Vujić. Filozofski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku, 529-545.</p>
Supplementary	<p>Stephen C. Levinson (1983): <i>Pragmatics</i>. Cambridge University Press. – Deutsch: Stephen C. Levinson (2000): <i>Pragmatik</i>. Tübingen: Niemeyer.</p> <p>John R. Searle (¹1969; ³¹2009): <i>Speech Acts: An Essay in the Philosophy of Language</i>. Cambridge University Press. – Deutsch: John R. Searle (¹1971; ²1983): <i>Sprechakte. Ein sprachphilosophischer Essay</i>. Frankfurt: Suhrkamp.</p> <p>John L. Austin (¹1962; ²1975): <i>How to do things with words</i>. Cambridge: Harvard University Press. – Deutsch: John L. Austin (¹1972; ²1979): <i>Zur Theorie der Sprechakte</i>. Stuttgart: Reclam.</p> <p>Hundsnurscher, Franz (2005): <i>Studien zur Dialoggrammatik</i>. Stuttgart: Verlag Hans-Dieter Heinz / Akademischer Verlag.</p>



UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY
DEPARTMENT OF GERMAN LANGUAGE AND
LITERATURE

Subject title: STYLISTICS FOR GERMANISTS

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Exercises		
VIII	Undergraduate study – Bachelor Degree Optional subject	2	1	4	04K03-500

Pre-requisites

-

Subject aims

To enable the student to master the basic concepts and methods of stylistics of the German language. To enable the student to obtain a theoretical background in the stylistics of the German language based on the latest scientific knowledge in this linguistic discipline. To enable the student through practical exercises to learn the automatisms for the proper use of the stylistic structures of the German language and to master them in order to realize the successful production and reception of the text in all fields of (intercultural) communication. The course Stylistics provides an analysis of different types of texts: literary, media and professional texts.

Learning outcomes

After completing the course students will be able to:

- apply and demonstrate acquired knowledge in stylistics
- define key concepts in stylistics
- determine the affiliation of the text to a specific functional style
- identify different types of written and oral texts
- analyze different types of texts according to contemporary stylistic approaches
- apply the acquired knowledge in stylistics in the individual production of different types of texts

Indicative syllabus content:

WEEK	THEME
1. week	Stylistics as a linguistic discipline, introduction and basic concepts
2. week	Object and methods
3. week	Style concept(s)
4. week	Stylistic devices on the syntactic level: sentence length, sentence type, word position.
5. week	Stylistically important modifications of the sentence design: Reductions, extensions, interruptions, punctuation and typography as stylistic devices.
6. week	Stylistic devices on the grammatical-morphological level: the stylistic peculiarities of the tense forms, modes as stylistic means, active and passive, change of the case government.
7. week	First partial exam
8. week	Stylistic devices of the vocabulary: stratification of vocabulary, neutral vocabulary, choice of words, meaning of words, parts of speech as stylistic devices, foreign words, specialized languages, dialectalisms, archaisms, neologisms, etc.
9. week	Stylistic devices: Imagery, metaphor, repetition, chiasmus, euphemism, parallelism, rhetorical question, personification, cipher, etc.
10. week	Functional styles
11. week	Stylistic properties of texts

12. week	Text type analysis and text typologies
13. week	Stylistic principles and possibilities of text design
14. week	Second partial exam
15. week	Final evaluation of the course

Learning delivery:

The course is performed in the form of lectures and exercises.

1. ex cathedra 70%
2. Presentations 30%

Exercises target auditory processing skills. The aim of the exercise is to enable students to critically view and understand the issues and problems handled during lectures, which are related to this subject area.

Assessment Rationale:

When determining the final grade, the following is taken into account: active participation in the course (systematic use of study literature, individual contribution to the discussion, fulfilling of the assigned tasks), colloquium and final exam. The engagement and interest of students in the teaching process are recorded and awarded according to comparability and complementarity of the ECTS system.

The criteria for the final assessment of the progress made by student on the subject are aligned with the Statute of the University of Zenica and are listed in the table below:

Grading		
ECTS credits earned	Grade	(ECTS grade)
54 i <	5	F
55-64	6	E
65-74	7	D
75-84	8	C
85-94	9	B
95-100	10	A

Assessment Criteria

Presentation and attendance	I colloquium	II colloquium	III colloquium	Essay	Final exam
5%	20%	20%	---	---	55%

Reading

Essential	Eroms, Hans-Werner (2008): <i>Stil und Stilistik. Eine Einführung</i> , Erich Schmidt Verlag, Berlin. Sandig, Barbara (2006): <i>Textstilistik des Deutschen</i> , 2. Auflage. De Gruyter, Berlin.
Supplementary	Sowinski, Bernhard (1991), <i>Deutsche Stilistik, Beobachtungen zur Sprachverwendung und Sprachgestaltung im Deutschen</i> . Fischer Taschenbuch, Frankfurt am Main.

