Univerzitet u Zenici
Filozofski fakultet
u Zenici



The University of Zenica
Faculty of Philosophy Zenica

CURRICULUM
OF THE STUDY PROGRAMME
ENGLISH LANGUAGE AND LITERATURE
First Cycle of Studies
(Revised, Academic Year 2023/2024)

Zenica, May, 2023

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1. GENERAL INFORMATION	
1.1. Name of the Study Program	**English Language and Literature**
1.3. Study program level	1st Cycle / Undergraduate Study *(Undergraduate B.A. study program)*
1.4. Academic / Scientific / Professional Title upon Completion of Studies	**Professional Title:** **Professor of English Language and Literature** ***(Bachelor of Arts in English Language and Literature)***

2. INTRODUCTION	
2.1. Rationale for Launching the Study Program	The Study Program in English Language and Literature has existed since the 2002/03 academic year. It was established within the Faculty of Pedagogy, which in 2013 evolved into the Faculty of Philosophy of the University of Zenica. From its inception, the program has been conceptualized as a general study program in English language and literature, i.e., as a philological study that also provides basic teaching qualifications. Unlike all other professions in which one can know the English language and communicate successfully in it, graduates of the English Language and Literature study program are language experts. They possess foundational formal linguistic knowledge about language in general, the English language, their native language, professional registers and linguistic aspects of these registers, as well as sociolinguistic aspects of the relationship between the two languages (English and Bosnian/Croatian/Serbian). In the context of the future development of Bosnia and Herzegovina, its path toward the EU, and openness to the world as a whole, and given the global role of the English language, the need for English language specialists in our society is unquestionable. This study program serves as a gateway to many occupations and professions, as well as for continuing education in the field of philology and other related disciplines.
2.2. Assessment of Expediency in View of Labor Market Needs in the Public and Private Sectors	In terms of its content and objectives, this study program prepares experts for language matters related to the English language, translation, and education. The undergraduate study program is conceptualized as a foundation for higher study cycles in philology and related disciplines, preparing students for continuing their education in the 2nd cycle of studies. Considering the European orientation of Bosnia and Herzegovina and the role of the English language in global communication, the demand for English language specialists exists not only in education but also in fields such as translation, publishing, journalism, culture, tourism and hospitality, transport and communications, etc.

2.3. Alignment with the Mission and Strategy of the Organizational Unit / University	The Study Program English Language and Literature is one of the study programs present at the Faculty of Pedagogy—today's Faculty of Philosophy—since its very foundation. As a foreign language study program, it is an essential part of philological studies at the Faculty of Philosophy in Zenica and fits into the mission and strategy of this faculty to develop humanistic scientific and professional disciplines within the University of Zenica (UNZE).
2.4. Comparability of the Study Program with Programs of Other Higher Education Institutions in Bosnia and Herzegovina and Abroad	In its main outlines, the program is aligned with other similar programs in Bosnia and Herzegovina, while simultaneously possessing specific features in the course content of certain linguistic subjects, as well as in the concept of organizing the 1st cycle of studies over a duration of 4 academic years.
2.5. Links with the Local Community (Economy, Public Institutions)	The SP English Language and Literature at the Faculty of Philosophy in Zenica is connected with similar departments at other universities, primary and secondary schools in the Zenica-Doboj Canton (ZDK), the Pedagogical Institute, the Ministry of Education of ZDK, the cultural community, the British Council, etc.

3. GENERAL INFORMATION	
3.1. Scientific Field, Area, Branch	**Scientific Area:** Humanities **Field:** Languages and Literature **Branch:** Linguistics / English Language and Anglophone Literature
3.2. Duration of the Study Program *(Is distance learning, part-time study, etc. possible?)*	Eight semesters, i.e., four years. Distance learning or part-time study is not foreseen due to the nature of the field (language skills) and material conditions at UNZE (space, staff, equipment).
3.3. Minimum Number of ECTS Credits Required for Completion	240 ECTS
3.4. Admission Requirements	In accordance with the legal provisions of relevant laws, regulations, and the Statute of UNZE.
3.5. Objectives of the Study Program	• Encourage and develop awareness of the importance of the English language and literature, as well as English culture in general • Educate graduate professors of English language and literature according to the standards of the ECTS system and the Bologna Declaration • Ensure mechanisms for mastering modern core competencies of a graduate professor of English language and literature • Apply the principles of integral education, requiring the intertwining of informative and formative components of study • Ensure student mobility through the application of the ECTS system • Educate, in the long term, internal scientific and research staff

	• Orient planned and well-thought-out long-term development projects for research in linguistic sciences, particularly English language and literature • Facilitate easier integration of the University of Zenica and the Zenica-Doboj Canton into societal changes and transformations through this study concept
3.6. Learning Outcomes	• Fundamental knowledge of morphosyntactic and phonetic description of the English language • Solid English pronunciation • An advanced level of language proficiency (C1) in writing, reading, listening, and communicating in English • Solid knowledge of the cultural and historical heritage of Great Britain and North America as two leading English-speaking territories • Solid knowledge of literary creation in English by writers from Great Britain and North America • Solid knowledge of basic pedagogical and didactic-methodological elements related to teaching work and foreign language instruction • Fundamental knowledge of linguistics and literary-historical sciences necessary for continuing to second-cycle studies • Practical application of acquired knowledge in English communication • Ability to independently teach English language and Anglophone culture in educational institutions where English is taught as a foreign language (in accordance with relevant legal provisions) • Evaluation of student performance, as well as self-evaluation for self-correction and further professional development • Independent professional improvement in language and other areas of study, as well as lifelong learning
3.7. Employment Opportunities (List of Potential Employers) and Labor Market Feedback	Business/Industry, public administration, publishing, tourism, diplomacy, education, etc.
3.8. Possibility of Continuing Studies	2nd cycle of studies in the same or related scientific-professional field (English studies and philology, as well as other humanities and social science disciplines).
3.9. Eligible Undergraduate Programs for Admission *(Applicable when applying 2nd and 3rd cycle study programs)*	- N/A *(Section relevant to 2nd and 3rd cycle program proposals)*

4. DESCRIPTION OF THE STUDY PROGRAM	
4.1. List of Mandatory and Elective Courses with the Number of Contact Hours Required for Their Implementation and the Number of ECTS Credits — Curriculum	
4.2. Description of Each Course — Course Syllabi	
4.3. Structure of the Study Program *(Number of Semesters, Group Sizes for Lectures and Exercises/Seminars)*	Number of Semesters: 8 Lecture and Exercise Group Sizes: Determined in accordance with the Decision on Standards and Norms for Performing Higher Education Activities in the Zenica-Doboj Canton.
4.4. Requirements for Enrolment in the Next Semester	Certified completion of the previous semester of study.
4.5. List of Courses and/or Modules Conducted in a Foreign Language *(Specify Language)*	All core professional courses (language-linguistic, literary-historical, and pedagogical-methodological) are conducted in English. General courses as well as specialist courses (pedagogical-psychological) are conducted in the BCS language (Bosnian/Croatian/Serbian).
4.6. Completion of Studies	
a) Manner of Completion of Studies	Passing all required examinations, fulfilling all course obligations in accordance with the syllabi, and attending and certifying all semesters of study. A final graduation thesis (diploma thesis) is not required.
b) Requirements for Final Thesis Defense	N/A *(No final thesis required)*
c) Procedure for Final Thesis Defense	N/A *(No final thesis required)*

COURSE-CURRICULUM STRUCTURE

		UNIVERSITY OF ZENICA FACULTY OF PHILOSOPHY ACADEMIC CURRICULUM 2023/24						
Course Code	***No.***	***Subject title***	**1st Semester (Winter Semester)**				***Lecturer***	***Assistant***
			L	**PC**	**LE**	**ECTS**		
04K03-607	1.	Overview of English Grammar I	2	2		6		
04K03-608	2.	Introduction to the Linguistic Study of English	2	2		4		
04K03-609	3.	Contemporary English Language I	2	4		7		
04K03-722	4.	Phonetics and Phonology of the English Language I	2	1		5		
04K03-723	5.	British Culture and Civilization	2	3		4		
04K03-856	6.	Bosnian, Croatian, Serbian Language I	2	2		4		
		Weekly Hours (L/PC/LE)	12	14	0			
		Total Weekly Hours	**26**					
		Total ECTS Credits				**30**		
Course Code	***No.***	***Subject title***	**2nd Semester (Summer Semester)**				***Lecturer***	***Assistant***
			L	**PC**	**LE**	**ECTS**		
04K03-612	1.	Overview of English Grammar II	2	2		6		
04K03-724	2.	Phonetics and Phonology of the English Language II	2	1		5		
04K03-614	3.	Contemporary English Language II	2	4		7		
04K03-857	4.	Bosnian, Croatian, Serbian Language II	2	2		5		
04K03-725	5.	English Literature until the End of the 17th Century	2	3		4		
04K04-372	6.	Pedagogy	2	1		4		
		Weekly Hours (L/PC/LE)	12	13	0			
		Total Weekly Hours	**25**					
		Total ECTS Credits				**30**		

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Course Code	**No.**	***Subject title***	**3rd Semester (Winter Semester)**				**Lecturer**	**Assistant**
			L	**PC**	**LE**	**ECTS**		
04K03-1019	1.	Introduction to Morphosyntax	3	1		6		
04K03-618	2.	Contemporary English Language III	2	4		7		
04K03-1020	3.	English Literature of the 18th and 19th Century	2	3		6		
04K03-1021	4.	Academic Literacy I	2	2		3		
04K41-042	5.	Educational Psychology	2	1		4		
04K03-1022	6.	English Phrasal Verbs	2	2		4		
		Weekly Hours (L/PC/LE)	13	13	0			
		Total Weekly Hours	**26**					
		Total ECTS Credits				**30**		
Course Code	***No.***	***Subject title***	***4th Semester (Summer Semester)***				***Lecturer***	***Assistant***
			L	**PC**	**LE**	**ECTS**		
04K03-1023	1.	Non-finite Structures	3	1		6		
04K03-622	2.	Contemporary English Language IV	2	4		7		
04K04-376	3.	Didactics	2	1		4		
04K03-624	4.	American Culture and Civilization	2	2		5		
04K03-731	5.	Glottodidactics for Foreign Languages	2	2		5		
	6.	Elective Course (choose one):	2	2		3		
04K03-773		*German Language*						
04K03-1115		*Turkish Language*						
		Weekly Hours (L/PC/LE)	13	12	0			
		Total Weekly Hours	**25**					
		Total ECTS Credits				**30**		

		UNIVERSITY OF ZENICA **FACULTY OF PHILOSOPHY** **ACADEMIC CURRICULUM 2023/24**						
Course Code	***No.***	***Subject title***	***5th Semester (Autumn)***				***Lecturer***	***Assistant***
			L	**PC**	**LE**	**ECTS**		
04K03-1024	1.	Introduction to Syntactic Analysis	3	1		6		
04K03-1025	2.	Contemporary English Language V	4	2		7		
04K03-1026	3.	American Literature until the End of the 19th Century	2	3		5		
04K03-733	4.	English Language Teaching Methodology in Preschool and Early School Age	2	2		6		
04K03-1027	5.	Academic Literacy II	2	2		3		
04K03-735	6.	Fundamentals of English for Specific Purposes	2	0		3		
		Weekly Hours (L/PC/LE)	15	10	0			
		Total Weekly Hours	**25**					
		Total ECTS Credits				**30**		
Course Code	***No.***	***Subject title***	***6th Semester (Spring)***				***Lecturer***	***Assistant***
			L	**PC**	**LE**	**ECTS**		
04K03-1028	1.	Complex Sentence Syntax	3	1		6		
04K03-1029	2.	Contemporary English Language VI	4	2		7		
04K03-1030	3.	English Language Semantics	2	2		4		
04K03-634	4.	20th Century American Literature	2	3		5		
04K03-737	5.	English Language Teaching Methodology in Primary and Secondary Schools	2	2		5		
	6.	Elective Course (choose one):	2	0		3		
04K03-1031		*English Legal Register*						
04K03-1104		*Shakespeare's Plays*						
08K24-105		*Introduction to Gender Equality (University Elective Course)*						
		Weekly Hours (L/PC/LE)	15	10	0			
		Total Weekly Hours	**25**					
		Total ECTS Credits				**30**		

		UNIVERSITY OF ZENICA **FACULTY OF PHILOSOPHY** **ACADEMIC CURRICULUM 2023/24**						
Course Code	***No.***	***Subject title***	***7th Semester (Autumn)***				***Lecturer***	***Assistant***
			L	**PC**	**LE**	**ECTS**		
04K03-1032	1.	Contemporary Linguistics I	3	1		**5**		
04K03-1033	2.	Contrastive Grammar	2	2		**5**		
04K03-1034	3.	Contemporary English Language 7	4	2		**7**		
04K03-740	4.	Testing and Assessment in English Language Teaching	2	2		**5**		
04K03-741	5.	Teaching Practice I	2	2		**5**		
	6.	Elective Course (choose one):	2	1		**3**		
04K02-213		*IT in Teaching*						
04K04-373		*Intercultural Pedagogy*						
		Weekly Hours (L/PC/LE)	15	10	**0**			
		Total Weekly Hours	**25**					
		Total ECTS Credits				**30**		
Course Code	***No.***	***Subject title***	***8th Semester (Spring)***				***Lecturer***	***Assistant***
			L	**PC**	**LE**	**ECTS**		
04K03-1035	1.	Contemporary Linguistics II	3	1		5		
04K03-744	2.	Introduction to Computer-Assisted English Language Teaching	2	2		5		
04K03-1036	3.	Contemporary English Language 8	4	2		7		
04K03-644	4.	20th Century British Literature	2	3		5		
04K03-745	5.	Teaching Practice II	2	1		5		
	6.	*Elective Course (choose one):*	2	2		3		
04K03-1037		*Introduction to the Contemporary Anglophone Novel*						
04K39-129		*Testing and Assessment of Communication Skills*						
04K40-077		*Sociology of Culture and Art*						
		Weekly Hours (L/PC/LE)	15	11	**0**			
		Total Weekly Hours	**26**					
		Total ECTS Credits				**30**		

CURRICULUM SYLLABI

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SUBJECT TITLE: SURVEY OF ENGLISH GRAMMAR I

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
I	mandatory	2	2	6	04K03-607

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	The aim of the course is to introduce students to parts of speech, their form and usage, and to help them master specific linguistic terminology and metalanguage.
Competencies (learning outcomes)	By the end of the course, students should be able to: - identify and classify parts of speech - describe the formation and usage of linguistic units - correctly use specific linguistic terminology

Course delivery plan:

1. Basic language unit
2. Formation and types of nouns
3. Gender and case of nouns
4. Plural of nouns
5. Use of indefinite article
6. Use of definite article
7. First Mid-Term exam
8. Formation and types of adjectives
9. Descriptive and possessive adjectives
10. Comparison of adjectives
11. Personal, reflexive and reciprocal pronouns
12. Possessive, interrogative and relative pronouns
13. Demonstrative and indefinite pronouns
14. Conjunctions and particles
15. Second Mid-Term exam

**The instructor reserves the right to make adjustments to the course content.*

Teaching:
Lectures, seminars, tutorials

Assessment:
Students' knowledge and progress will be assessed continuously throughout the course and during the final examination. Students who do not pass both Mid-Term exams will be required to take the comprehensive final exam.
**The instructor reserves the right to make adjustments to the modes of assessment.*

Assessment criteria:			
Classroom activities	**Presentation**	**Final exam**	TOTAL

5	15	80 (40 + 40)	100
References/Reading list			
Required	Biber, D., Conrad, S., & Leech, G. N. (2002). *Longman student grammar of spoken and written English*. Harlow, Essex: Longman. Alexander L.G. (1990). *Longman English Grammar Practice* (*for intermediate students*). Harlow, Essex: Longman.		
Supplementary	Thomson, A.J. and A.V. Martinet: *A Practical English Grammar – Exercises 1,* Oxford University Press (updated) Thomson, A.J. and A.V. Martinet: *A Practical English Grammar – Exercises 2,* Oxford University Press (updated) Mihailović, Lj. (1995). *Gramatika engleskog jezika*, Beograd: Naučna knjiga. **The instructor reserves the right to modify the course elements as deemed necessary.*		

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SUBJECT TITLE: INTRODUCTION INTO THE ENGLISH LANGUAGE LINGUISTIC STUDIES

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures	Practical classes		
I	mandatory	2	2	4.00	04K03-608

Teacher: Edina Rizvić-Eminović, Full Prof. **E-mail:** edina.rizvic-eminovic@unze.ba	**Course Teaching Assistant:** Goran Grubešić, MA **E-mail:** goran.grubesic@unze.ba

Subjects as prerequisites:	None
Subject aims	This course is aimed at providing the students with the knowledge and skills necessary for applying the theoretical principles of the linguistic disciplines covered in the course: phonetics, phonology, morphology, syntax, semantics, sociolinguistics, language acquisition/learning, and classification of languages.
Competencies (learning outcomes)	● The students are able to identify and define the basic concepts within specific linguistics disciplines presented in the course. ● The students are able to explain the features of individual linguistic phenomena using metalanguage. ● The student is able to apply the rules learned in the analysis of specific tasks within various linguistic disciplines and draw conclusions about the existence of linguistic patterns.

Course delivery plan:
1. Introduction to the course and syllabus
2. About language: what is human language; definitions of language; the origin of language; functions of language; grammar
3. How language is realized; the power of language; language and thought
4. Introduction to the English language phonetics
5. Introduction to the English language phonology
6. Introduction to the English language morphology
7. Mid-term test
8. Introduction to the English language syntax – phrase structure
9. Introduction to the English language syntax - sentence structure
10. Introduction to the English language semantics
11. Introduction to the English language sociolinguistics
12. Classification of languages
13. Language acquisition
14. Foreign language learning
15. End-of-term test

Teaching:
The course consists of lectures, delivered by the professor, and practical classes, delivered by the teaching assistant. During practical classes, students practice and master and test the knowledge acquired during lectures

Assessment:
The knowledge is tested and assessed in two in-class tests and practical assignments in practicum, as well as in the final exam.

Assessment criteria:					
Lectures	**Exercises**	**Practice**	**Theoretical exam**		Other
-	10%	10%	50%		30%
References/Reading list					
Required	Curzan, A. & Adams, M. (2009): How English Works, A Linguistic Introduction, Pearson Education Inc., NY (odabrana poglavlja) O'Grady, W. et al. (1996): Contemporary Linguistics: An Introduction, Copp Clark Pitman Ltd, UK (odabrana poglavlja)				
Supplementary	Akmajian, R.A. Demers, A.K. Farmer, R.M. Harnish (2010), Linguistics, An Introduction to Language and Communication				

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SUBJECT TITLE: CONTEMPORARY ENGLISH I

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
I	mandatory	2	4	7	04K03-609

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	The aim of the course is to enable students for communicate in English at the B2 level according to the Common European Framework of Reference for Languages, both orally and in writing.
Competencies (learning outcomes)	By the end of the course, students should be able to: - Understand and use vocabulary and grammatical structures at the B2 level - Properly read and comprehend various texts at the B2 level

Course delivery plan:

1. Introduction to the course
2. Education and learning
3. Reading *Computers and Technology*
4. Entertainment
5. Reading *Language and Literature*
6. Presentations Day 1
7. First Mid-Term exam
8. Fashion and design
9. Reading *People and Opinion*
10. Money and Shopping
11. Reading *Social Issues*
12. Weather and the environment
13. Reading *Environmental Issues*
14. Presentations Day 2
15. Second Mid-Term exam

**The instructor reserves the right to make adjustments to the course content.*

Teaching:
Lectures, seminars, tutorials

Assessment:
Students' knowledge and progress will be assessed continuously throughout the course and during the final examination. Students who do not pass both Mid-Term exams will be required to take the comprehensive final exam.
**The instructor reserves the right to make adjustments to the modes of assessment.*

Assessment criteria:

Classroom Activities	**Tasks**	**Presentations**	**In-class exams**	TOTAL
10	10	30	50	100

References/Reading list	
Required	*Vocabulary*, Oxford: Macmillan Education. Leo Jones, (2005). *Making progress to First Certificate*, Cambridge University Press. Redman, Stuart (1997). *English Vocabulary in Use*, Cambridge University Press. Foll, David and Ann Kelly (2005). *First Certificate Avenues*, Cambridge University Press. Hudson J. et al. (2012). *Solutions Intermediate Workbook*, Oxford University Press A recent edition of a learner's dictionary.
Supplementary	Bujas, Ž. (2001). *Veliki englesko-hrvatski rječnik*. Zagreb: Nakladni zavod globus. Bujas, Ž. (2001). *Veliki hrvatsko-engleski rječnik*, Zagreb: Nakladni zavod globus. *Longman Dictionary of contemporary English*. (2005) London: Longman. *Cambridge Idioms Dictionary*. (2006). Cambridge: CUP **The instructor reserves the right to modify the course elements as deemed necessary.*

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SUBJECT TITLE: ENGLISH PHONETICS AND PHONOLOGY I

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
I	mandatory	2	1	5	04K03-722

Teacher: E-mail:	Course Teaching Assistant: E-mail:

Subjects as prerequisites:	

Subject aims	The aim of the course is to equip students to apply theoretical knowledge in practice, refine and improve their L2 pronunciation, and comprehend native speakers from different social backgrounds and speech regions.
Competencies (learning outcomes)	By the end of the course, students should be able to: - recognize and accurately pronounce English vowel and diphthong sounds - recognize and accurately pronounce English consonant sounds - identify the primary characteristics of pronunciation variation across different English dialects

Course delivery plan:

1. Introduction to phonetics and phonology
2. Classification and description of sounds
3. English vowels and diphthongs
4. English consonants
5. Consonants involving obstruction or constriction in pronunciation
6. Plosives: bilabial, alveolar, velar plosives, and glottal stop
7. First Mid-Term exam
8. Affricates: palatoalveolar and postalveolar affricates
9. Fricatives: labiodental, dental, alveolar, palatoalveolar, and glottal fricatives
10. Voiced non-fricative or glide consonants
11. Nasals: bilabial, alveolar, and velar nasals
12. Laterals: three allophonic variants of the lateral /l/; postalveolar non-fricative continuant /r/; semi-vowels /j/ and /w/
13. Variants of sounds in different dialects
14. Differences between British and American pronunciation
15. Second Mid-Term exam

**The instructor reserves the right to make adjustments to the course content.*

Teaching:
Lectures, seminars, tutorials

Assessment:
Students' knowledge and progress will be assessed continuously throughout the course and during the final examination. Students who do not pass both Mid-Term exams will be required to take the comprehensive final exam.
**The instructor reserves the right to make adjustments to the modes of assessment.*

Assessment criteria:

Classroom Activities	Presentation	Final exam	TOTAL
5	15	80 (40 + 40)	100

References/Reading list

Required	H Hancock, M. (2017). *English Pronunciation in Use Intermediate*, Cambridge University Press. Roach, P. (2009) *English Phonetics and Phonology - A Practical Course*, Cambridge University Press. Collins, B. and Mess I. M. (2006) *Practical Phonetics and Phonology, A Resource Book for Students*, London and New York: Routledge.
Supplementary	Kelly, G. (2001) *How to Teach Pronunciation***,** London: Longman Roach, P. (2015) *Phonetics*, Oxford: Oxford University Press. **The instructor reserves the right to modify the course elements as deemed necessary.*

UNIVERSITY OF ZENICA
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SUBJECT TITLE: BRITISH CULTURE AND CIVILIZATION

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Practical classes		
I	obligatory	2	3	4	04K03-723

Course instructor: **E-mail**:	**Teaching assistant**: **E-mail**:

Pre-requisites	--
Course aims	• To achieve students' knowledge of the British culture, civilization, and historical background of socio-political, spiritual, and cultural life from prehistory to the present day • To broaden students' knowledge about the origin and development of Great Britain, i.e. about the culture and civilization on the British Isles, in a temporal and cultural context. • To enable students to critically assess the multicultural characteristics of the British society
Learning outcomes	• Recognizes the basic characteristics of the British culture and civilization and its role in the anglophone society and beyond • Interprets facts, ideas, and concepts related to the historical development of the British society • Evaluates the impact of the English language, history, civilization, and society on the British Isles in a global context • Uses knowledge obtained during the course in foreign language teaching

Syllabus content*:

1. Introduction to the course and methods
2. Geography, politics, administrative arrangement
3. British prehistoric civilization: Neolithic culture on the example of Skara Brae
4. Celtic and Roman Britain
5. Germanic tribes (the Angles, Saxons, Jutes) on the British Isles
6. The Norman Conquest of the British Isles
7. The Great Charter of Liberties (Magna Carta)
8. Medieval British society
9. The Angevin dynasty and further historical development
10. „The War of the Roses "and the Tudors
11. The Renaissance
12. The Stuarts and Civil War
13. Industrialization and the establishment of the British Empire
14. The modern era, world wars, migrations, and the recent past in the UK; contemporary cultural practices
15. Concluding remarks

*The course instructor retains the right to modify the content of the syllabus

Learning delivery: lectures and practical classes; ex-cathedra, verbal and demonstration method, practical work, visual and audio-visual aids

Assessment rationale: is carried out continuously through the semester by assessing relevant participation in practical classes; regular attendance is also taken into account when forming the final grade. The course instructor retains the right to organize colloquium or short written assignments during the semester. The course instructor also retains the right to determine/modify the share of the colloquium/written assignments in the final grade. Dedicated independent work is expected from students as well as regular reading, active participation in class, and consultation with the course instructor and teaching assistant.

Assessment criteria

Regular and relevant class participation	Colloquium/written assignments	Final exam
30%	30%	40%

Reading*

Obligatory	1. Grant, R.G. *History of Britain & Ireland: The Definitive Visual Guide*. London: DK Publishing, 2011.

	2. O'Driscoll, James. *Britain, the Country and its People: An Introduction for Learners of English*. Oxford: Oxford UP, 2000. (selected parts) 3. Storry, Mike and Peter Childs (eds.). *British Cultural Identities*. 2nd ed. London: Routledge,2002. (selected parts)
Supplementary	1. Christopher, David. *British Culture: An Introduction*. London/New York: Routledge, 1999. 2. Collie, Joanne and Alex Martin. *What's It Like? Life and Culture in Britain Today*. Cambridge: 3. Cambridge UP, 2000. 4. McDowall, David. *An Illustrated History of Britain.* Longman, 1989. 5. Oakland, John. *British Civilization: An Introduction*. 5th ed. London/New York: Routledge, 2002. 6. Schama, Simon. *A History of Britain*. BBC. Documentary film. 2002.
*The course instructor retains the right to modify the reading list.	

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: BOSNIAN, CROATIAN, SERBIAN LANGUAGE I

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
I	Required	2	2	4	

Subjects as prerequisites:	----------
Subject aims	Make students understand basic orthographic, phonetic-phonological and morphological features of standard Bosnian, Croatian, Serbian language.
Competences (learning outcomes)	• Applies rules of standard Bosnian, Croatian, Serbian language • Explains basic structures of phonetic-phonological and morphological system of Bosnian, Croatian, Serbian language • Uses acquired theoretical knowledge in language analysis of specific selected text on phonetic-phonological and morphological level (identification of language units and rules for their combinations)

Course delivery plan:

- Orthography (capital and small letter writing, connecting and splitting words)
- Orthography (punctuation marks and writing and pronunciation of individual sounds)
- Phonetics and phonology - basic terms
- Morphonology - definition and classification of voice alternations
- Phonological voice alternations
- Morphological voice alternations
- First in-class exam
- Morphology - definition and study subject, word types classification, grammatical categories
- Nouns
- Pronouns:
- Adjectives
- Verbs
- Numbers
- Invariable word types (adverbs, prepositions, exclamations, conjunctions, particles)
- Second in-class exam

Teaching: Lectures, practical classes, office hours

Assessment: Testing is done orally and in writing.
Students can take exam during the semester, in two in-class exams (students who pass first in-class can attend second in-class test). If both in-class tests are passed, they are considered as passed written final exam. Should students fail in-class exam(s) they will have to take a written final exam. Upon the final written exam, student will attend oral evaluation.
Individual segments and their share of the final grade include:
1. written exam - 80% of the final grade (two in-class exams 40% each)
2. oral exam - 15% of the final grade
3. In-class activities - 5% of the final grade

Assessment criteria:

Activity	Written exam	Oral exam	Total
5 points	80 points (40+40 mid- and end-of -term)	15 points	100 points

References

Required	1. Pravopisi bosanskog, hrvatskog, srpskog jezika 2. Čedić, I. (2001), *Osnovi gramatike bosanskog jezika*, Institut za jezik, Sarajevo 3. Jahić, Dž., Halilović, S., Palić, I. (2000), *Gramatika bosanskog jezika*, Dom štampe, Zenica
Additional	Additional reading list will be assigned during work on specific topics.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: SURVEY OF ENGLISH GRAMMAR II

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
II	mandatory	2	2	6	04K03-612

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	The aim of the course is to enable students to recognize types of verbs, to form and correctly use verb tenses, subjunctive mood and passive voice, as well as to identify and correctly use adverbs and prepositions.
Competencies (learning outcomes)	By the end of the course, students should be able to: - identify and classify types of verbs - describe the formation and usage of verb tenses - describe the formation and usage of subjunctive mood and passive voice - correctly use adverbs and prepositions

Course delivery plan:

1. Characteristics of verbs
2. Main and auxiliary verbs
3. Expressing the past
4. Expressing the present
5. Expressing the future
6. Subjunctive mood
7. First Mid-Term exam
8. Passive voice
9. Imperative
10. Impersonal verb forms
11. Adverbs
12. Prepositions
13. Adverbs and prepositions with verbs
14. Conjunctions
15. Second Mid-Term exam

**The instructor reserves the right to make adjustments to the course content.*

Teaching:
Lectures, seminars, tutorials

Assessment:
Students' knowledge and progress will be assessed continuously throughout the course and during the final examination. Students who do not pass both Mid-Term exams will be required to take the comprehensive final exam.
**The instructor reserves the right to make adjustments to the modes of assessment.*

Assessment criteria:			
Classroom activities	**Presentation**	**Final exam**	TOTAL
5	15	80 (40 + 40)	100

References/Reading list	
Required	Biber, D., Conrad, S., & Leech, G. N. (2002). *Longman student grammar of spoken and written English*. Harlow, Essex: Longman. Alexander L.G. (1990). *Longman English Grammar Practice* (*for intermediate students*). Harlow, Essex: Longman.
Supplementary	Thomson, A.J. and A.V. Martinet: *A Practical English Grammar – Exercises 1*, Oxford University Press (updated) Thomson, A.J. and A.V. Martinet: *A Practical English Grammar – Exercises 2*, Oxford University Press (updated) Mihailović, Lj. (1995). *Gramatika engleskog jezika*, Beograd: Naučna knjiga. **The instructor reserves the right to modify the course elements as deemed necessary.*

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ENGLISH PHONETICS AND PHONOLOGY II

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
II	mandatory	2	1	5	04K03-724

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	The aim of the course is to acquire proficiency in the distinctive alternations of voice quality in connected speech, as well as English suprasegmental features of pronunciation
Competencies (learning outcomes)	By the end of the course, students should be able to: - perceive changes in voice quality in connected speech - recognize English suprasegmental features of pronunciation - apply acquired knowledge to their own pronunciation

Course delivery plan:

1. Accent in simple and compound words
2. Placement of accent within words
3. Accent in multisyllabic words
4. Weak sounds and syllables
5. Issues in phonemic analysis: affricates, vowels, syllabic consonants
6. Issues in phonemic analysis: schwa, distinctive features
7. First Mid-Term exam
8. Aspects of connected speech: rhythm, assimilation, elision and linking
9. Form and function of intonation, tone and tonal languages
10. Complex tones, structure and functions of tone
11. Changes in pitch: fall-rise and rise-fall
12. Functions of intonation: emphasis function, grammatical function
13. Functions of intonation: expression of speaker's attitude, discourse function
14. Issues in the analysis of intonation
15. Second Mid-Term exam

**The instructor reserves the right to make adjustments to the course content.*

Teaching:
Lectures, seminars, tutorials

Assessment:
Students' knowledge and progress will be assessed continuously throughout the course and during the final examination. Students who do not pass both Mid-Term exams will be required to take the comprehensive final exam.
**The instructor reserves the right to make adjustments to the modes of assessment.*

Assessment criteria:

Classroom activities	Presentation	Final exam	TOTAL
5	15	80 (40 + 40)	100

References/Reading list	
Required	Hewings, Martin (2017) *English Pronunciation in Use Advanced*, Cambridge University Press Roach, P. (2009) *English Phonetics and Phonology - A Practical Course*, Cambridge University Press Collins, B. and Mess I. M. (2006) *Practical Phonetics and Phonology, A Resource Book for Students*, London and New York: Routledge.
Supplementary	Kelly, G. (2001) *How to Teach Pronunciation***,** London: Longman **The instructor reserves the right to modify the course elements as deemed necessary.*

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: CONTEMPORARY ENGLISH II

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
II	mandatory	2	4	7	04K03-614

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	The goal of the course is to enhance receptive and productive language competencies of students at the B2 level (CEFR).
Competencies (learning outcomes)	By the end of the course, students should be able to: - Utilize vocabulary and language structures at the B2 level - Write functional texts for effective communication

Course delivery plan:

1. Introduction to the course
2. Travel and transport
3. Writing: *Punctuation, capitalization, commonly misspelled words*
4. Hobbies, sport and games
5. Writing: *E-mails*
6. Presentations Day 1
7. First Mid-Term exam
8. People and society
9. Writing: *Personal letters*
10. Describing people
11. Writing: *Curriculum Vitae*
12. The media
13. Writing: *An article*
14. Presentations Day 2
15. Second Mid-Term exam

**The instructor reserves the right to make adjustments to the course content.*

Teaching:
Lectures, seminars, tutorials

Assessment:
Students' knowledge and progress will be assessed continuously throughout the course and during the final examination. Students who do not pass both Mid-Term exams will be required to take the comprehensive final exam.
**The instructor reserves the right to make adjustments to the modes of assessment.*

Assessment criteria:

Classroom Activities	Tasks	Presentations	In-class exams	TOTAL
10	10	30	50	100

References/Reading list

Required	Mann, M. And Taylore-Knowles, (2008). *Destination B2 – Grammar and Vocabulary*, Oxford: Macmillan Education. Foll, David and Ann Kelly (2005). *First Certificate Avenues*, Cambridge Jakeman, Vanessa and Clare McDowell (2004) *Set up to IELTS*, Cambridge
Supplementary	Foll, David and Ann Kelly (2005). *First Certificate Avenues*, Cambridge University Press. Davis, Paul (1997). *Dictation: New methods, new possibilities*, Cambridge University Press - Hudson J. et al. (2012). *Solutions Intermediate Workbook*, Oxford University Press. **The instructor reserves the right to modify the course elements as deemed necessary.*

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: BOSNIAN, CROATIAN, SERBIAN LANGUAGE II

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
II	Required	2	2	4	

Subjects as prerequisites:	Bosnian, Croatian, Serbian Language I
Subject aims	Make students understand basic syntactic features of standard Bosnian, Croatian, Serbian language.
Competencies (learning outcomes)	• Explains basic structures in the syntactic system of the simple sentence in Bosnian, Croatian, Serbian language, • Explains basic structures in the syntactic system of the complex sentence in Bosnian, Croatian, Serbian language, • Uses acquired theoretical knowledge in language analysis of specific selected text on syntactic level (identification of language units and rules for their combinations)

Course delivery plan:

1. Syntax– definition and subject matter
2. Syntaxema and syntagm
3. Connection types among syntagm constituents
4. Syntagm types according to head constituent
5. Simple sentences
6. Subject and predicate
7. First in-class exam
8. Object and adverbials
9. Attribute and apposition
10. Complex sentence
11. Main complex sentence
12. Subordinate complex sentence
13. Sentence condensation
14. Expository text
15. Second in-class exam

Teaching: Lectures, practical classes, office hours

Assessment: Testing is done orally and in writing.
Students can take exam during the semester, in two in-class exams (students who pass first in-class can attend second in-class test). If both in-class tests are passed, they are considered as passed written final exam. Should students fail in-class exam(s) they will have to take written final exam. Upon the final written exam, student will attend oral evaluation.
Individual segments and their share of the final grade include:
1. written exam - 80% of the final grade (two in-class exams 40% each)
2. oral exam - 15% of the final grade
3. In-class activities - 5% of the final grade

Assessment criteria:

Activity	Written exam	Oral exam	Total
5 points	80 points (40+40 mid- and end-of -term)	15 points	100 points

References

Required	1. Čedić, I. (2001), *Osnovi gramatike bosanskog jezika*, Institut za jezik, Sarajevo 2. Jahić, Dž., Halilović, S., Palić, I. (2000), *Gramatika bosanskog jezika*, Dom štampe, Zenica
Additional	Additional reading list will be assigned during work on specific topics.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ENGLISH LITERATURE UNTIL THE END OF 17TH CENTURY

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Practical classes		
II	obligatory	2	3	4	04K03-725

Course instructor: **E-mail**:	**Teaching assistant** **E-mail**:

Pre-requisites	--

Course aims	• To achieve students' knowledge of the most representative texts and authors of literature from Great Britain, starting with the earliest Anglo-Saxon works, through medieval literature, to all three Renaissance stages in England • To develop students' basic knowledge of the key literary-theoretical terms, concepts and literary methods needed for the analysis of literary texts • To enable students for independent application of literary-theoretical terms and independent analysis of literary texts from the early, medieval, and Renaissance English literature • To enable students to assess the importance of the European genres and their influence on the English authors • To enable students for linking previously acquired knowledge in the field of history, culture, and language to literary text through independent research (essay and presentation) on a given topic
Learning outcomes	**After attending lectures and practical classes and passing the exam successfully, the students will be able to:** • Recognize and define basic literary-theoretical terms • Recognize, define, and classify early, medieval, and Renaissance English literature • Name and analyze representative texts of the English literature until the ending of the 17th century • Critically assess and theoretically explain the influence of non-literary factors on the development of the English literature until the ending of the 17th century • Integrate the literary texts into the corresponding historical and political context • Combine theoretical and practical knowledge by combining primary and secondary source as well as own critical thinking, successfully present own views on a specific topic/problem in a written form (essay) and oral form (presentation)

Syllabus content*:

1. Socio-historical context, periodization and categorization of the Anglo-Saxon literature
2. Anglos-Saxon heroic epic „Beowulf "(oral tradition, formal, structural and stylistic features of the epic, socio-historical relevance of Beowulf)
3. Anglos-Saxon Christian poetry („Caedmon and Cynewulf ", „Genesis ", „The Dream of the Rood ", „Judith "– formal, structural and stylistic features, socio-historical and literary relevance)
4. Anglo-Saxon elegies, prose, and chronicles - formal, structural and stylistic features, socio-historical and literary relevance on the example of elegies such as "The Wanderer", „The Seafarer", excerpts from the works of Venerable Bede and works influenced by King Alfred
5. Socio-political context, periodization and categorization of the medieval English literature; romance (origin, general characteristics, categorization, representative texts and authors); romance and Arthuriana on the example of *Sir Gawain and the Green Knight and Morte D' Arthur*
6. Social and religious criticism: *Piers Plowman* (authorship., formal, genre, structural and stylistic feature, „Alliterative revival "
7. Dramatic genre (origin and evolvement of religious drama; stages and staging; stylistic and thematic similarities and differences between tropes, mystery, miracle and morality plays; representative text: *Everyman*)
8. Geoffrey Chaucer: classification and categorization of his works, key themes, genres and stylistic features of his early works, Renaissance French and Italian influence; *The Canterbury Tales*
9. Socio-political context, periodization and categorization of the English Renaissance. The vision of the future and the criticism of the existing society in the works of authors such as Thomas More, Erasmus, and Francis Bacon
10. English Renaissance poetry and sonnet tradition in the poetry of Thomas Wyatt, Sir Philip Sidney, William Shakespeare, John Donne, etc.

11. English Renaissance drama 1 (Christopher Marlowe and Ben Jonson; socio-political context, theatres, audience and the stage)
12. English Renaissance drama 2 (William Shakespeare; a brief overview of the breadth and influence of Shakespeare's work, its influence and relevance in the present day on the example of selected works such as *The Merchant of Venice* and *Othello*. Entrepreneurship, anti-Semitism, love, the Other, religion and everyday life.
13. High Renaissance pastoral and epic poetry 1 (typical themes, origin, genre and style, representative works and authors: Spenser, Sidney and Marlowe; introduction to the origins, genre, thematic, structural, and stylistic features of the Renaissance epic poetry exemplified by John Milton's work
14. Epic and pastoral poetry of high Renaissance 2 (John Milton „Paradise Lost ", main feature of an epic, the presence of late Renaissance socio-political and religious problems in Milton's epic, the relevance of Milton's epic today
15. Concluding remarks and revision

* The course instructor retains the right to modify the syllabus.

Learning delivery: lectures and practical classes; ex-cathedra, verbal and demonstration method, practical work, visual and audio-visual aids

Assessment

Final exam – it consists of two parts and both must be taken and completed more than half for a positive grade. The first part consists of literary excerpts that should be recognized and contextualized. The second part is a mix of shorter and longer theoretical questions, ranging from supplementing the required information to semi-essay type questions.

Assessment criteria

Presentation/seminar paper	Final exam
20%	80%

Reading*

Obligatory

1. All primary texts included in the syllabus
2. Abrahms, M. H., *The Norton Anthology of English Literature* (W. W. Norton & Company, 2012)
3. Šoštarić, Sanja, *English Literature to 1500* (Sarajevo: Filozofski fakultet, 2010)
4. Sanders, Andrew, *The Short Oxford History of English Literature* (Oxford: Clarendon Press, 1994)

Supplementary

1. A.R., Braunmuller, & Hattaway, Micheal, *The Cambridge Companion to English Renaissance Drama* (Cambridge UP, 2003)
2. Godden, Malcom, & Lapidge, Michael, *The Cambridge Companion to Old English Literature* (Cambridge UP, 2013)
3. Dutton, Richard, & Howard, Jean, *A Companion to Shakespeare's Works*, Vol. I (Blackwell Publishing, 2003)
4. Jahn, Manfred, *A Guide to the Theory of Literary Genres* @ http://www.uni-koeln.de/~ame02/ppp.htm.

*The course instructor retains the right to modify the reading list.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: PEDAGOGY

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
II	Obligatory subject	2	1		04K04-372

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	

Subject aims	Prepare students for diverse activities related to specific assignments from pedagogy. Prepare students for analysis and appropriate intervention between individual-family-school-society. Prepare students to become experts in understanding nature of educational activities in all areas; to monitor and assess individual students' abilities during educational work and to accordingly organize their own educational activities.
Competences (learning outcomes)	Defines and interprets key pedagogical terms; Analyses and classifies educational theories and practical activities in educational areas; Defines, demonstrates and analyses importance of the influence of social context in solving developmental tasks about individual and family cycles; Classifies, displays and critically reviews the role of individual institutions (family, school, social institutions, mass media etc.) as well as systematic influences in the process of education.; Defines and applies practices related to interaction and communication between educator-educated/teacher - student; Explains, displays and uses communication models in educational process

Course delivery plan:

1. Introduction - expectations, presentation of the course program
2. Basic terms and processes
3. Areas of implementation - studying, educational situations
4. Early age pedagogy - basics in ecological orientation
5. Children and juvenile age - development theories
6. The most important events in a child's life - practical field of arenas of rituals, heroes, symbols and values
7. Social context of development - Bioecological model
8. Differences between students and educational needs
9. Identifying individual differences between students
10. Aspects of raising
11. Interhuman relations - basis of raising process
12. Factors contributing to the success of interhuman relations
13. Interaction and communication in raising and education
14. Raising, education and development of social competence
15. The teacher as an educator
16. Pedagogy and challenges of contemporary

Teaching:
Teaching is auditory and follows the schedule which includes lectures, practical classes and office hours.

Assessment:
There will be two in-class exams for students to win sufficient points for minimum passing grade and more. In case of failing to take in-class exam, students will be given an opportunity to take final exam. During classes, students also complete term assignments which add up to the final grade.

Assessment criteria:

Attendance (80%)	Presentation on a given topic from the program in practical classes	Written assessment: (1. mid-term exam)	Final exam (2. End-of-term exam)	Total
-	10	45	45	100

References

Required	**First in-class exam (9th week):** Giesecke, H. (1993). *Uvod u pedagogiju*. Zagreb: Educa. Gudjons, H. (1994). *Pedagogija, temeljna znanja*. Zagreb: Educa. (pp. 17- 28; pp. 93- 130; pp. 143- 155).

	Pašalić-Kreso, A. (2000). *Rano učenje – ili učenje u funkciji uvećanja kapaciteta mozga.* Sarajevo: Step by Step. Slatina, M. (2005). *Od individue do ličnosti.* Zenica: Dom štampe. (pp. 19-128) Thomas, G. (2015). *Kratak uvod u pedagogiju.* Zagreb: Educa. Vulfolk, A., Hjuz, M., Volkap, V. (2011). *Psihologija u obrazovanju*. Beograd: Clio. Poglavlja: *Kognitivni razvoj i jezik – pedagoške implikacije* (str. 63-143); *Razvoj ličnosti, socijalni, moralni i emocionalni razvoj – pedagoške implikacije* (144-189, 198-216), *Razlike među učenicima i obrazovne potrebe* (str. 228-264) Predavanja i vježbe (izbor materijala iz dopunske literature distribuirani u toku nastave) **Second in-class exam (15th week and June July exam term):** Bratanić, M. (1993). *Mikropedagogija.* Zagreb: Školska knjiga. Slatina, M. (2005). *Od individue do ličnosti.* Zenica: Dom štampe. (pp. 281-303) Predavanja i vježbe (izbor materijala iz dopunske literature distribuirani u toku nastave)
Additional	Alić, A. (2018). *Kulturalni modeli odgajanja – uvod u antropologiju porodice*. Sarajevo: Perfecta. Alić, A. (2012). *Struktura i dinamika obiteljske kulture*. Sarajevo: Dobra knjiga i CNS. Alić, A., Cerić, H., Habibović, S. (2018). *Obilježja kulture mladih – istraživanja i osvrti*. Sarajevo: Centar za napredne studije. Bašić, J., Hudina, B., Trbović, N.K., Žižak, A., (1994). *Integralna metoda*. Zagreb: Alinea. Haralambos, M. Heald, R. (1989). *Uvod u sociologiju*. Zagreb: Globus. (Poglavlja: Obrazovanje, Obitelj). Ebu Hamid el Gazali (2015). *Vojske srca – specifičnosti ljudskog srca*. Sarajevo: Dobra knjiga. Friedrich, M. (2007). *Ispratiti djecu u život*. Sarajevo: Connectum Greenspan, S.I. (2008). *Zahtjevna djeca*. Zagreb: Ostvarenje. Honore, C. (2009). *Pod pritiskom – spašavanje djece of kulture hiperroditeljstva*. Zagreb: Facta. Lata, N. (2011). *Kako deci postaviti granice*. Novi Sad: Psihopolis. Runkel, H.E. (2008). *Odgojite svoje dijete bez vikanja*. Zagreb: VBZ. Pašalić-Kreso, A. (2012). *Koordinate obiteljskog odgoja.* Sarajevo: Dobra knjiga. (pp. 65-119) Sigman, A. (2012). *Razmažena generacija*. Novi Sad: Psihopolis. Winkel, R. (1996). *Djeca koju je teško odgajati*. Zagreb: Educa. Winterhoff, M. (2010). *Zašto nam djeca postaju nasilnici*. Zagreb: Znanje. Vujičić, V. (2013). *Opća pedagogija – Novi pristup znanosti o odgoju*. Zagreb: Hrvatski pedagoško-književni zbor. (odabrana poglavlja)

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: INTRODUCTION TO MORPHOSYNTAX

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
3	mandatory	3	1	6.00	04K03-1019

Teacher: Rizvić-Eminović Edina, Full Prof. **E-mail:** edina.rizvic-eminovic@unze.ba	**Course Teaching Assistant:** Goran Grubešić, MA **E-mail:** goran.grubesic@unze.ba

Subjects as prerequisites:	None
Subject aims	• Students will gain the understanding of the basic morphosyntactic properties of phrases. • Students will have the ability to analyze ten basic English sentence patterns. • Students will have the ability to present the sentence structure using Reed-Kellogg diagrams.
Competencies (learning outcomes)	• Students are able to identify and use proper terminology for the morphemes specific for particular word categories and phrases. • Students are able to parse and analyze sentence elements within ten basic sentence patterns. • Students are able to diagram both simple and complex sentences using Reed-Kellogg diagrams.

Course delivery plan:

1. Introduction to the course and morphosyntactic analysis
2. Morphosyntactic properties of lexical words
3. Morphosyntactic properties of functional words
4. Structure of phrases that lexical and functional words form: NP, VP, AP, AdvP, PP.
5. Complex NP (determiners, pre-modifiers, post-modifiers)
6. English sentence patterns (I-VI) and their diagramming using Reed-Kellogg diagrams
7. English sentence patterns (VII-X)
8. In-class test
9. Verb expansion rule
10. Changing sentence focus
11. Conjunctions (coordinating and subordinating) and types of coordinating structures
12. Phrases performing adverbial function
13. Phrases performing adjectival function
14. Phrases performing nominal function
15. End-of-term test

Teaching:
Students are taught using multimedia and interactive approaches, i.e. presentations, discussions, practical work (individual, group and pair work). The course is taught in English.

Assessment:
Students are tested in two in-class tests, and their knowledge is continuously evaluated through homework and practical in-class assignments.

Assessment criteria:

Tests (2)	Homework	Practical exercises	Final exam		
50%	10%	10%	30%		
References/Reading list					
Required	Kolln, M. and Funk, R. (2009). Understanding English Grammar. 8th edition. New York: Pearson Longman Kolln, M. and Funk, R. (2009). Exercises for Understanding English Grammar. 8th edition. New York: Pearson Longman Graver, B.D. Advanced English Practice, Oxford University Press (updated)				
Supplementary	Greenbaum, S. and R.A. Quirk, 1990. Student's Grammar of the English Language, Longman. Huddleston, R. and G.K. Pullum (2005) A Student's Introduction to English Grammar, Rizvić-Eminović, E. (2018) Engleska gerundska fraza: kontrastivna analiza na korpusu iz pravnog registra, Feta-grand d.o.o., Zenica Šestić, L. (2002) Gramatika tehničkog engleskog sa rječnikom, Zenica: Minex.				

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: CONTEMPORARY ENGLISH III

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
3	mandatory	2	4	7.00	04K03-618

Teacher: Edina Rizvić-Eminović, Full Prof. **E-mail:** edina.rizvic-eminovic@unze.ba **E-mail:**	**Course Teaching Assistant:** **E-mail:**

Subjects as prerequisites:	None
Subject aims	Students will acquire B2 level of the English language proficiency according to CEFR within all four skills.
Competencies (learning outcomes)	In their oral and written communication in English students use the vocabulary and linguistic structures corresponding to B2 level and within the content of the course. In reference to communication competence, students correctly convey detailed information and fluently communicate the basic ideas even in more demanding communication contexts without long pauses.

Course delivery plan:

1. Introduction to the course and schedule
2. Describing people; Clothes relationships
3. At home; Everyday problems; Global problems
4. Politics and public institutions; The language of signs and notices; Obligation, need
5. The weather; The environment; The natural world; Sport, Movement and speed
6. Countries; Towns; Travel, Holidays, The arts
7. Mid-term test (all skills)
8. Science and technology; Computers and the Internet; Sound, light, brightness
9. Food; Numbers and shapes; Money; Number, quantity, degree, intensity; Containers and contents
10. The press and the media; Headline English; Crime; Possession, giving, lending
11. Time; Pleasant & unpleasant; Like, dislike, desire;
12. Health and medicine; The six senses; What your body does
13. Education; Work; Success & failure; Belief & opinion; Proverbs
14. Idioms and fixed expressions; Everyday expressions; Similes; Binomials
15. End-of-term test (all skills)

Teaching:
Students are taught using multimedia (presentations, audio and video material), interactive approach and student participation through discussions, debates, presentations, translation, individual, group and pair work. The course is taught in English.

Assessment:
To ensure a continuous and balanced work of students within all four language skills, the students have weekly homework assignments in all four segments, which include independent translation of texts on one of the topics, presentations, essay writing and preparation for discussions. Each student shall make two presentations, one before and one after the mid-term test; they will prepare for participation and take part in the discussions/debates on the pre-assigned topics, all of which is credited towards the final grade. Students have two in-class tests, mandatory homework, practical assignment in tutorials and final exam.

Assessment criteria:					
Translation	**Class activity**	**Tests**	**Presentations**		Fina exam
10%	20%	30%	10%		30%
References/Reading list					
Required	McCarthy, M. and O'Dell, F. (1994). *English Vocabulary in Use: Vocabulary Reference and Practice*, Cambridge University Press, UK Vince, M. and P. Emmerson (2003). **First Certificate Language Practice**. Oxford: Macmillan. Kenny, N. and L. Luque-Mortimer (2006). *First Certificate Practice Tests*. London: Longman.				
Supplementary	Bujas, Ž. (2001). *Veliki englesko-hrvatski rječnik*. Zagreb: Nakladni zavod globus. *Longman Dictionary of contemporary English*. (2005) London: Longman. *Cambridge Idioms Dictionary*. (2006). Cambridge: CUP				

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ENGLISH LITERATURE OF THE 18TH AND 19TH CENTURY

Semester	Status	Hours per week		ECTS credit value	Code
		Lectures	Practical classes		
III	obligatory	2	3	6	04K03-1020

Course instructor: **E-mail**:	**Teaching assistant** **E-mail**:

Pre-requisites	--
Course aims	• To provide students with knowledge of socio-historical development of the eighteenth and nineteenth English literature; knowledge of literary creativity, representative literary genres and texts • To enable students to apply basic terms and concepts of narratology and to use appropriate sources in the analysis • To enable students for critical assessment and analysis of the eighteenth and nineteenth century English literature • To enable students to make connections between literary texts and socio-political context as well as to create connections with corresponding historical, aesthetic and literary values
Learning outcomes	• Explains socio-historical phenomena of the 18th and 19th centuries that influenced the development of English literature • Recognizes and classifies literary genres of the 18th and 19th English literature • Applies narratological terminology to a literary text • Evaluates and analyses the 18th and 19th English literary texts • Evaluates the importance of the 18th and 19th English literature for the development of contemporary literature

Syllabus content*:

1. A brief survey of historical background of the eighteenth-century English literature, the growth of economy and social power of the middle class and its significance for the development of fiction, genre theory, the status of the narrative genre and the novel
2. Daniel Defoe, *Robinson Crusoe:* individualism and early capitalism, *homoeconomicus* and (post) colonial aspect
3. Jane Austen, *Pride and Prejudice:* the novel as a reflection of civil society and creativity, the woman question
4. Mary Shelley, *Frankenstein:* the development of socio-philosophical thought, Gothic elements and Romanticism, the intersection of race and gender in the novel
5. Emily Bronte, *Wuthering Heights*: socio-cultural aspects of the Victorian society, Romanticism and Gothic elements in the Victorian era
6. Charlotte Bronte, *Jane Eyre*: continuation on the Victorian era, the role of women in the Victorian society („angel in the house "), (post)colonial elements of the novel
7. Charles Dickens, *Great Expectations*: *bildungsroman*, the social margin in the Victorian era, a (post)colonial reading of the novel
8. Midterm exam
9. Oscar Wilde, *The Importance of Being Earnest:* Aestheticism and the purpose of art, changes in the understanding of art by the end of the 19th century, dramatic genre
10. Pre-Romanticism and Romanticism in European and English literature, classification, tendencies and main characteristics, Classicism and Sentimentalism exemplified by Thomas on Gray's poetry
11. Continuation: Pre-Romanticism and the First generation of Romantic poets: Robert Burns, William Blake, William Wordsworth, Samuel Taylor Coleridge
12. Second generation Romantic poets: Lord Byron, Percy Bysshe Shelley, John Keats
13. Victorian poetry: features, thematic concerns, ideologies, Arthuriana in Victorian poetry, Lord Alfred Tennyson, *The Lady of Shallot*
14. Continuation: Victorian poetry, dramatic monologues in the poetry of Robert Browning, Pre-Raphaelite Brotherhood and Christina Rosetti's poetry
15. Concluding remarks

* The course instructor retains the right to modify the syllabus.
Learning delivery: lectures and practical classes; ex-cathedra, verbal and demonstration method, practical work, visual and audio-visual aids
Assessment is carried out continuously during the semester through students' participation in lectures and practical classes; a mid-term examination or other type of written assignment; final exam

Assessment criteria

Regular and relevant participation in class	Written assignment/mid-term exam	Final exam
30%	30%	40%

Reading*

Obligatory	1. All primary texts included in the syllabus, which will be available to students in electronic form.
Supplementary	1. Watt, I. (1959). *The Rise of the Novel.* London: Chato and Windus. 2. Eagleton, T. (2005). *The English Novel: An Introduction*. Oxford: Blackwell Publishing. 3. David, D. (2008). *The Cambridge Companion to the Victorian Novel*. Cambridge: Cambridge University Press. 4. Dizdar, S. (1999). *Poezija engleskog romantizma*. Sarajevo: Šahinpašić. 5. Duncan, W. (2012). *Romanticism: An Anthology.* Chichester: Wiley-Blackwell. 6. Dennisoff, D & Schaffer, T (2020). *The Routledge Companion to Victorian Literature*. New York: Routledge *The course instructor retains the right to modify the reading list.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ACADEMIC LITERACY I

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
3	mandatory	2	2	3:00	04K03-1021

Teacher: Edina Rizvić-Eminović, Full Prof. **E-mail:** edina.rizvic-eminovic@unze.ba	**Course Teaching Assistant:** **E-mail:**

Subjects as prerequisites:	None
Subject aims	To develop students' English writing skills at the B2 level according to the CEFR, and to enable them to independently produce different types of essays.
Competencies (learning outcomes)	1. The student uses language forms in essay writing that are appropriate for the B2 level. 2. The student organizes ideas in writing appropriately, supports expressed views with arguments, and 3. applies all the covered principles and rules of essay writing.

Course delivery plan:

1. Introduction to the course, syllabus, course requirements, and the writing process
2. Prewriting techniques: brainstorming, freewriting, and organizing ideas
3. Paragraph structure: parts of a paragraph, topic sentences, and the thesis statement
4. Paragraph development
5. Descriptive and process paragraphs
6. Expository paragraphs
7. Compare and/or contrast paragraphs
8. Problem-solution paragraphs
9. In-class writing assignment 1
10. Essay structure
11. Essay outline
12. Introduction and conclusion
13. Cohesion and coherence
14. Essays for written examinations
15. In-class writing assignment 2

Teaching:
Classes are delivered through lectures using multimedia resources and an interactive approach, including presentations, discussion, and practical work through individual, group, and pair activities. Classes are conducted in English.

Assessment:
Assessment is conducted through two in-class written tests, compulsory homework assignments, practical tasks during exercises, and the final examination.

Assessment criteria:

Tests	Seminar	Practical work	Final exam		
50	10%	10%	30%		

References/Reading list	
Required	Zemach, Dorothy E. i Ghulldu, Lisa, A. (2011). Writing Essays: From Paragraph to Essay, Student Book. Macmillan, London
Supplementary	Bailey, Stephen. Academic Writing: A Handbook for International Students. London: Routledge, 2006. The instructor reserves the right to amend and supplement the reading list.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: EDUCATIONAL PSYCHOLOGY

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
III	Obligatory subject	2	1	4	

Subjects as prerequisites:	--------
Subject aims	Introduce students to the basic knowledge and features of psychology as science
Competencies (learning outcomes)	• Assesses personality based on acquired theoretical knowledge • Theoretically presents and critically analyses phenomenon and issues being subject of general psychology • defines and understands basic terms and processes in general psychology

Course delivery plan:

1. Subject and development of psychology and contemporary psychological disciplines
2. Psychological methodology, introspection, experiments, tests, types of tests, psychometric features of tests
3. Organic foundations of psychic life
4. Concept of learning, classification of forms of learning, basic processes and conditions of memory, transfer of learning
5. The concept of memory, types of memory
6. Representations (concrete, schematic and general), Hypnagogic images
7. Basic laws of forgetting, theories of forgetting
8. The concept of thinking, means of thought activity, thinking as problem solving
9. Concept of creativity and criterion of creativity, flow and stages of the creative process, capacity for creativity, personality and creativity, theories about creative thinking
10. Intelligence and other mental abilities.
11. Emotional intelligence, characteristics and classifications of emotions, expression and perception of emotions, facial expression, non-verbal communication, learning emotional behaviour
12. The concept of motives, classification of motives, frustration and causes, conflicts, constructive and destructive reactions to frustration, defense mechanisms
13. Concept and structure of personality, personality dynamics, personality development, agents of personality socialization, personality dimensions
14. Freud's theory of personality, Allport's theory of personality, Fromm's theory of personality
15. Temperament and character, attitudes, examination of personality traits, personality disorder, psychological trauma

Teaching: Lectures, practical classes, office hours

Assessment: Exam will have both written and oral part. Upon the final written exam, Student will attend oral evaluation.

Assessment criteria:

Lectures	Practical classes (PC)	Activity	Written exam	Oral exam	Total
3 points	3 points	4 points	50 points	40 points	100 points

References

Required

1. Grgin, *Psihologija učenja*, Eduka, Zagreb

Additional

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

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ENGLISH PHRASAL VERBS

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
III	mandatory	2	2	4	04K03-1022

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	To develop students' understanding of phrasal verbs and their appropriate use in spoken and written English.
Competencies (learning outcomes)	Demonstrate knowledge of the structure of phrasal verbs Distinguish between phrasal and prepositional verbs Use phrasal verbs accurately in spoken and written English

Course delivery plan:
1. The Frequency of Phrasal Verbs in English
2. The Grammar of Phrasal Verbs
3. Phrasal Nouns
4. Phrasal Adjectives
5. Collocations and Phrasal Verbs
6. Registers
7. Phrasal Verbs in Idioms
8. Midterm Exam
9. The Phrasal Verbs come, get, and go
10. The Phrasal Verbs keep and take
11. Phrasal Verbs with the Particles around and about
12. Phrasal Verbs with the Particles down and in
13. Phrasal Verbs with the Particles off and on
14. Phrasal Verbs with the Particles out and up
15. End-of-term Exam

**The instructor reserves the right to modify the course content as necessary.*

Teaching:
Lectures, Tutorials, and Office Hours

Assessment:
Student assessment is conducted through continuous assessment during the semester and/or a final examination. During the semester, students are required to take two in-class exams and deliver a presentation on an assigned topic. Students who pass both midterm exams and successfully complete the presentation are exempt from the final examination. Students who do not pass the midterm exams are required to take a comprehensive final examination.

Assessment criteria:			
Classroom activities	**Presentation**	**Final exam**	TOTAL

5	15	80 (40 + 40)	100
References/Reading list			
Required	Hart, C.W. (2017), *The Ultimate Phrasal Verb Book,* New York: Barron's. McCarthy M. & O'Dell F. (2007), *English Phrasal Verbs in Use -advanced,* CUP. McCarthy M. & O'Dell F. (2004), *English Phrasal Verbs in Use,* CUP.		
Supplementary	Flower, J. (1993), *Phrasal Verb Organiser,* LTP: London Seidl, J. (1990): *Exercises on Phrasal Verbs,* Oxford: Oxford University Press. Courtney, R., *Longman Dictionary of Phrasal Verbs,* London: Longman **The instructor reserves the right to modify the course elements as deemed necessary.*		

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: NON-FINITE FORMS

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
4	mandatory	3	1	6.00	04K03-1023

Teacher: Edina Rizvić-Eminović, Full Prof.
E-mail: edina.rizvic-eminovic@unze.ba

Course Teaching Assistant: Goran Grubešić
E-mail: goran.grubesic@unze.ba

Subjects as prerequisites:	None
Subject aims	• To develop students' understanding of non-finite phrases in English, particularly in areas in which they differ from the students' mother tongue. • To enable students to analyse the structure and function of English non-finite phrases, as well as their use.
Competencies (learning outcomes)	The student identifies non-finite phrases or clauses in connected text, describes and analyses their structure, all their elements and non-finite forms, and formulates, creates, and applies all their types.

Course delivery plan:

1. Introduction to the course and syllabus
2. Verbs and verb forms; phrase vs. clause vs. sentence
3. Types of sentences; subordinate clauses; forms with which non-finite clauses occur
4. Non-finite clauses in general; forms of non-finite clauses; subordinators of non-finite clauses
5. Participial clauses: forms of participles and constituents of participial clauses
6. Participial clauses: functions
7. Gerund phrases: forms of the gerund and types of gerund phrases
8. Gerund phrases: functions in the sentence
9. First in-class test
10. Infinitive clauses: forms of the infinitive and constituents of infinitive clauses
11. Transformation of subordinate clauses into infinitive clauses: use of gerund vs. infinitive phrases
12. Verbless clauses
13. Non-finite phrases and their translation equivalents
14. Nominalisation: abstract noun phrase
15. Second in-class test

The instructor reserves the right to modify the course content.

Teaching:
Classes are delivered through lectures using multimedia resources and an interactive approach, including presentations, discussion, and practical work through individual, group, and pair activities. Classes are conducted in English.

Assessment:
Assessment is conducted through two in-class written tests, compulsory homework assignments, practical tasks during exercises, and the final examination.

Assessment criteria:					
Tests	**Seminar**	**Practical work**	**Final exam**		

50%	20%	10%	30%		
References/Reading list					
Required	Greenbaum, S., and R.A. Quirk (1990) Student's Grammar of the English Language, Longman. Huddleston, R. and G.K. Pullum (2005) A Student's Introduction to English Grammar, Cambridge University Press Graver, B.D. Advanced English Practice, Oxford University Press (updated)				
Supplementary	Aljović, N. (2017) Non-Finite Clauses in English, Properties and Function, Tehnoprint, Prnjavor Frank, M. (1974) Modern English - A Practical Reference Guide, Regents/Prentice Hall Šestić, L. (2012) Forme sa nastavkom –ing u engleskom tehničkom registru i njihovi prevodni ekvivalenti u bosanskom/hrvatskom/srpskom, Zenica Rizvić-Eminović, E. (2018) Engleska gerundska fraza: kontrastivna analiza na korpusu iz pravnog registra, Feta-grand d.o.o., Zenica				

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: CONTEMPORARY ENGLISH IV

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
4	mandatory	2	4	7.00	04K03-622

Teacher: Edina Rizvić-Eminović, Full Prof. **E-mail:** edina.rizvic-eminovic@unze.ba	**Course Teaching Assistant:** Goran Grubešić **E-mail:** goran.grubesic@unze.ba

Subjects as prerequisites:	None
Subject aims	The aim of the course is to enable students to achieve proficiency in English at the B2+ level according to the CEFR, across all language skills.
Competencies (learning outcomes)	● The student applies vocabulary and language structures appropriate to the B2+ level in written and oral expression in English, within the scope of the course content. ● The student translates less complex texts from English into their mother tongue and vice versa, uses clear and grammatically accurate sentence structures with occasional paraphrasing, and supports their views with arguments. ● The student communicates fluently, takes initiative in communication, and expands and elaborates on ideas in discussion.

Course delivery plan:

1. Introduction to the course and course requirements
2. Types of meaning: polysemy, synonymy, collocations, connotation, and register
3. Work and study
4. People and relationships
5. Leisure and lifestyle
6. Travel
7. The environment
8. Practical in-class tasks
9. Society and institutions
10. The media
11. Health
12. Technology
13. Basic concepts: space, time, motion, manner, sound, weight and density, colour, speed, and cause and effect
14. Functional vocabulary: permission and prohibition; complaining and protesting; apologizing, forgiving and reconciliation; complimenting and praising
15. Practical in-class tasks

The instructor reserves the right to modify the course content.

Teaching:
Classes are delivered through lectures using multimedia resources, including presentations, audio and video materials, an interactive approach, and student participation through discussions, debates, presentations, translation, individual and group work, and pair work. Classes are conducted in English.

Assessment:
In order to ensure continuous and balanced student engagement across all four language skills, students are assigned weekly homework in all course segments. These assignments include independent translation of a given text on one of the covered topics, presentations, essay writing, and preparation for discussion.
Writing skills are assessed through essays. Each student writes ten short essays on topics that require the use of the vocabulary covered in class. Speaking, listening, and reading skills are assessed through participation in discussions about the films watched and the book read, debates, presentations, and practical in-class tasks.
For certain assignments, students prepare independently as part of their homework, which is also assessed. Assessment is conducted through two in-class written tests, compulsory homework assignments, practical tasks during exercises, and the final examination.

Assessment criteria:					
Tests	**Seminar**	**Practical work**	**Final exam**		
30%	10%	30%	30%		

References/Reading list	
Required	McCarthy, M. and O'Dell, F. (1994). English Vocabulary in Use: Vocabulary Reference and Practice, Advanced Cambridge University Press, UK Vince, M. and P. Emmerson (2003). First Certificate Language Practice. Oxford: Macmillan. Kenny, N. and L. Luque-Mortimer (2006). First Certificate Practice Tests. London: Longman.
Supplementary	Bujas, Ž. (2001). Veliki englesko-hrvatski rječnik. Zagreb: Nakladni zavod globus. Bujas, Ž. (2001). Veliki hrvatsko-engleski rječnik, Zagreb: Nakladni zavod globus. Longman Dictionary of contemporary English. (2005) London: Longman. Cambridge Idioms Dictionary. (2006). Cambridge: CUP

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

Subject title: DIDACTICS

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
IV	obligatory	2	1	4	04K04-316

Teacher: **E-mail**: a	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites: .	-
Subject aims	Provide insight into foundations of teaching skills which are the result of the latest scientific achievements in order to obtain basic teaching competences. develop abilities for a comparative-critical analysis of basic didactic terms, the development path of didactics and notice the connection with teaching practice. develop critical thinking and the ability to solve basic didactic problems. Teach students to apply and verify the acquired knowledge in practice.
Competences (learning outcomes)	Correctly interprets basic didactic concepts, Identifies and understands the logical connection between the stages of teaching work, Interprets the meaning and applies proper lesson structuring (articulation) across various types of lessons, Explains and takes a critically reasoned stance toward teaching and learning/instruction in the educational process

Course delivery plan:

1. Introducing students to in class activities, reading list
2. Subject of study of didactics, tasks and relation of didactics to other sciences
3. Basic didactic terms (teacher, student, teaching content, curriculum, didactic triangle, quadrilateral, hexagon, teaching, upbringing, education.)
4. Learning and teaching strategies
5. Didactic laws, principles and rules
6. Defining teaching goals and tasks and learning outcomes
7. I in-class exam
8. Teacher planning for work
9. Preparing teachers for work

Internal and external organization of teaching,

11. Teaching methods and rules for choosing teaching methods
12. Types of teaching activities
13. Socio-emotional climate, elements of a successful relationship between teachers and students
14. Evaluation of teaching
15. II in-class exam

Teaching:
Lectures, practical classes, office hours

Assessment: Exam is done in writing.
Students can take exam during the semester, in two in-class exams (students who pass first in-class can attend second in-class test). If both in-class tests are passed, they are considered as passed written final exam. During semester students are given an opportunity to score some points from term assignments. During the semester, the student has 5 assignments worth 4 points each

Assessment criteria:

Lectures	Practical classes (PC)	Activity	Final exam	Total
-	-	20	80 (40+40)	100

References

Required	1. Muminović, H. (2013). Osnovi didaktike. Des doo: Sarajevo; 2. Kyriacou, C. (1997). Temeljna nastavna umijeća. Educa: Zagreb: 3. Slatina, M. (1998). Nastavni metod prilog pedagoškoj moći suđenja, Filozofski fakultet: Sarajevo 4.. Jensen, E. (2001). Super nastava. Educa. Zagreb:

	5. Ćaro, A. (2022). Pedagogija odnosa prilog razumijevanja interakcije učenika i nastavnika, Štamparija S: Tešanj 6. Bognar, L. Matijević, M. (1993). Didaktika, Školska knjiga: Zagreb

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: AMERICAN CULTURE AND CIVILIZATION

Semester	Status	Hours per week		ECTS points value	Code
		Lectures	Practical classes		
IV	obligatory	2	2	5	04K03-624

Course instructor: **E-mail**:	**Teaching assistant**: **E-mail**:

Pre-requisites	--
Course aims	• To achieve students' knowledge of American culture, civilization, and the historical background of spiritual and cultural life from the pre-Columbian period to the present day • To achieve students' knowledge of the major social, political, cultural, and intellectual events, ideas, and persons of American history • To provide students with an understanding of the multifaceted nature of US culture and civilization • To enable students to critically analyze events and trends in American society and their reflections in a broader global context
Learning outcomes	• Explains main features of American culture and civilization and historical background • Lists facts that impacted the creation of multicultural society in the US • Interprets ideas and concepts related to the historical development of the US society and its multiculturalism • Assesses the importance of the US in a global context

Syllabus content*:

1. Introductory remarks and approaches to the study of US culture and civilization. Geomorphological and demographic features. Remarks about the multifaceted nature of American culture and civilization, American values, cultural and religious pluralism, an overview of the most notable Native American cultures
2. English colonies in the New World. The origin and development of slavery on the American soil
3. Socio-economic and cultural determinants in the colonies. The Puritans and ideas of covenant and commission. Colonies in the South and the expansion of slavery
4. Transatlantic trade, problems between the colonial government and colonists, the protests of the colonists and the first clashes with the English troops
5. The Declaration of Independence and the American Revolution. The effects of the Revolution on the changes in society
6. The constitution of the US as a republic and the formation of political parties. The challenges of the newly emerged state in economic, foreign, and other contexts
7. The territorial expansion of the US and the tenure of President T. Jefferson. War with Great Britain in 1812. President Monroe's foreign policy approach.
8. Mid-term examination
9. Other tendencies in the development of the US. The fate of the indigenous population
10. Immigrant problems in the West, racial and ethnic heterogeneity. New developments in American society, including reform movements, social and religious phenomena, and notable personages
11. Technological and economic development of the US and the accompanying changes in social movements. Differences between the North and the South.
12. African-American experience in the South and its reflections in the contemporary US society
13. Immigration and immigrants in the US. The Texas question and the Mexican-American War and its reflections today. The meaning and importance of „the West "and „the Frontier "
14. Differences between the North and the South and the Abolitionist Movement. Secession of the South and the outbreak of the Civil War
15. An overview of the most important characteristics of the Civil War. The consequences of the war and indications of further development after the war, trends in the educational system and culture

* The course instructor retains the right to modify the syllabus.

N.B.: American cultural and historical determinants from the end of the 19th century to this day will be included within the context of American literature course in the next year of studies.

Learning delivery: lectures and practical classes; ex-cathedra, verbal and demonstration method, practical work, visual and audio-visual aids

Assessment: is carried out continuously through the semester by assessing relevant participation in practical classes; regular attendance is also taken into account when forming the final grade. The course instructor retains the right to organize colloquium or short written assignments during the semester. The course instructor also retains the right to determine/modify the share of the colloquium/written assignments in the final grade. Dedicated independent work is expected from students as well as regular reading, active participation in class, and consultation with the course instructor and teaching assistant.

Assessment criteria

Regular and relevant participation in class	Presentation/essay	Colloquium/written assignment	Final exam
20%	20%	30%	30%

Reading*

Obligatory	1. Boyer, Paul et al. *The Enduring Vision: A History of the American People*. Concise Sixth Ed. Boston: Wadsworth, Cengage Learning, 2010. 2. Datesman, Maryanne Kearny et al. *The American Ways: An Introduction to American Culture*, 3rd ed. New York: Pearson Education, 2005.
Supplementary	1. Bayor, Ronald (ed). *Multicultural America: An Encyclopaedia of the Newest American.* Greenwood, 2011. 2. Burgett, Bruce and Glenn Hendler (eds.). *Keywords for American Cultural Studies*. New York: New York UP, 2007. 3. Campbell, Neil and Alasdair Kean. *American Cultural Studies: An Introduction to American Culture*. Third Ed. 1997. New York: Routledge, 2000. 4. Mauk, David and Oakland, John. *American Civilization. An Introduction*. New York: Routledge, 1995. 5. Shearer, Benjamin F. *Culture and Customs of the United States. Vol.1. Customs and Society*. Westport, Connecticut/ London: Greenwood Press, 2008. 6. Zelinsky, Wilbur. *Exploring the Beloved Country: Geographic Forays into American Society and Culture (American Land & Life)*. Iowa City: University of Iowa Press, 1994. *The course instructor retains the right to modify the reading list.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: GLOTTODIDACTICS FOR FOREIGN LANGUAGES

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
4	mandatory	2	2	5	04K03-731

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	The course objectives are to introduce students to the basic concepts of the theory of foreign language teaching and to offer an insight into the core elements of the theory of foreign language teaching from the diachronic and synchronic perspective.
Competencies (learning outcomes)	- develop necessary skills needed for team work, making of group conclusions and decisions, as well as the skills necessary for the development of critical thinking. - be given an insight into the scientific value of glottodidactics with a special focus on its interdisciplinarity. - master the core knowledge of the contemporary approach to English language teaching. - become familiar with the most important aspects of language skills (reading, listening, writing and speaking), with the special emphasis on conversational elements. - master the most important contemporary principles of the methodology of English language teaching on various levels of education

Course Syllabus:
1. Introductory lecture
2. Defining glottodidactics and its significance in the context of interdisciplinarity
3. The relationship between glottodidactics and psychology, linguistics, sociolinguistics, and psycholinguistics
4. and 5. Historical overview of the most important foreign language acquisition methods (Grammar-Translation Method, Direct Method, Audio-Lingual Method, Suggestopedia, Silent Way, Total Physical Response, Communicative Language Teaching, etc.)
6. The concept of principled eclecticism and the post-method era
7. Main trends in contemporary English language teaching
8. Interactive learning and the multimedia approach to teaching English
9. Ways of developing fundamental language skills (reading, listening, speaking, and writing)
10. Accelerated development of communicative competence
11. Assessment methods
12. The importance of motivation in learning English
13. Cognitive and affective factors influencing the quality of foreign language acquisition
14. The difference between learning and acquiring English
15. Learners' individual differences

*The instructor reserves the right to modify the course content.

Teaching:
Lecture classes (professor covers the topics), seminar classes (discussions, presentations, questions, analyses, literature clarifications etc.). Thorough and regular work, reading assigned readings and preparing seminar papers and various tasks are prerequisites to successful acquisition of knowledge and taking the final exam.

Assessment:
Assessment will be carried out continuously during the classes (attendance, portfolio: tasks, seminar papers) and on the final end-term exam. Continuous work, homework and a seminar paper are considered

prerequisites to taking the final exam. Students will be provided with all the necessary details on classes and assessment at the start of the semester and through the course delivery plan.					
Assessment criteria:					
In class participation	**Seminar paper**	**Practical work**	**Theoretical final exam**		
10%	40%	-	50%		
References/Reading list					
Required	Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. Oxford: OUP. Lightbown, P. M., Spada, N. (2006). How Languages are Learned. Revised ed. Oxford: OUP. Nunan, D. (1991). Language Teaching Methodology. London: Prentice Hall.				
Supplementary	Richards, J., & Rodgers, T. (2001). Approaches and Methods in Language Teaching. 2nd ed. Cambridge: CUP. Peter Westwood (2008), What Teachers Need to Know about Teaching Methods, Australia; ACER Press				

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: GERMAN LANGUAGE

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
IV	Elective course	2	2	5	04K03:
Subjects as prerequisites:		-			

Subject aims	Prepare students for written and oral communication in German at level A1 of the European reference framework.
Competences (learning outcomes)	uses acquired knowledge (vocabulary, pronunciation, grammar rules) from the German language at level A1 in written and oral form.
Subject program:	1. Introduction, German alphabet, basic spelling and pronunciation rules in the German language. 2. Meetings and contacts: introduce yourself and others, formal and informal greetings when meeting, address, Grammar: conjugation of regular verbs in the present tense 3. Everyday situations: Ask for and provide information. Grammar: present auxiliary verbs; haben, sein and werden, numbers, word order in a declarative sentence. 4. Good bye: Formal and informal greetings when leaving, Grammar: present tense of the verb: brauchen and wollen, questions with question words wer, was, wo, woher, wohin etc. and word order. 5. Thank you and please: to ask someone for something and thank them, repetition: introduction, address, occupation, etc. Grammar: verb helfen (e/i change), personal pronouns, definite article. 6. On a trip: Getting around in a new environment. Grammar: yes/no questions and word order, welcher/welche/welches, modal verb müssen. 7. Phone conversation: greeting, meeting arrangements Grammar: modal verb können, sein in the preterite, possessive pronouns, verbs with e/i change. 8. Birthday: to wish a happy birthday, write an invitation and a card. Grammar: repetition of numbers and their use in different contexts, conjugation of the verb antworten. 9. At the police station: give your official information, fill out the form. Grammar: prepositions with dative and accusative, reflexive verbs, polite address. 10. Entertainment: party planning (shopping, appointments, small talk). Grammar: Perfect 11. Eating and drinking; what when we eat and drink, offering food and drink. Grammar: perfect, repetition, modal verb mögen, use of the article. 12. Restaurant or home delivery: order food. Grammar: comparison of adjectives. 13. Countries and languages: talk about countries and languages. Grammar: negation, split verbs. 14. Oral colloquium: dialogues. 15. Final evaluation of the course, instructions for independent study
Teaching:	The classes comprise Practical classes (PC) and lectures The planned teaching methods include demonstration, oral presentation, discussion, written assignments, reading, and working with text.

Assessment:
Continuous evaluation and student assessment. Elements that are evaluated are regular and active participation in classes, a written colloquium during the semester and a written final exam.

Assessment criteria:(%)

Presence and activity during lectures	Oral colloquium	Final exam
20%	**40%**	**40%**

Reading list

1. Krenn, Wilfried/Puchta Herbert (2016): Motive, Kompaktkurs DaF, Kursbuch, Hueber, München.
2. Krenn, Wilfried/Puchta Herbert (2016): Motive, Kompaktkurs DaF, Arbeitsbuch, Hueber, München.
3. Nicos Weg, Deutsch Lernen, A1, unter: https://learngerman.dw.com/de/nicos-weg/c-36519687

Additional

Medić, Ivo (1999): Kleine deutsche Grammatik, Školska knjiga, Zagreb.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: TURKISH LANGUAGE I

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
IV	Elective course	2	2	3	

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	None

Subject aims	• Enable students to master the basic structural elements of the Turkish language at the phonetic-phonological level. • Enable students to master the basic structural elements of the Turkish language at the morphological level. • Enable students to understand basic texts. • Enable students to correctly use communication skills in common life situations.
Competences (learning outcomes)	• Masters the phonetic-phonological elements of the Turkish language. • Enables students to use genitive connections in both theory and practice. • Composes noun and verb sentences, applies positive, negative, interrogative, and interrogative-negative forms. • Uses digital tools as a support for teaching

Course delivery plan:

1. Historical overview of Turkish language development
2. Turkish alphabet, orthographic signs
3. Vocal harmonics
4. Possessive suffixes
5. Auxiliary verb TO BE (imek)
6. First genitive connector
7. First in-class exam
8. Cases, postpositions with nominative and genitive
9. Present with *-yor*
10. Predicatives *var/ yok*
11. Perfect with *-di*
12. Expressing date and time using clock, second genitive connector
13. Numbers
14. Future with *-(y)ecek*
15. Second in-class exam

Teaching: Lectures and practical classes; verbal methods, practical work, demonstration method

Assessment: Exam is done orally and in writing

Students can take exam during the semester, in two in-class exams (students who pass first in-class can attend second in-class test). If both in-class tests are passed, they are considered as passed written final exam. Should students fail in-class exam(s) they will have to take a written final exam. Assessment includes several individual segments that add up to the final grade. Students are required to obtain a predetermined minimum passing score in each individual segment of the subject to be eligible for adding up to the final grade. Upon the final written exam, students will attend oral evaluation. Individual segments and their share of the final grade include:

1. Exercises, activity 30%
2. first in-class exam 25%
3. second in-class exam 25%
4. oral exam 20%

Assessment criteria:

Lectures	Practical classes (PC)	Activity	Written exam	Oral exam	Total
10 b	10 b	10 b	50 b	20 b	100 b

References

Required	E. Čaušević: Gramatika savremenog turskog jezika, Hrvatska sveučilišna naklada, Zagreb, 1996. K. Aykut: *Turske postpozicije-„reči bez značenja “,* Zadužbina Andrejević, Beograd, 2007.

	S. Đinđić: *Udžbenik turskog jezika,* Naučna knjiga, Beograd, 1989. N. Nomer Karaman: *Türkçe öğrenelim,* Filiz Kitabevi, İstanbul, 2003 M. Ergin: *Üniversiteler İçin Türk Dili,* Bayrak Basım, İstanbul, 1994 Yeni Hitit, *Yabancılar İçin Türkçe Ders Kitabı 1*, Tömer, Ankara, 2009 **Teacher selected reading list. Reading list may be updated at the beginning of every academic year.**
Additional	M. Hengirmen: *Türkçe öğreniyoruz*, Engin Yayınevi, Ankara, 2002 F. Temizyürek: *Türkçe öğreniyoruz*-Güneş, Tika Yayınları, Ankara, 2005 F. Temizyürek: *Türkçe öğreniyoruz-Orhun*, Tika Yayınları, Ankara, 2003 Türkçe eğitim öğretim setleri **Teacher selected reading list. Reading list may be updated at the beginning of every academic year.**

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: INTRODUCTION TO SYNTACTIC ANALYSIS

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
V	mandatory	2	2	6	04K03-1024

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	The goal of the course is to master basic syntactic concepts as well as the analysis of sentence constituents and simple English sentence.
Competencies (learning outcomes)	By the end of the course, students should be able to: - Understand and apply basic syntactic concepts - Analyze sentence constituents - Analyze simple English sentences

Course delivery plan:

1. Introduction to the course
2. Basic concepts of syntactic analysis
3. Categories and functions of linguistic units
4. Types of clauses
5. Basic form of syntactic analysis: immediate constituents
6. Analysis of simple sentences and phrases
7. First Mid-Term exam
8. Syntactic theory and its goals
9. Arguments of predicates (verbs), nouns, adjectives, prepositions
10. Grammatical and lexical categories of English words and their syntactic properties
11. Auxiliary verbs, infinitive marker *to*
12. Tree structure
13. Relations of elements in syntactic structure: *c-command*
14. Defective clauses
15. Second Mid-Term exam

**The instructor reserves the right to make adjustments to the course content.*

Teaching:
Lectures, seminars, tutorials

Assessment:
Students' knowledge and progress will be assessed continuously throughout the course and during the final examination. Students who do not pass both Mid-Term exams will be required to take the comprehensive final exam.
**The instructor reserves the right to make adjustments to the modes of assessment.*

Assessment criteria:			
Classroom Activities	**Presentation**	**Final exam**	TOTAL

5	15	80 (40 + 40)	100
References/Reading list			
Required	Haegeman, L. and J. Guéron, (1999). *English Grammar – A Generative Perspective*, Blackwell. (chapter 1: sections 0, 1, 2, 3) Radford, A., (2009). *Analysing English Sentences – A Minimalist Approach*, Cambridge: CUP. Downing A. (2015). *English Grammar: A University Course*. New York: Routledge.		
Supplementary	S. Greenbaum, and Quirk, R. (1990). *A Student's Grammar of the English Language*, Longman. Riđanović, M. (2007*). Praktična engleska gramatika*. Drugo izdanje. Sarajevo: Šahinpašić. **The instructor reserves the right to modify the course elements as deemed necessary.*		

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: CONTEMPORARY ENGLISH V

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
V	mandatory	4	2	7	04K03-1025

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	The aim of the course is to enhance all four language skills toward the C1 level through various activities involving written and oral expression in English (academic writing of discursive, descriptive, narrative essays, summaries, discussions, dialogues, etc.), using more complex grammatical structures and richer vocabulary.
Competencies (learning outcomes)	By the end of the course, students should be able to: - Understand and analyze complex texts - Express themselves persuasively, both in writing and orally, with a higher level of grammatical correctness and fluency - Write clear and detailed texts on various topics - Express personal opinions on current issues and literary texts

Course delivery plan:

1. Introduction to the course
2. Business and economy
3. Reading: T*asks for Business Personnel*
4. Evaluating your English
5. Writing: *Newspaper stories*
6. Presentations Day 1
7. First Mid-Term exam
8. Saying *no* politely
9. Reading: *Choose Your Words Carefully*
10. Problem-Solving
11. Writing: *Reports*
12. Computer-Dating Service
13. Reading: *Debates on Contemporary Issues*
14. Presentations Day 2
15. Second Mid-Term exam

**The instructor reserves the right to make adjustments to the course content.*

Teaching:
Lectures, seminars, tutorials

Assessment:
Students' knowledge and progress will be assessed continuously throughout the course and during the final examination. Students who do not pass both Mid-Term exams will be required to take the comprehensive final exam.
**The instructor reserves the right to make adjustments to the modes of assessment.*

Assessment criteria:

Classroom Activities	**Tasks**	**Presentations**	**In-class exams**	TOTAL
10	10	30	50	100

References/Reading list	
Required	Mann, M. and Taylore-Knowles (2008). *Destination C1 and C2 – Grammar and Vocabulary*. Oxford: Macmillan Education. Side, R. and Wellman, G. (2000). *Grammar and Vocabulary for Cambridge Advanced and Proficiency*, Harlow: Longman.
Supplementary	Bowkett, A. (2017). *C1 Speaking Skills: Simple Tools for Advanced English* Openshaw, N.M. (2016). *Advanced English Discussion Topics* Williams, P. (2018). *Advanced Writing Skills for Students of English* **The instructor reserves the right to modify the course elements as deemed necessary.*

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: AMERICAN LITERATURE UNTIL THE END OF THE NINETEENTH CENTURY

Semester	Status	Hours per week		ECTS points value	Code
		Lectures	Practical classes		
V	obligatory	2	3	5	04K03-1026

Course instructor: **E-mail**:	**Teaching assistant**: **E-mail**:
Pre-requisites	--

Course aims	• To provide students with knowledge of American literary production and authors from the colonial beginnings to the end of the 19th century • To provide students with knowledge of literary works of the so-called minority authors • To expand students' knowledge of ideas and principles embedded in the foundations of American ideals and institutions, contained within the literary text • To enable students to use literary terminology and apply literary theories in text analysis • To enable students to understand and analyze literary works within the context of politics and intellectual issues of the day
Learning outcomes	• Names representative works and authors of American literature from colonial period to the end of the 19th century • Classifies American literature of the 19th century, provides examples of authors and works • Interprets literary works • Applies literary and theoretical terminology in the analysis of texts of the nineteenth-century American literature • Connects non-literary texts to literary texts encompassed by the course

Syllabus content*:

1. Introductory remarks. Colonial beginnings of American literature. Challenges of the Puritan heritage in the American literary expression exemplified by e.g. the poems of Anne Bradstreet
2. Rethinking the American identity: J. Hector St. John de Crèvecoeur, "Letters from an American Farmer "(1782, 1793) (selected excerpts). Challenges of professional writing and folklore heritage: Irving, *Rip Van Winkle* (1819).
3. Romanticism and Gothic elements in American literature on the example of selected poetry and fiction of Edgar Allan Poe
4. Puritan heritage and other themes (e.g. Nathaniel Hawthorne, *The Scarlet Letter*).
5. Transcendentalism as a specific form of American Romanticism: selected texts of Transcendentalists such as Ralph Waldo Emerson and Henry David Thoreau
6. Specificities of American society and identity awareness in a new environment (e.g. literary works by Herman Melville)
7. Female poetic expression: selected poems by Emily Dickinson
8. Possibilities of free verse and new approaches to poetry in America: Walt Whitman, "Leaves of Grass "(selected excerpts).
9. Regionalism in American literature. „A classic "of the nineteenth century American literature in a new light: Mark Twain, *Adventures of Huckleberry Finn*.
10. Specificities of African-American experience in American literary history on the example Paul Laurance Dunbar's poetry
11. Characteristics of the southern society and white dominance in Kate Chopin's fiction
12. A female approach to regionalism (possible example: literary works by Sarah Orne Jewett
13. Experimental strides in literary creativity by the end of the century: fiction by Stephen Crane or some other literary representative
14. The fate of the indigenous population: Zitkála-Šá (Gertrude Simmons Bonnin), *The School Days of an Indian Girl* (selected parts)
15. Concluding remarks, revision

*The course instructor retains the right to modify the syllabus content.

Learning delivery: lectures and practical classes; ex-cathedra, verbal and demonstration method, practical work, visual and audio-visual aids

Assessment: is carried out continuously through the semester by assessing relevant participation in practical classes; regular attendance is also taken into account when forming the final grade. The course instructor retains the right to organize colloquium or short written assignments during the semester. The course instructor also retains the right to determine/modify the share of the colloquium/written assignments in the final grade. Dedicated independent work is expected from students as well as regular reading, active participation in class, and consultation with the course instructor and teaching assistant.

Assessment criteria			
Regular and relevant participation in class	Presentation/essay	Colloquium/written assignment	Final exam
20%	20%	30%	30%

Reading*	
Obligatory	Excerpts from anthologies: 1. Baym, Nina, et al. *The Norton Anthology of American Literature*. Sixth Ed. New York: W.W. Norton, 2002. 2. Lauter, Paul (gen. ed). *The Heath Anthology of American Literature*. Fifth Ed. Lexington: D.C. Heath, 2006.
Supplementary	1. Bercovitch, Sacvan (ed.). *The Cambridge History of American Literature*. Vol. 4. *Nineteenth-Century Poetry, 1800–1910*. 2004. Cambridge: Cambridge UP, 2007. 2. Elliott, Emory (ed.). *Columbia Literary History of the United States*. New York: Columbia UP, 1988. 3. Gray, Richard. *A History of American Literature*. 2nd Ed. Blackwell Publishers Ltd., 2012. 4. Pizer, Donald (ed.). *The Cambridge Companion to American Realism and Naturalism*. Cambridge: Cambridge UP, 1995. 5. Ruland, Richard and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. New York: Viking Penguin, 1991. 6. Samuels, Shirley (ed.). *A Companion to American Fiction 1780–1865*. Blackwell Publishing Ltd. 2004. *The course instructor retains the right to modify the reading list.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ENGLISH LANGUAGE TEACHING METHODOLOGY AT PRESCHOOL AND EARLY SCHOOL AGE

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
V	Required	2	2	6	04K03-733

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	No prerequisites

Subject aims	The goal of this course is to equip students (future English language teachers) to apply the principles, methods, and techniques of modern teaching for young learners (preschool and early primary age), as well as to foster critical thinking based on thorough theoretical insight into English language teaching methodology in preschool and early school age.
Competences (learning outcomes)	Upon the completion of the course student will - define and describe the characteristics and goals of play-based teaching and the concept of acquiring the English language that is appropriate for the youngest age group. - integrate knowledge and skills in the field of multimedia teaching as a prerequisite for modernity in English language teaching. - use English as the dominant medium of communication in preschool and early school age. - apply fundamental principles of critical thinking and contemporary principles of English language teaching for preschool and early school age.

Course delivery plan:

1. Introduction to methodology as science
2. Stages of Development (Piaget)
3. "Sociological constructivism" (Vygotsky)
4. Basic principles in working with the youngest age group
5. Learning styles
6. Multiple intelligences
7. The process of learning a first language
8. The process of acquiring a second (third) language, the first in-class test
9. Concepts of the English language program (preschool and early school age)
10. Developing listening and speaking skills
11. Developing reading and writing skills
12. Ways of acquiring vocabulary and grammar
13. Learning how to learn/modern and classical methods
14. Lesson planning
15. Evaluation of student work

Teaching:
Lecture classes (teacher elaborates topics), practical classes (discussions, presentations, questions, analyses, elaboration of literature, etc.) Serious and continuous work, autonomous reading of literature and preparation and performance of assigned tasks that are precondition for successful mastering of material and passing exam. The classes are conducted in English.

Assessment:
Assessment will be done continuously during classes (attendances, portfolio: assignments, seminar papers) and on final exam. Continuous work, homework and seminar paper are pre-conditions for attending final exam. Students will be informed about all aspects of teaching at the beginning of the semester and via course syllabus.

Assessment criteria:

Practical work	In-class test	Theoretical exam	Total
20	30	50	100

References	
Required	1. Harmer, Jeremy (2007) How to Teach English, Essex: Pearson Longman 2. Pinter, A. (2003) Teaching Young Language Learners, Oxford: Oxford University Press 3. Rivers, Wilga (1994) Interactive Language Learning, Cambridge: Cambridge University Press
Additional	1. Nunan, David (1996) The Self-Directed Teacher, Cambridge: Cambridge Language Education 2. Nunan, David (1991) Language Teaching Methodology, New York: Phoenix ELT 3. Jensen, Eric (2005) Super nastava, Zagreb: Educa. 4. Lewis, Gordon (2003) Games for Children, Oxford: Oxford University Press 5. Involucre, Mario (1997) More Grammar Games, Cambridge: Cambridge University

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ACADEMIC LITERACY II

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
5	mandatory	2	2	3.00	04K03-1027

Teacher: Edina Rizvić-Eminović, Full Prof. **E-mail:** edina.rizvic-eminovic@unze.ba	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	None
Subject aims	The aim of the course is to enable students to independently write seminar papers and research articles in accordance with the standards of academic writing.
Competencies (learning outcomes)	● The student distinguishes the structural elements of a research article. ● The student uses sources appropriately and cites references correctly. ● In writing a research paper on a given topic, the student uses appropriate grammatical and lexical elements, organizes arguments logically and coherently, and formulates conclusions.

Course delivery plan:

1. Introduction to the course content, requirements, and assessment
2. Analysis of the elements of research articles in different academic disciplines
3. Structure and elements of a research article
4. Academic register, vocabulary, phrases, and grammar
5. Sources used in research articles, plagiarism, and research topics
6. Literature review and citation of sources
7. Introduction section of the paper
8. Research hypothesis
9. Research methodology
10. Creating a research corpus, survey, or questionnaire
11. Results and discussion: organization of arguments and presentation of linguistic data
12. Conclusion
13. Review and peer review
14. Rules for preparing a presentation
15. Student presentations

Teaching:
Classes are delivered through lectures using multimedia resources, an interactive approach, and student participation through discussions, presentations, individual and group work, and pair work. Classes are conducted in English.

Assessment:
Each week, the student completes tasks related to the topic covered, which are assessed. Knowledge is assessed in written form during the semester through pre-defined written activities and in the final examination.

Assessment criteria:

Lectures	Seminar	Practical work	Final exam		

-	50%	10%	40%		
References/Reading list					
Required	Hinkel, Eli (2004) Teaching Academic ESL Writing, Practical Techniques in Vocabulary and Grammar, Lawrence Erlbaum Associates, Publishers, London Lipson, Charles (2006) Cite Right: A Quick Guide to Citation Styles--MLA, APA, Chicago, the Sciences, Professions, and More Pecorari, Diane (2008) Academic Writing and Plagiarism, A Linguistic Analysis, Continuum International Publishing Group, New York Zemach, Dorothy, E. & Rumisek, Lisa, A. (2005) Academic Writing, from paragraph to essay, Macmillan				
Supplementary	Oshima, A. & Hogue, A (1997). Introduction to Academic Writing. White Plains, N.Y.: Longman.				

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: THE BASICS OF ENGLISH FOR SPECIFIC PURPOSES

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
5	mandatory	2	0	3	04K03-735

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	• Achieve students' mastery of the basic features of English for specific purposes as an important factor in the professional career of graduates of this study. • Prepare students for proper translation and use of the ESP, as well as planning lessons of this type.
Competencies (learning outcomes)	• analyses and understands easier to moderately difficult professional texts. • evaluates and organizes teaching activities within the subject ESP. • applies basic professional discursive practices in English for translation purposes.

Course delivery plan:

1. Introduction to the subject and syllabus.
2. Basic determinants of the language of the ESP, differences in relation to the general English language, characteristics and ways of organizing the teaching of the ESP.
3. Analysis of language and language needs in learning the ESP. Basic grammatical structures of the English language relevant to professional language.
4. Language functions characteristic of a professional text.
5. Professional texts vocabulary issues
6. Formal and substantive organization of professional text.
7. Strategies and techniques for reading a professional text.
8. First in-class exam
9. Basic genres of professional literature.
10. Structural analysis of selected original professional texts, comparison of the structures of English professional texts with their translation equivalents in BCS.
11. Presentation of technical information.
12. ESP language teaching planning
13. Simultaneous learning of English language and CLIL
14. Designing CLIL model.
15. Second in-class exam

*The teacher reserves the right to correct course content.

Teaching:

Teaching is done through lectures using multimedia tools and an interactive approach, i.e. presentations, discussion, practical work (individual, group work, and work in pairs).

Assessment:

It is done via two written in-class tests (or one final written test at the end of the semester), mandatory assignments, practical assignments in classes, and a final exam.

Assessment criteria:

Lectures	Seminar	Practical work/Presentation	Final exam	In-class tests	Homework
-	-	10%	10%	60%	20

References/Reading list

Required	Tarabar, A. (2018). Istovremeno učenje jezika i struke: kreiranje CLIL modela, Zenica: IPI Hutchinson, T & Waters, A. (1987) English for Specific Purposes, Cambridge: Cambridge University Press Šestić, L. (1994). English for Mechanical Engineering Students, Engleski za studente mašinstva, Zenica: Univerzitet u Zenici In-class materials.
Supplementary	Šestić, L. (2002) Gramatika tehničkog engleskog s rječnikom, Zenica: Minex Dudley-Evans, T. (1998). Developments in English for Specific Purposes: A Multidisciplinary Approach. Cambridge University Press *The teacher reserves the right to change and add to the reading list.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: SYNTAX OF COMPLEX SENTENCE

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
VI	mandatory	2	2	6	04K03-1028

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	Introduction to Syntactic Analysis
Subject aims	The objective of the course is to equip students with the skills to analyze complex sentences, discern distinctions in sentence structure between English and Bosnian/Croatian/Serbian (BCS), and identify their own syntactic errors when expressing themselves in English.
Competencies (learning outcomes)	By the end of the course, students should be able to: - Recognize and define relations between English sentence constituents - Identify and apply concepts and terms used to describe various English structures - Identify differences in sentence structure between English and Bosnian/Croatian/Serbian (BCS)

Course delivery plan:

1. Introduction to the course
2. Coordination and subordination
3. Negation
4. Structure of complex noun phrase
5. Clefting, pseudo-clefting
6. Existential sentences, topicalization and focalization
7. First Mid-Term exam
8. Mandatory and optional sentence elements: complements and adjuncts
9. Adverbials: semantic-syntactic classes
10. Sentence and verb adverbials
11. Verb complements (prepositional, phrasal, transitive, complex-transitive and double-transitive)
12. Non-finite clauses and verbless clauses functioning as objects
13. Clauses functioning as adjectival complements
14. Dependent clauses – function and structure
15. Second Mid-Term exam

**The instructor reserves the right to make adjustments to the course content.*

Teaching:
Lectures, seminars, tutorials

Assessment:

Students' knowledge and progress will be assessed continuously throughout the course and during the final examination. Students who do not pass both Mid-Term exams will be required to take the comprehensive final exam.
**The instructor reserves the right to make adjustments to the modes of assessment.*

Assessment criteria:

Classroom Activities	**Tasks**	**Final exam**	TOTAL
5	15	80 (40 + 40)	100

References/Reading list

Required	Downing A. (2015). *English Grammar: A University Course*. New York: Routledge. Quirk, R., S. Greenbaum, 1990. *A Student's Grammar of the English Language*, Longman.
Supplementary	Riđanović, M. (2007*). Praktična engleska gramatika*. Drugo izdanje. Sarajevo: Šahinpašić. **The instructor reserves the right to modify the course elements as deemed necessary.*

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: CONTEMPORARY ENGLISH LANGUAGE VI

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
6	Mandatory	4	2	7.00	04K03-1029

Teacher: Edina Rizvić-Eminović, Full Prof. **E-mail:** edina.rizvic-eminovic@unze.ba	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites: None	
Subject aims	• To develop students' knowledge of English towards the C1 level according to the CEFR, primarily in receptive skills, but also in productive skills. • To enable students to improve their use of English, particularly through reading and lexical exercises. • To enable students to think critically and apply theoretical knowledge in practical reading tasks.
Competencies (learning outcomes)	• To use vocabulary and language structures that approach the C1 level, within the scope of the course content. • To demonstrate a certain degree of autonomy in expression in English. • To use specific vocabulary, idioms, and collocations. • To read independently and support their observations with arguments. • To participate in discussions about the texts read.

Course delivery plan:

1. Introduction to the course and course requirements
2. Reading comprehension: Quality and Money – vocabulary and text translation
3. Reading comprehension: Quality and Money – vocabulary and text translation
4. Reading comprehension: Materials and Buildings – vocabulary and text translation
5. Reading comprehension: Materials and Buildings – vocabulary and text translation
6. Reading comprehension: Reactions and Health – vocabulary and text translation
7. Reading comprehension: Reactions and Health – vocabulary and text translation
8. Reading comprehension: vocabulary and phraseological expressions test; text translation
9. Reading comprehension: Power and Social Issues – vocabulary and text translation
10. Reading comprehension: Power and Social Issues – vocabulary and text translation
11. Reading comprehension: Quality and Art – vocabulary and text translation
12. Consecutive translation: Quality and Art – vocabulary and text translation
13. Consecutive translation: Relationships and People – vocabulary and text translation
14. Consecutive translation: Relationships and People – vocabulary and text translation
15. Revision, second vocabulary and phraseological expressions test, and pre-examination preparation

Teaching:
Classes are delivered through lectures taught by the course instructor and exercises conducted by the teaching assistant. The course also involves significant independent student work, consisting of reading in English, completing homework assignments, and similar activities. Classes are conducted in English.

Assessment:
In order to ensure continuous and balanced student engagement across all four language skills, students are assigned weekly homework in all course segments, including weekly translations, reading and preparation for classes, and similar tasks.
Each student is assessed through two tests on the use of phraseological expressions and vocabulary, as well as regular weekly translations, reading comprehension tasks, and the final examination.

Assessment criteria:					
Translation	**Seminar**	**Tests**	**Final exam**		
30%	20%	20%	30%		

References/Reading list	
Required	Mann, M. and Taylore-Knowles (2008). Destination C1 and C2 – Grammar and Vocabulary. Oxford: Macmillan Education. Side, R. and Wellman, G. (2000). Grammar and Vocabulary for Cambridge Advanced and Proficiency, Harlow: Longman.
Supplementary	Bowkett, A. (2017). C1 Speaking Skills: Simple Tools for Advanced English Openshaw, N.M. (2016). Advanced English Discussion Topics Williams, P. (2018). Advanced Writing Skills for Students of English - a selection of texts

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ENGLISH LANGUAGE SEMANTICS

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
6	obligatory	2	2	4	04K03-1030

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	To prepare the students to analyze linguistic structures and texts above the level of the sentence and prepare them for linguistic research in the field of semantics.
Competencies (learning outcomes)	- Assessing the potential to apply semantic notions in the text analysis they conduct - Using the terms from the contemporary theory of semantics to define linguistic relations - Analysing spoken language using semantic notions (reference, entailment, modality etc) - Representing speech acts while determining participants and relevant contextual factors - Recognizing theoretical frameworks adhered to in the literature they use for research

Course delivery plan:
1. Introductory lesson; course content, objectives and grading
2. Semantics in Linguistics: Semantics and Semiotics; Challenges; Semantics in a Model of Grammar
3. Meaning, Thought and Reality: Reference; Mental representations
4. Word Meaning: Lexical relations (homonymy, polysemy, synonymy, antonymy, hyponymy, meronymy)
5. Sentence Relations and Truth: Logic and truth; Entailment; Presupposition
6. Sentence Semantics – Situations: Classifying situations; Modality and eventuality
7. Sentence Semantics – Participants: Classifying participants; Thematic roles; Causation; Voice
8. Midterm test
9. Context and Inference: Deixis; Reference and Context; Knowledge as context; Information structure; Inference, Conversational implicature (Gricean maxims)
10. Functions of Language: Austin's Speech Act Theory; Categorizing Speech Acts
11. Meaning Components: Lexical relations in CA; Katz's Semantic Theory; Jackendoff's Conceptual structure; Generative lexicon; Problems with Components of Meaning
12. Formal Semantics: Model-Theoretical Semantics; Translating English into a Logical Metalanguage
13. Cognitive Semantics: Categorization; Polysemy; Metaphor; Metonymy
14. Cognitive Semantics: Mental spaces; Langacker's Cognitive grammar; Construction Grammar
15. Revision and final exam preparation

Teaching:
Lectures, Practical exercises, Presentations, office hours

Assessment:
Assessment is done during class and/or at the final exam. Students have the opportunity to earn points on exams and other activities during classes. Students who do not obtain the minimum number of points in this way during the course of the class, proceed to take the integral final exam.

Assessment criteria:

In class activity	Seminar	Presentation	Theoretical final exam	In class test	
10%	-	20%	40%	30%	

References/Reading list	
Required	Saeed, John I. Semantics. 4th ed., London: Wiley-Blackwell, 2016.
Supplementary	Loebner, Sebastian. Understanding Semantics, 2nd Edition. 2nd ed., Taylor and Francis, 2013. * The course instructor maintains the right to make any necessary changes or additions to the assigned readings.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: TWENTIETH-CENTURY AMERICAN LITERATURE

Semester	Status	Hours per week		ECTS points value	Code
		Lectures	Practical classes		
VI	obligatory	2	3	5	04K03-634

Course instructor: **E-mail**:	**Teaching assistant**: **E-mail**:

Pre-requisites	--
Course aims	• To develop students' knowledge of 20th-century American literature through canonical authors and texts • To equip students to use literary terminology and apply appropriate sources, literary theories, and critical thinking in textual analysis • To equip students to analyze literary works in dialogue with other texts as well as the socio-political and intellectual issues of the period • To enable students to assess the significance of 20th-century American literature in the context of current events in the US and the world
Learning outcomes	• Recognizes representative works and authors of 20th-century American literature • Explains 20th-century American literature and provides examples of authors and works • Interprets literary texts • Applies literary-theoretical terminology when analysing 20th-century American literary texts • Connects non-literary texts with the literary texts studied within the course

Syllabus content*:

1. Introduction and course methodology, American literary works from the beginning of the twentieth century
2. An example of poetic expression from the first half of the twentieth century: e.g. Robert Frost, “Mending Wall”, “The Road Not Taken”, “Stopping by Woods on a Snowy Evening”
3. Narrative steps from realism to modernism (e.g. Sherwood Anderson, *Winesburg, Ohio*)
4. Experimental lines of the new aesthetic: William Carlos Williams, “The Red Wheelbarrow”, “Spring and All” [“By the road to the contagious hospital”], “Landscape with the Fall of Icarus”
5. African-American voices and representatives of the Harlem Renaissance (e.g. Langston Hughes, “The Negro Speaks of Rivers”, “Harlem”, “I, too”, “Theme for English B”)
6. 1920s („The Roaring Twenties “) literature: context, ideas, tendencies, and authors
7. The canonical novel of the 1920s: Francis Scott Fitzgerald, *The Great Gatsby*
8. Mid-term examination
9. New approaches to narration: Ernest Hemingway, “Hills Like White Elephants”, “A Clean, Well-Lighted Place”
10. Rethinking the American identity through dramatic expression: Arthur Miller, *Death of a Salesman*
11. Self-awareness and confessional poetry: Sylvia Plath, “Daddy”, “Lady Lazarus”
12. Introduction to postmodernist literature
13. An example of postmodernist literary strategies (e.g. Thomas Pynchon, *The Crying of Lot 49*)
14. The fate and literature of the indigenous population (e.g.: Leslie Marmon Silko, “The Man to Send Rain Clouds”)
15. Narrating the multiple marginalization of the Hispanic population, e.g. Sandra Cisneros, *The House on Mango Street*

*The course instructor retains the right to modify the syllabus content.

Learning delivery: lectures and practical classes; ex-cathedra, verbal and demonstration method, practical work, visual and audio-visual aids

Assessment: is carried out continuously through the semester by assessing relevant participation in practical classes; regular attendance is also taken into account when forming the final grade. The course instructor retains the right to organize colloquium or short written assignments during the semester. The course instructor also retains the right to determine/modify the share of the colloquium/written assignments in the final grade. Dedicated independent work is expected from students as well as regular reading, active participation in class, and consultation with the course instructor and teaching assistant.

Assessment criteria

Regular and relevant participation in class	Presentation/essay	Colloquium/written assignment	Final exam
20%	20%	30%	30%

Reading*

Obligatory	1. Primary texts included in the syllabus. 2. Beach, Christopher. *The Cambridge Introduction to Twentieth-Century American Poetry*. Cambridge: Cambridge UP, 2003. 3. Bercovitch, Sacvan (ed.). *The Cambridge History of American Literature*. Vols. 3& 7. Cambridge: Cambridge UP, 2003. 4. Bow, Leslie, and Castronovo, Russ (eds.). *The Oxford Handbook of Twentieth-Century American Literature*. Oxford: Oxford UP, 2022. 5. Krasner, David (ed.). *A Companion to Twentieth-Century American Drama.* Oxford, Blackwell Publishing, 2005.
Supplementary	1. Gray, Richard. *A History of American Literature*. 2nd Ed. Blackwell Publishers Ltd., 2012. 2. Lauter, Paul (ed.). *A Companion to American Literature and Culture*. Blackwell Publishing Ltd. 2010. 3. Ruland, Richard and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. New York: Viking Penguin, 1991. *The course instructor retains the right to modify the reading list.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ENGLISH LANGUAGE TEACHING METHODOLOGY AT PRIMARY AND SECONDARY SCHOOL

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
VI	Required	2	2	5	04K03-737

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	No prerequisites

Subject aims	The goal of this course is to equip students (future English language teachers) to apply the principles, methods, and techniques of modern teaching for primary and secondary school students, as well as to foster critical thinking based on thorough theoretical insight into English language teaching methodology in primary and secondary schools. Prepare students to independently use professional literature and apply the principles of lifelong learning.
Competences (learning outcomes)	After completing the course students will be able - To use fundamental knowledge in the field of English language teaching methodology for primary and secondary schools, which is necessary for them to design an optimal program in immediate teaching. - define, classify and describe the principles of acquiring / learning English, first in elementary and then in secondary school. - create and apply their style and method of learning at different ages, respecting the individual preferences of the students.

Course delivery plan:

1. Styles, principles and methods of presentation (explanation - transfer of knowledge),
2. the basic concept of written and oral knowledge testing, preparation of tests in accordance with modern methodical principles,
3. the importance and method of adopting the correct pronunciation,
4. acquisition of lexis (vocabulary); ways of memorizing lexical content, lexical testing,
5. position and importance of grammar, explaining and presenting grammar,
6. acquiring useful phraseology,
7. acquiring listening skills, acquiring speaking skills,
8. acquisition of reading skills, acquisition of writing skills, first in-class test,
9. concept and purpose of the syllabus, ways of using the syllabus,
10. the importance and role of textbooks (workbooks), the use of additional material,
11. Lesson planning
12. class interaction, group work (cooperative learning),
13. grading, types and correction of errors; class discipline, ways of solving disciplinary problems,
14. types and importance of motivation, teacher's responsibility for student motivation, differences between younger and older students, working with heterogeneous groups, etc.
15. Evaluation of student work

In addition to the mentioned topics covered in the lectures, practical classes are planned to follow individual topics in the form of interactive teaching (enhancing student activity) which highlight certain pragmatic aspects of the planned topics.

Teaching:
Lecture classes (teacher elaborates topics), practical classes (discussions, presentations, questions, analyses, elaboration of literature, etc.) Serious and continuous work, autonomous reading of literature and preparation and performance of assigned tasks that are precondition for successful mastering of material and passing exam. The classes are conducted in English.

Assessment:

Assessment will be done continuously during classes (attendances, portfolio: assignments, seminar papers) and on final exam. Continuous work, homework and seminar paper are pre-conditions for attending final exam. Students will be informed about all aspects of teaching at the beginning of the semester and via course syllabus.			
Assessment criteria:			
Practical work (portfolio, homework, etc.)	In-class test	Final exam	Total
20	30	50	100

References	
Required	1. Penny Ur (2007), A Course in Language Teaching, Cambridge: Cambridge University Press 2. Peter Westwood (2008), What Teachers Need to Know about Teaching Methods. Australia: Acer Press 3. Jeremy Harmer (2007), How to Teach English, Essex: Pearson Education Limited
Additional	1. Craig Chaudron (1988), Second Language Classroom, Cambridge: Cambridge University Press 2. Rod Ellis (2203), Second Language Acquisition, Oxford: Oxford University Press, 2003. 3. Tony Pont (1996), Developing Effective Training Skills, London: McGraw-Hill Book Company

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: ENGLISH LEGAL REGISTER

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
VI	Elective	2	0	4	04K03-1031

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	Enable students to understand legal texts, with particular emphasis on acquiring new vocabulary that they will be able to use independently in various simulated situations and given contexts, both in written and oral form; Improve students' written and speaking skills within the given field.
Competencies (learning outcomes)	Upon completion of the course, students will be able to: ● identify and understand the linguistic features of different types of legal documents; ● use vocabulary and basic fixed phrases commonly used in Legal English; ● translate legal vocabulary, fixed phrases, and expressions; ● analyse different types of legal texts represented within the legal system in general.

Course delivery plan:
Introduction to the course and course requirements
Legal systems
Sources of law: legislation
Sources of law: common law
The court system
Criminal justice and criminal proceedings
Civil procedure
Tribunals
European Union law
Solicitors
Barristers
Oral examination
Oral examination
Oral examination
Revision and preparation for the final examination
The instructor reserves the right to modify or supplement the course content as necessary.

Teaching:
Lectures, seminars, practical classes, and consultations.

Assessment:
Assessment is carried out throughout the course and/or through a final examination. Students may pass the course during the semester provided that they complete all required course-related assessment activities. Students who do not earn sufficient points through continuous assessment take the comprehensive final examination.

Assessment criteria:

In-class participation	**Seminar**	**Practical work/In class tasks**	**Theoretical final exam**		

20%	-	20%	60%		
References/Reading list					
Required	Vićan D. i dr. (2002) Engleski za pravnike, English for Lawyers, Narodne novine, Zagreb Brown, G. D. and S. Rice (2006) Professional English in Use, Law, Cambridge University Press				
Supplementary	Krois-Lindner, A. International Legal English, A course for classroom or self-study use, Cambridge University PressMckay, W. R. and H. E. Charlton (2006) Legal English, How to Understand and Master the Language of Law, Pearson Education Limited The instructor reserves the right to modify or supplement the reading list content as necessary.				

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: SHAKESPEARE'S PLAYS

Semester	Status	Hours per week		ECTS points value	Code
		Lectures	Practical classes		
VII	elective	2	1	3	04K03-1104

Course instructor: **E-mail**:	**Teaching assistant**: **E-mail**:
Pre-requisites	--

Course aims

- Achieve students' knowledge of the Bard's life and work
- Achieve students' knowledge of the socio-historical, cultural, literary, and performing contexts of Shakespeare's opus
- Enable students to recognize genre, stylistic and thematic features of Shakespeare's canon
- Enable students to recognize the impact of Shakespeare's works on the contemporary literary and artistic works
- Enable students to integrate knowledge obtained in previous courses on history, culture, and language in their analyses of literary texts through independent research on a given topic

Learning outcomes

- Recognize and name William Shakespeare's works discussed in the course
- Interpret socio-historical, cultural, and literary ideas and concepts in Shakespeare's works
- Interprets and critically examine dramatic texts
- Assess the role of Shakespeare's dramaturgy in the anglophone and world literature
- Integrate individual texts into the corresponding socio-political context as well as to recognize its presence today
- Analyze the text independently, combine primary and secondary sources, create own perception of a specific problem

Syllabus content*:

1. Introduction to the course methodology
2. Socio-historical context of life and work of William Shakespeare: the Tudors and the Stuarts, society and life in Elizabethan England.
3. Shakespeare's biography – what do we know about the Bard? Diversity and categorization of Shakespeare's works
4. Shakespeare's early tragedy: *Romeo and Juliet* 1: structure and form of the play, love, tradition as a necessity and burden, sense and feelings, the nature of knowledge, the range of human impulses
5. Shakespeare's early tragedy: *Romeo and Juliet* 2: structure and form of the play, love, tradition as a necessity and burden, sense and feelings, the nature of knowledge, the range of human impulses
6. Shakespeare's early tragic history/history play: *Richard III* – structure and form of the play; tragic plot (the precursor of the great/mature tragedies)
7. *Richard III*: characters (Machiavellian anti-hero), themes, socio-historical reflections
8. Shakespeare's mature tragedy: *King Lear:* structure and form of the play, tragic plot, socio-historical reflections, different interpretations and adaptations of the work
9. *King Lear:* character; themes, family, inheritance, power, humanity, different views on power and social roles
10. *Macbeth*: structure and form, tragic plot, the supernatural, hierarchy and power, loyalty and personal integrity, desire for power
11. *Macbeth*: characters ('anti-hero' or 'anti-heroine'?); themes; socio-historical reflections
12. *Hamlet* 1 – society, fate, individualism, inheritance, social arrangement and hierarchy, emotional and intellectual development of people, pragmatism vs. feelings, proactive and passive approach to life
13. *Hamlet* 2 – society, fate, individualism, inheritance, social arrangement and hierarchy, emotional and intellectual development of people, pragmatism vs. feelings, proactive and passive approach to life
14. *The Tempest*: escapism, the role of the supernatural, good vs. Evil, the Other
15. Concluding remarks, revision

*The course instructor retains the right to modify the syllabus content.

Izvođenje nastave: lectures and practical classes; ex-cathedra, verbal and demonstration method, practical work, visual and audio-visual aids

Assessment:

Final exam - Final exam – it consists of two parts and both must be taken and completed more than half for a positive grade. The first part consists of literary excerpts that should be recognized and contextualized. The second part is a mix of shorter and longer theoretical questions, ranging from supplementing the required information to semi-essay type questions.	
Assessment criteria	
Seminar paper and presentation	Final exam
20%	80%
Reading*	
Obligatory	1. All plays encompassed by the syllabus. *Romeo and Juliet, Richard III, Macbeth, King Lear, Hamlet, The Tempest*) 2. Dunton-Dower, Leslie, & Riding, Alan, *Essential Shakespeare Handbook* (New York: DK Publishing Inc, 2013). – relevant chapters 3. Wells, Stanley et al, *The Shakespeare Book* (New York: DK Publishing Inc, 2015). – relevant chapters
Supplementary	1. Bloom, Harold, *The Invention of the Human* (New York: Riverhead Books, 1998) 2. Bradley, A. C., *Shakespearean Tragedy*, Fourth Edition (Palgrave Macmillan, 2007) 3. Brown, John Russell, *The Oxford Illustrated History of the Theatre* (Oxford/New York: OUP,1995) 4. Burgess, Anthony, *Shakespeare (*New York: Carroll and Graf Publishers, 2002) 5. Dutton, Richard, & Howard, Jean, *A Companion to Shakespeare's Works*, Vol. I (Blackwell Publishing, 2003) 6. Trussler, Simon, *The Cambridge Illustrated History of British Theatre* (Cambridge: CUP, 1994) *The course instructor retains the right to modify the reading list.

UNIVERSITY OF ZENICA
FACULTY OF LAW

SUBJECT TITLE: INTRODUCTION TO GENDER EQUALITY

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
spring	**Elective course**	2	-	3	

Teacher:
E-mail:

Subjects as prerequisites: -

Subject aims	The goal of the course is to provide an overview of the interdisciplinary field of "women's human rights" and the human rights approach to ensuring gender equality across all spheres of human activity, with a special focus on the issue of gender-based violence.
Competences (learning outcomes)	The course focuses on current issues in the field of gender equality, as well as established practices for the protection and promotion of women's human rights, with a special focus on addressing gender-based violence. The expected outcome of the course is the acquisition of knowledge, development of skills, and changes in attitudes and behaviour, particularly through acquiring so-called gender competence (the ability of individuals to recognize gender perspectives in their work and field of activity and focus on them toward the goal of gender equality).

Course delivery plan:

(1) Global system of human rights protection
(2) The Beijing Declaration and Platform for Action
(3) Gender mainstreaming/gender-aware policies
(4) Elimination of all forms of discrimination against women
(5) Gender equality in the context of family law
(6) Gender equality and women's empowerment
(7) UN Commission on the Status of Women
(8) Global efforts to strengthen women's leadership and participation in public life
(9) Global norms and standards for women's economic empowerment
(10) Global norms and standards for combating gender-based violence against women and girls
(11) Efforts to end female genital mutilation
(12) Human rights, sexual orientation and gender identity
(13) Sexual and reproductive health and women's rights
(14) Global measures to prevent human trafficking and sexual exploitation of women
(15) Women in the world and the COVID-19 pandemic: impact on gender equality and women's rights

Teaching: Lectures will be conducted with the use of multimedia tools, active learning techniques, and continuous stimulation of discussions between students and between students and teachers. The emphasis is on an interactive teaching process, with a focus on practical problems.

Assessment:
Knowledge assessment is conducted throughout the semester through organized discussions, research conducted for term papers, and other forms of student activity (essays, case studies, etc.).

Assessment criteria:

Lectures	Practical classes (PC)	Practical work	Theoretical exam		
2	-				

References

Required	● S. Gavrić/A. Ždralović, *Rodna ravnopravnost: teorija - pravo - politike, dostupno putem linka:*https://soc.ba/site/wp-content/uploads/2019/08/Rodna-ravnopravnost-verzija-za-web.pdf
Additional Regulations	● Materials that teachers will make available to students in the form of power point presentations and excerpts from relevant literary sources. ● Normative framework:

	o Charter of the United Nations (1945) o Universal Declaration of Human Rights (1948) o Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) o The Beijing Declaration and Platform for Action (1995) o European Convention for the Protection of Human Rights and Fundamental Freedoms o Council of Europe Convention on the prevention and fight against violence against women and domestic violence o Law on Prohibition of Discrimination in Bosnia and Herzegovina o Law on Gender Equality of Bosnia and Herzegovina o The Family Law of the Federation of Bosnia and Herzegovina/RS o Criminal Law of the Federation of Bosnia and Herzegovina/RS

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: CONTEMPORARY LINGUISTICS I

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
VII	obligatory	3	1	5	04K03-1032

Teacher: E-mail:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	
Subject aims	● Prepare students to analyze the phonological and morphological features of the English language in relation to other languages, and ● to consolidate the knowledge acquired in earlier linguistic courses in the field of English phonetics, transcription, phonology, derivational and inflectional morphology. ● achieve students' understanding of contemporary linguistic research, methods, and issues.
Competences (learning outcomes)	- perform a phonological and morphological analysis and a comparison of English and the mother tongue with an argumentative and objective description of linguistic phenomena, - analyze the linguistic structure analytically - critically read and study the assigned literature in the field of English linguistics - critically evaluate phonological and morphological phenomena (such as phonotactic characteristics of English syllables, or syncretism, supplication and other "irregularities" in English morphology) in contemporary linguistics

Course delivery plan:

1. Introductory lecture, familiarization with the subject and obligations, literature, topic, etc.
2. A general introduction to generative grammar - unconscious linguistic knowledge and the nature of human language as a subject of linguistics.
3. Phonetics: IPA, transcription, sounds-segments. English consonants and vowels.
4. Suprasegmental phenomena in English and some other languages (comparison with BHS). Variation in phonetics. (English and Bosnian language)
5. Phonology: phonemes and allophones. Syllable. Syllable structure, principle of sonority, maximal onset principle.
6. Phonotactics. Phonological processes in English and other languages. Distinctive and redundant features. Phonological rules and constraints.
7. First In-class assignment
8. Morphology, inflectional categories and classes. Morphological properties of the English verb (repetition: grammatical and lexical types of words). Comparison with BCS.
9. Morphemes and word structure. Derivation and inflection. Word formation: affixation, compounds, clitics.
10. Allomorphy in English and other languages.
11. The hypothesis of the separation of the concept of morpheme from the concept of creation. --
12. Morphological processes and types of language.
13. Cumulative morphemes, syncretism, inflectional allomorphy, extended exponents, incorporation vs. agglutinative type of language.
14. Types of morphological operations and the concept of morphemes: catenative and non-catenative morphology.
15. Second in-class test

*The teacher reserves the right to correct course content.

Teaching: Teaching is done via lectures and seminars (teacher) and practical classes (assistant), which are interactive and involve the active participation of students.

Assessment: Assessment is done in writing at the final exam and through two tests in class. In accordance with the study regulations, students are required to achieve a minimum of 50% of the grade in classes and to pass each individual test and final exam at the end of the semester.

Assessment criteria:			
I test	II test	Final exam	Total:
25	25	50	100
References			
Required	Meyer, C. F., (2009). *Introducing English Linguistics*, New York: Cambridge University Press. Andrew Radford, et al. 1999. *Linguistics: An Introduction*. Cambridge: University Press William O'Grady, John Archibald, Mark Aronoff, and Janie Rees-Miller. 2005. *Contemporary Linguistics: An Introduction*. Fifth Edition.		
Additional	Chomsky, N. 2000. *New Horizons in the Study of Language and Mind.* Cambridge, CUP. Jackendoff, R. 2002. *Foundations of Language.* Oxford, OUP. Other literature in accordance with the topic at the suggestion of the subject teacher		

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: CONTRASTIVE GRAMMAR OF THE ENGLISH AND BCS LANGUAGES

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
7	mandatory	2	2	5	04K03-1033

Teacher: **E-mail:**	**Course Teaching Assistant:** **E-mail:**
Subjects as prerequisites:	
Subject aims	The students will be competent for independent contrastive analysis of English and Bosnian, Croatian, and Serbian languages, as well as for observing systematic differences that can negatively affect learning English as a foreign language.
Competencies (learning outcomes)	Students apply specific metalanguage in contrastive analysis. By discovering the differences between English and the Bosnian, Croatian, and Serbian languages, students independently and precisely analyze the grammar of the English language, compare the structures of the two languages, and apply the learned language rules.

Course delivery plan:

1. Introduction to the course content and schedule
2. Complex noun phrase
3. Expressing past
4. Expressing present
5. Expressing future
6. Sequence of tenses
7. Modal verbs: expressing probability, ability, permission, obligation
8. In-class test
9. Non-finite clauses: infinitive clauses
10. Non-finite clauses: participial clauses
11. Dependent finite clauses
12. Adjectival clauses
13. Collocations; grammatical and lexical
14. Naïve translation equivalent; false friends
15. Polysemy and linguistic borrowing

Teaching:
Students are taught using multimedia, interactive approach and student participation through discussions, debates, presentations, translation, individual, group and pair work. The course is taught in English.

Assessment:
Each week, the student completes tasks related to the pre-assigned topic, which are scored. The student gives two presentations. Knowledge testing is done in writing during the semester and at the final exam.

Assessment criteria:

Presentations	In-class test	Practical work	Final exam		
10	40%	20%	30%		

References/Reading list

Required	Riđanović, Midhat (2007) Praktična engleska gramatika, drugo dopunjeno izdanje, Sarajevo: Šahinpašić Riđanović, Midhat (2012) Bosnian for Foreigners. Sarajevo: RABIC Longman Dictionary of Contemporary English. Longman/Pearson Šetka Čilić, Ivona (2015) Kontrastivna analiza: Glagolska vremena za prošlost u hrvatskom i engleskom jeziku, North Charleston, SC, USA
Supplementary	Oxford Collocations, Dictionary for Students of English (2009) Oxford University Press (second edition)

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: CONTEMPORARY ENGLISH LANGUAGE VII

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
VII	obligatory	4	2	7	04K03-1034

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	

Subject aims	● achieve students' knowledge of the English language at the C1 to C2 level according to the CEFR within all language skills; ● Prepare students to improve their use of language on a grammatical and lexical level while using written and oral language forms independently; ● expand students' knowledge of translation at this level; ● Prepare students for critical thinking and application of theoretical knowledge in practical argumentative discussions and debates.
Competences (learning outcomes)	● use vocabulary and language constructions appropriate to the C1 level and within the scope of the course content. ● shows greater autonomy in expressing himself in English, ● uses more extensive vocabulary, idioms and collocations. ● independently translates from English and demonstrates greater precision and correctness on the grammatical level. ● argues his oral presentations, evaluates and criticizes the presentations of others and debates on a given topic.

Course delivery plan:

1. Introduction to the subject and syllabus.
2. Introduction to debating/Phraseological expressions and translation of texts.
3. Practicing the process and debating skills/Phraseological expressions and translating texts.
4. Research and preparation for debate/Phraseological expressions and translation of texts.
5. Research and preparation for debate/Phraseological expressions and translation of texts.
6. Research on a given topic/Phraseological expressions and translation of texts.
7. Discussion on the topic read with emphasis on argumentation/First test in class and translation of texts.
8. Debate formats/Phraseological expressions and translation of texts.
9. First debate/Phraseological expressions and translation of texts.
10. Speaking on a free topic/ Phraseological expressions and translation of texts.
11. Discussions on prepared speaking tasks/Phraseological expressions and translation of texts.
12. Asking questions, giving directions and explanations/British and American academic terms and abbreviations/Translating texts.
13. Public speaking/Academic speaking/Text translation.
14. Second in-class test and repetition/Translation of texts.
15. First Vocabulary Test/Second Speaking Task and Review.

*The teacher reserves the right to correct course content.

Teaching:

Teaching is done via lectures (teacher) and practical classes (assistant). The subject includes significant independent work by students, which consists of reading in English, doing homework, etc. Teaching is done in English

Assessment:

In order to ensure continuous and balanced work of students within all four language skills, students have weekly assignments from all segments, which include weekly translations, reading and preparation for discussions and debates, preparation of speaking tasks etc. Each student will be evaluated through one debate and one targeted speaking task, as well as two tests of the use of phraseological expressions and a vocabulary test, as well as regular weekly translations and a final exam.

Assessment criteria:			
Translation	Debate and speaking assignment	In-class tests (3)	Final exam
20	20	30	30
References			
Required	Capel, A. and Sharp, W. (2012). Objective Proficiency-Student's Book, CUP. Evans, V. (2002). CPE use of English 1 for the revised Cambridge proficiency examination. Express Publishing.		
Additional	Moore, J. (2008). Common Mistakes at Proficiency - and how to avoid them. CUP Bujas, Ž. (2001). *Veliki englesko-hrvatski rječnik*. Zagreb: Nakladni zavod Globus. Bujas, Ž. (2001). *Veliki hrvatsko-engleskii rječnik*, Zagreb: Nakladni zavod Globus. *Longman Dictionary of contemporary English*. (2005) London: Longman. - selected texts for translation *Teacher reserves the right to change and add to reading list.		

UNIVERSITY OF ZENICA
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SUBJECT TITLE: TESTING AND ASSESSMENT IN ENGLISH LANGUAGE TEACHING

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
VII	obligatory	2	2	5	04K03-740

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	

Subject aims	• familiarize students with the basic methods of testing and evaluating knowledge of English as a foreign language, but also to • teach students to independently create tests that assess language knowledge and skills.
Competences (learning outcomes)	• prepare various types of tests, in accordance with the basic principles of preparation, testing technique and typology of tasks, • analyze the positive and negative characteristics of testing English language skills in teaching. • assess the reliability, validity and feasibility of tests and other forms of assessment and knowledge testing in English language teaching.

Course delivery plan:

1. Introductory lecture
2. Methods of assessing knowledge of a foreign language
3. Characteristics of good tests
4. Evaluating knowledge of grammatical structures
5. Assessment of speech comprehension skills
6. Assessment of vocabulary knowledge
7. Assessing the skill of text comprehension
8. Assessment of writing skills
9. Assessment of speaking skills
10. Creating tests
11. Conducting testing
12. Assessment of test results
13. Assessment of reliability, validity and feasibility of tests
14. Interpretation and use of test results
15. Final considerations

*The teacher reserves the right to correct course content.

Teaching:
The classes comprise lectures and practical classes. In lecture classes, students get to know the theoretical part of the subject, and in practical classes they solve practical tasks.

Assessment:
Assessment is done during classes and at the final written exam. During classes, students have the opportunity to do short tests and/or presentations. Passed tests in class exempt the student from the theoretical part of the written exam.

Assessment criteria:

Presentation x 2	Mock test preparation x 2	Final exam
2 X 15	2 X 15	40

References

Required	Fulcher, G. and Davidson F. (2007). *Language Testing and Assessment – An advanced resource book*, London and New York: Routledge.
Additional	Kopriva, R. J. (2008). *Improving testing for English language learners*. New York: Routledge. Purpura, J. (2004). *Assessing Grammar*, Cambridge: Cambridge University Press. Douglas D. (2000). *Assessing Languages for Specific Purposes*, Cambridge: Cambridge University Press. Luoma, S. (2004). *Assessing Grammar*, Cambridge: Cambridge University Press. Read, J. (2000). *Assessing Vocabulary*, Cambridge: Cambridge University Press. Cuching Weigle, S. (2002). *Assessing Writing*, Cambridge: Cambridge University Press.

	McKay, P. (2006). *Assessing Young Language Learners*, Cambridge: Cambridge University *Teacher reserves the right to change and add to reading list.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: TEACHING PRACTICE I

Semester	Status	Number of classes per week		ECTS points	Code
		Lectures (L)	Practical classes (PC)		
VII	obligatory	2	2	5	04K03-741

Teacher: **E-mail:**	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	

Subject aims	● use of teachers' knowledge and skills in a real environment (in elementary school classrooms). ● Acquaintance with theoretical and practical knowledge in the field of modern English language teaching methodology supported by multimedia aids and in accordance with an interactive approach, the focus of which is shifted from the traditional teaching style to the process of interactive learning that respects the individual preferences of students.
Competences (learning outcomes)	● Observe lesson in primary school ● plan and hold independent teaching in primary schools - which is also the fundamental competence and learning outcome of teaching practice. ● demonstrate acquired knowledge and skills in front of the subject teacher/mentor who will assess the quality of the exam lesson.

Course delivery plan: Program includes following topics:

1. Introductory lecture on obligations and duties and presentation of the topics to be covered
2. lesson planning (yearly, monthly and daily),
3. familiarization with the school administration and the statute of primary schools,
4. getting to know how to keep a grade book in elementary school,
5. summarizing the principles of efficient and quality teaching,
6. presentation methods,
7. interactive teaching,
8. the art of motivating students,
9. the importance of homework and their analysis,
10. classroom management methods,
11. basic teaching styles,
12. the purpose of the basic/ground rules,
13. attitude towards obligations and school management,
14. cooperation with parents, informing parents (information and parent-teacher meetings),
15. Final considerations

*The teacher reserves the right to correct course content.

Teaching: Lectures and practical classes during which students prepare, maintain and discuss their tasks and activities in cooperation with the teacher/assistant. Serious and regular work, independent reading of literature and preparation of papers and assignments in class are prerequisites for successful completion of the planned subject.

Assessment:
The assessment: includes an observation diary, a trial lesson in elementary school, and an assessment of teaching activities. The formation of the final grade is mostly decided by the trial lesson that will be held in the elementary school, which is evaluated by the appointed mentor. The observation journal is another essential part of the assessment and includes the observation of 5 teaching lessons in the primary school with all the details and instructions contained in the journal.

Assessment criteria:

Attendance and in-class activities (Lectures and practical classes)	Observation journal	Trial lesson in school	Total
20	30	50	100

References

Required	Harmer Jeremy, The Practice of English Language Teaching H. Douglas Brown, Teaching by Principles, Second Edition, Pearson ESL, (2000) H. Douglas Brown, Principles of language learning and teaching, Pearson-Longman (2007)
Additional	Penny Ur, A course in language teaching, Practice and Theory, CUP, 1991 Freeman D., Techniques and Principles in Language Teaching, OUP, 2011, Third ed. Westwood P., What teachers need to know about Teaching methods, Acer Press, 2008 *Teacher reserves the right to change and add to reading list.

UNIVERSITY OF ZENICA
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SUBJECT TITLE: IT IN EDUCATION

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
	Elective course	2	1		

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	
Subject aims	Prepare students to use information and communication technologies (ICT) in teaching. Students will get acquainted with the theory of the application of ICT in teaching and will learn how to use various ICT tools for teaching and learning. They will also be trained to create digital material for online classes and create intelligent tutoring systems.
Competencies (learning outcomes)	a student who successfully completes the course will have the following competencies: ● understanding the theory of ICT use in teaching ● understanding the advantages and disadvantages of using ICT in teaching ● developing practical skills in using various ICT tools in teaching ● smooth creation of digital material for teaching and intelligent tutoring systems in an online environment

Course delivery plan:

1. Introduction to ICT in teaching
2. The theory of ICT uses in teaching
3. Overview of different ICT tools
4. Using computers in teaching
5. Using computers to prepare teaching materials
6. Using computers to create online activities
7. Using smart devices in class
8. Using smart phones and tablets in class
9. Using applications in teaching
10. Using the Internet to research and gather information
11. Using the Internet for communication between students and teachers
12. Using social networks in teaching
13. Ethical issues in the use of ICT in teaching
14. Data privacy and security
15. Authorship and copyright

Teaching: Teaching is conducted in a classroom-cabinet through lectures, exercises and consultations with the teacher's oral presentations and the use of multimedia teaching aids.

Assessment: Assessment is based on two periodic practical knowledge tests during the semester, a seminar paper, homework, and a final written exam. Students independently do a seminar paper on a chosen topic, in the form of practical problem solving, elaborations and public presentations with discussion in front of other students.

Assessment criteria:

Activity in lectures, practical classes and seminar paper	Tests - two colloquia	Defense of the observed class	Written final exam		
25%	25%	25%	25%		

References

Required	1. OECD. (2015). Students, Computers and Learning: Making the Connection. OECD Publishing. 2. N. Buzađija (2019). E-learning u nastavi informatike sa metodičkim principima, Filozofski fakultet, Univerzitet u Zenici

	3. Koumi, J. (2006) Designing Video and Multimedia for open and flexible learning, London, Routledge. 4. Bates, T. (2004) Upravljanje tehnološkim promjenama, Zagreb, CARNet
-Additional	● Nastavni materijali postavljeni na DL sistem ● Papert, S. (1993). The Children's Machine: Rethinking School in The Age of The Computer. Basic Books

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: INTERCULTURAL PEDAGOGY

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
V	Optional	2	1		04K04-373

Teacher: Full professor Amel Alić **E-mail**: amel.alic@unze.ba	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	

Subject aims	The goal of the course is to equip students to apply theoretical knowledge in the field of intercultural pedagogy, fundamental professional and scientific perspectives, and anthropological sources and foundations, as well as to expand their knowledge of the role of cultural context in the field of education. Expand students' knowledge about the role of culture and ethnotheories in the study of ontogenesis, and the recognition of basic problems related to intercultural encounters and adaptation to other cultures. Action aimed at training a new profile of professionals: intercultural mediator and social integrator.
Competencies (learning outcomes)	To equip students for active participation in multicultural and intercultural settings, as well as the critical examination of the social implications of interculturalism in education, and to familiarize them with the possibilities of pedagogical action with marginalized groups; classifies and plans activities, taking into account different cultural contexts from which individuals and groups come, as well as the importance of the eco-cultural niche; analyses the results of cross-cultural research on personality, intercultural communication and lifestyles; compares and analyses criticisms and aporias of different models of multicultural and intercultural education; describes, explains and uses intercultural competences in everyday life;

Course delivery plan:

1. Introduction - expectations, presentation of the course program
2. Intercultural pedagogy in the system of education science, anthropological links and sources
3. Definitions, manifestations and characteristics of culture
4. Tradition and methodological approaches in cultural research
5. Cultural norms of family organization and kinship systems
6. The concept of parenthood in different cultural contexts
7. Cultural models of upbringing and childhood
8. Cultural variations in understanding personality
9. Cultural models of communication and expression of emotions
10. Culture and the concept of health
11. Quadrants of intercultural encounter
12. Contact hypothesis, stages of cultural shock, theory of integrated threat
13. Antagonistic acculturation
14. Aporias of multiculturalism; Dimensions of multicultural and multiethnic education
15. Developmental models of intercultural sensitivity

Teaching:

Teaching is auditory and follows the schedule which includes lectures, practical classes and office hours.

Assessment:

There will be two in-class exams for students to win sufficient points for minimum passing grade and more. In case of failing to take in-class exam, students will be given an opportunity to take final exam. During classes, students also complete term assignments which add up to the final grade.

Assessment criteria:

Attendance (80%)	Presentation on a given topic from the program	Independent research (professional portfolio)	Written paper (1. In-class exam)	Final exam (2. In-class exam)	Total

-	10	10	40	40	100

References

Required	Alić, A. (2018). *Kulturalni modeli odgajanja – uvod u antropologiju porodice*. Sarajevo: Perfecta. Eriksen, T.H. (2014). *Šta je socijalna antropologija?* Beograd: Karpos. Ogbu, J.U. (1989). *Pedagoška antropologija*. Zagreb: Školske novine. Perotti, A. (1995). *Pledoaje za interkulturalni odgoj i obrazovanje*. Zagreb: Educa. Vulfolk, A., Hjuz, M., Volkap, V. (2011). *Psihologija u obrazovanju*. Beograd: Clio. Chapter: *Kultura i različitost* (str. 327-429) Predavanja i vježbe (izbor materijala iz dopunske literature distribuirani u toku nastave)
Additional	Alić, A., Cerić, H., Habibović, S. (2018). *Obilježja kulture mladih – istraživanja i osvrti*. Sarajevo: Centar za napredne studije. Alić, A., Cerić, H., Habibović, S. (2018). *Studija kulturalnog kontakta i socijalnog utjecaja*. Sarajevo: Dobra knjiga. (pp. 16-48) Alić, A. (2012). *Struktura i dinamika obiteljske kulture*. Sarajevo: Dobra knjiga i CNS. (pp. 193-254) Bennett, M.J. (1993). *Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity in Paige*. (ed.) Education for the Intercultural Experience. Maine: Intercultural Press. *Božović, R. (2006). Leksikon kulturologije. Beograd: Udruženje nauka i društvo Srbije.* Cerić, H., Alić, A. (2005). *Temeljna polazišta inkluzivnog obrazovanja*. Zenica: Hijatus. Cushner, K. (1999). *Human Diversity in Action: Developing Multicultural Competencies for the Classroom*. Kent State University. Giroux, H., A., & Shannon, P. (1997). *Education And Cultural Studies*. Routledge New York and London. Grupa autora (2005). *T – Kit: Interkulturalno učenje*. Beograd: Grupa autora (2007). *Vodič za unapređenje interkulturalnog obrazovanja*. Beograd: Grupa MOST, Fond otvoreno društvo. Hall, T. E. (1990). *The Hidden Dimension*. New York: Anchor Book. Hall, T. E. (1976). *Beyond Culture*. New York: Anchor Book. Hall, T. E. (1976). *Nemi jezik.* Beograd: XX vek. Hofstede, G.H. (2001). *Culture's Consequences: Comparing Values, Behaviours, Institutions and Organizations Across Nations.* London: Sage Publications, Inc. Kagitcibasi, C. (2007). *Family, Self, and Human Development Across Cultures*. London: Lawrence Erlbaum Associates Publishers. Keller, H. (2007). *Cultures of Infancy*. London: Lawrence Erlbaum Associates Publishers. LeVine, R., New, R.S. (2008). *Anthropology and Child Development – a Cross-cultural Reader*. Blackwell Publishing. Kon, I.S. (1991). *Dete i kultura*. Beograd: Zavod za udžbenike i nastavna sredstva. LeVine, R.A. (2003). *Childhood Socialization: Comparative Studies of Parenting, Learning and Educational Change*. The University of Hong Kong: Comparative Education Research Centre. Race, R. (2011). *Multiculturalism and Education*. London: Continuum. Slatina, M. (2005). *Od individue do ličnosti.* Zenica: Dom štampe. (pp. 61-88) Semprini, A. (2004). *Multikulturalizam*. Beograd: Clio. Sue, D.W., Sue, d. (2008). *Counselling the Culturally Diverse*. New Jersey: John Wiley & Sons, Inc. Valsiner, J. (1997). *Čovekov razvoj i kultura*. Beograd: Zavod za udžbenike i nastavna sredstva.

	UNIVERSITY OF ZENICA **FACULTY OF PHILOSOPHY**	

SUBJECT TITLE: CONTEMPORARY LINGUISTICS II

Semester	**Status**	**Number of classes per week**		**ECTS points**	**Code**
		Lectures (L)	**Practical classes (PC)**		
VIII	obligatory	3	1	5	04K03-1035

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	

Subject aims	● Preparing students to compare English with other languages in order to better understand the English language and provide a solid basis for more advanced linguistic courses (in higher study cycles), ● achieve students' understanding of the methodology of research and description of language phenomena from the perspective of contemporary linguistics.
Competences (learning outcomes)	● describe and analyze syntactic and lexical-semantic phenomena, ● argue their analysis, ● think critically and discuss a short work on syntax or semantics. ● write a short research seminar paper in linguistics.

Course delivery plan:

1. Introductory lecture, familiarization with the subject and obligations, literature, topic, etc.
2. Lexical semantics - basics of meaning in language. Meaning of words and semantic relationships between words;
3. Description of word meaning: semantic features, prototypes, sense and reference.
4. Lexical variation and change (loan words, semantic expansion/narrowing, polysemy).
5. Syntax - grammatical properties of words, division into grammatical and lexical words, constituent testing.
6. Agreement, case and selection. Invisible elements in the structure.
7. Moving elements in the structure - inversion of the auxiliary verb: head movement. Indirect questions.
8. Moving elements in the structure – question and negative words (operator movement), passive sentences.
9. Variation in syntax, model principles and parameters.
10. Comparative syntax. Argumentation.
11. Logical form: (*covert movement*).
12. Research questions in contemporary linguistics
13. Qualitative and quantitative research methods in linguistics
14. Corpus research methods
15. Discourse analysis of text and speech

*The teacher reserves the right to change course content.

Teaching:
The classes comprise lectures, seminar papers and practical classes.

Assessment:
Assessment is done in writing during the final exam, as well as in preparation of a suitable proposal for a research paper in which they will demonstrate that they have mastered the basics of research methodology within the framework of contemporary linguistics. Students are expected to regularly read literature, to do serious independent work, to attend consultations with the teacher and assistant, as well as to actively participate in class discussions.

Assessment criteria:

In-class participation	Research paper proposal	Final exam	Total
10	40	50	100

References	
Required	Litoselliti, L. (2010). *Research Methods in Linguistics*, Continuum International Publishing Group**.** Radford. A. et al. (2009) *Linguistics – An Introduction*. 2nd edition. Cambridge: Cambridge University Press. Introduction (pp. 1-22), Part I (sections 1-3, 5), Part II (sections 8-12, 16).
Additional	Riđanović, M. (1998). Jezik i njegova struktura. Treće izdanje. Sarajevo: Šahinpašić. (Chapters 1 and 5) - Specific research materials/assignments for work during practical classes and lectures

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: INTRODUCTION TO COMPUTER-ASSISTED ENGLISH LANGUAGE TEACHING

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
VIII	Required	2	2	5	04K03-744

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	No prerequisites

Subject aims	● achieve students' understanding of the main presentation of different approaches from a theoretical point of view as well as different approaches in research and specific use of CALL in teaching. ● Prepare students to analyze the connection of CALL with specific examples from practice and ● use CALL in order to gain an understanding of the specific advantages and disadvantages of this approach and the different possibilities offered.
Competences (learning outcomes)	● define and describe interactive technologies in the field of computer-assisted learning and acquisition (CALL) ● define the terminology of computer-supported foreign language teaching ● experiment and evaluate current computer applications in foreign language teaching ● devise how to integrate computers in foreign language teaching ● summarize and evaluate selected and currently available research in the CALL field ● develop own multimedia CALL materials.

Course delivery plan:

1. Introductory lecture
2. Word/Excel/PowerPoint
3. Using wikis in the ELT/Creating and using blogs
4. Creating and joining online groups (google, Facebook, ...)
5. Creating online classrooms
6. Conference tools
7. CMC – synchronous and asynchronous (messenger, Facebook, skype, twitter)
8. Computer games in the field of ELT
9. Digital storytelling
10. Podcasting
11. Online quizzes/tests and questionnaires
12. Mobile supported language learning
13. Creating interactive web pages using online based software tools
14. Free online language courses
15. Revision

*The teacher reserves the right to change course content.

Teaching:
Teaching will take place within the framework of lectures and practical classes using oral methods, presentations and practical work of students.

Assessment:
In addition to the written test at the final exam, assessment: is done continuously through the evaluation of active and relevant participation in the practical classes. The teacher reserves the right to organize colloquiums or short written assignments/tests during class and determine the share of the results of these tests in the final grade. Students are expected to regularly read literature, to do serious, independent work, to attend consultations with the teacher and assistant, as well as to actively participate in class discussions. Presentations in class (20% x 2), Final exam/seminar work (50% x 1), Activity and participation in class (lectures and practical classes) (10%).

Assessment criteria:

Presentation x 2	Attendance and in-class activities	Final exam/seminar paper	Total:
40	10	50	100

References	
Required	Stockwell, G. (2012). Computer-Assisted Language Learning, CUP: New York. Thomas M, Reinders H, Warschauer M. (2013). Contemporary Computer-Assisted Language Learning. Bloomsbury. Available online resources about CALL
Additional	Additional materials and assignments during classes *Teacher reserves the right to change and add to reading list.

UNIVERSITY OF ZENICA
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SUBJECT TITLE: CONTEMPORARY ENGLISH LANGUAGE VIII

Semester	Status	Number of classes per week		ECTS credits	Code
		Lectures (L)	Practical classes (PC)		
VIII	obligatory	4	2	7	04K03-1036

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	

Subject aims	• achieve students' knowledge of the English language at the C1 to C2 level according to the CEFR within all language skills. • prepare students to express themselves in different contexts and use culturally specific lexis and translate texts with such contexts and lexis. • achieve in students the skills and habits of independent learning and improvement through reading literature (professional and other) in English.
Competences (learning outcomes)	• demonstrate autonomy in English language expression, • use advanced and varied vocabulary, and use idioms and collocations to a greater degree. • use appropriate techniques and methods of interpreting and translating stylistic figures, as well as metaphorical expressions and culturally specific lexicon, and • learn independently and improve by reading professional and other literature

Course delivery plan:

1. Introduction to the subject and syllabus.
2. Finance vocabulary/Phraseological expressions and translation of texts.
3. Water vocabulary/Phraseological expressions and translation of texts.
4. Fun and media vocabulary/Phraseological expressions and translation of texts.
5. Hobbies vocabulary/Phraseological expressions and translation of texts.
6. Privacy vocabulary/Phraseological expressions and translation of texts.
7. Movement vocabulary/Phraseological expressions and translation of texts.
8. Vocabulary and Phrases test/Text translation
9. Living areas vocabulary/Phraseological expressions and translation of texts.
10. Past time vocabulary/Phraseological expressions and translation of texts.
11. Weather vocabulary/Phraseological expressions and translation of texts.
12. Human behaviour vocabulary/Phraseological expressions and translation of texts.
13. Accidents and future vocabulary/Phraseological expressions and translation of texts.
14. Second Vocabulary and Phrases test/Text translation
15. Revision and exam preparation

*The teacher reserves the right to change course content.

Teaching:
Teaching is done via lectures (teacher) and practical classes (assistant). The subject includes significant independent work by students, which consists of reading in English, doing homework, etc. Teaching is done in English

Assessment:
In order to ensure continuous and balanced work of students within all four language skills, students have weekly assignments from all segments, which include weekly translations, reading and preparation for lessons etc. Each student will be evaluated through one and one targeted speaking task, as well as two tests of the use of phraseological expressions and a vocabulary, as well as regular weekly translations and a final exam.

Assessment criteria:

Translation	In-class tests (2)	Final exam
30	40	30

References

Required	May, P. (2002). Objective Proficiency– Student's Book, OUP.

	Evans, V. (2002). CPE use of English 1 for the revised Cambridge proficiency examination. Express Publishing.
Additional	Moore, J. (2008). Common Mistakes at Proficiency - and how to avoid them. CUP Bujas, Ž. (2001). *Veliki englesko-hrvatski rječnik.* Zagreb: Nakladni zavod Globus. Bujas, Ž. (2001). *Veliki hrvatsko-engleski rječnik,* Zagreb: Nakladni zavod Globus. *Longman Dictionary of contemporary English*. (2005) London: Longman. - selected texts for translation *Teacher reserves the right to change and add to reading list.

UNIVERSITY OF ZENICA
FACULTY OF PHILOSOPHY

SUBJECT TITLE: TWENTIETH-CENTURY BRITISH LITERATURE

Semester	Status	Hours per week		ECTS points value	Code
		Lectures	Practical classes		
VIII	obligatory	2	3	4	04K03-644

Course instructor: **E-mail**:	**Teaching assistant**: **E-mail**:
Pre-requisites	--

Course aims

- To provide students with knowledge of the twentieth-century British literature, authors and texts
- To enable students to use literary terminology and to apply appropriate sources, literary theories and critical thinking in text analysis
- To enable students to analyze literary works within the context of other texts and political and intellectual issues of the given period
- To enable students to critically assess the importance of the twentieth-century British literature in a certain context

Learning outcomes

- Names representative works and authors of twentieth-century British literature
- Classifies twentieth-century British literature, provides examples of authors and works
- Interprets literary texts
- Applies literary terminology when analysing texts of the twentieth-century British literature
- Connects non-literary to literary texts studied in the course

Syllabus content*:

1. Introduction to the course, Victorian society and heritage, culture clash, new tendencies in social and gender relations, newer narrative expression, early Modernism, e.g. novella *Heart of Darkness* by Joseph Conrad
2. Imagism: Ezra Pound ("In a Station of the Metro"), H. D. ("The Pool"), Richard Aldington ("Images"), F.S. Flint ("Soldiers")
3. The First World War: context, war experience and trench poetry: e.g. Siegfried Sassoon ("On Passing the New Menin Gate", "The Hero", "They"), Wilfred Owen ("The Letter", "Dulce et decorum est")
4. High Modernism and the possibility of thematic shifts exemplified by Edward Morgan Forster, *A Passage to India*
5. William Butler Yeats: Irish mythology, memory and cataclysmic prediction on the example of selected poems such as: "The Second Coming ", "The Lake Isle of Innisfree", "Leda and the Swan", "The Song of Wandering Aengus", "Easter 1916"," Among School Children"
6. Narrative modernism: features and tendencies. Selected essays by Virginia Woolf: "Modern Fiction", "A Room of One's Own", "The Narrow Bridge of Art"
7. Continuation: Virginia Woolf: stream of consciousness and the importance of time and memory exemplified by M*rs Dalloway* or *To the Lighthouse*
8. Mid-term exam
9. Interior monologue and stream of consciousness, the time flow, stylistic experimentation in the works of James Joyce, short story „The Dead "or other selected texts
10. Continuation: narrative strategies of James Joyce on the example of *Ulysses* (excerpts)
11. Lyrical and epic elements in modernist poetry, fragmentation and disillusionment after the First World War, Thomas Stearns Eliot, "The Waste Land"
12. Theatre of the Absurd, Samuel Beckett, *Waiting for Godot*
13. Rethinking self and the society through the poetic prism of authors such as Philip Larkin (e.g. "Toads", "The Large Cool Store", "Annus Mirabilis", "Homage to a Government")
14. From Modernism to Postmodernism: description of Great Britain on the crossroads of centuries, Kazuo Ishiguro, *The Remains of the Day* (or another adequate literary sample)
15. Concluding remarks

*The course instructor retains the right to modify the syllabus content.

Learning delivery: lectures and practical classes; ex-cathedra, verbal and demonstration method, practical work, visual and audio-visual aids

Assessment: is carried out continuously through the semester by assessing relevant participation in practical classes; regular attendance is also taken into account when forming the final grade. The course instructor retains the right to organize colloquium or short written assignments during the semester. The course instructor also retains the right to determine/modify the share of the colloquium/written assignments in the final grade. Dedicated independent work is expected from students as well as regular reading, active participation in class, and consultation with the course instructor and teaching assistant.

Assessment criteria

Regular and relevant participation in class	Presentation/essay	Mid-term exam	Final exam
20%	20%	30%	30%

Literature

Obligatory	1. Primary texts, i.e. literary works and essays included in the syllabus.
Supplementary	1. Ayers, David. *Modernism: A Short Introduction*. Blackwell Publishing, 2004. 2. Davis, Alex & Lee M. Jenkins. *The Cambridge Companion to Modernist Poetry*. Cambridge: Cambridge UP, 2007. 3. Goldman, Jane. *The Cambridge Introduction to Virginia Woolf*. Cambridge: Cambridge UP, 2006. 4. Graver, Lawrence. *Samuel Beckett*. Cambridge: Cambridge UP, 2004. 5. Howarth, Peter. *The Cambridge Introduction to Modernist Poetry*. Cambridge: Cambridge UP, 2012. 6. Shiach, Morag. *The Cambridge Companion to the Modernist Novel*. Cambridge: Cambridge UP, 2007. * The course instructor retains the right to modify the reading list.

UNIVERSITY OF ZENICA
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SUBJECT TITLE: TEACHING PRACTICE II

Semester	Status	Number of classes per week		ECTS	Code
		Lectures (L)	Practical classes (PC)		
VIII	obligatory	2	1	5	04K03-745

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	

Subject aims	The primary aim of this course is to make students use teachers' knowledge and skills in a real environment (in high school classrooms). Students are expected to adopt theoretical and practical knowledge in the field of modern English language teaching methodology supported by multimedia aids and in accordance with an interactive approach, the focus of which is shifted from the traditional teaching style to the process of interactive learning that respects the individual preferences of students.
Competences (learning outcomes)	Upon the completion of the course, students will be able to - Observe and evaluate lesson in high school - plan and hold independent teaching in high schools - which is also the fundamental competence and learning outcome of teaching practice. - demonstrate acquired knowledge and skills in front of the subject teacher/mentor who will assess the quality of the exam lesson.

Course delivery plan: Program includes following topics

1. Introductory lecture on obligations and duties and presentation of the topics to be covered
2. lesson planning (yearly, monthly and daily),
3. familiarization with the school administration and the statute of high schools,
4. getting to know how to keep a grade book in high school (EU VET)
5. classroom management methods
6. Discipline issues
7. Familiarization with the most important documents in high school
8. Teacher's week in high school
9. School year planning
10. Class teacher responsibilities
11. Ethical principles in teaching
12. Interdisciplinarity
13. Use of contemporary teaching aids
14. attitude towards obligations and school management
15. Final considerations

Teaching: Lectures and practical classes during which students prepare, maintain and discuss their tasks and activities in cooperation with the teacher/assistant. Serious and regular work, independent reading of literature and preparation of papers and assignments in class are prerequisites for successful completion of the planned subject.

Assessment:
The assessment: includes an observation diary, a trial lesson in high school, and an assessment of teaching activities. The formation of the final grade is mostly decided by the trial lesson that will be held in the high school, which is evaluated by the appointed mentor. The observation journal is another essential part of the assessment and includes the observation of 5 teaching lessons in the primary school with all the details and instructions contained in the journal.

Assessment criteria:

Attendance and in-class activities (Lectures and practical classes)	Observation journal	Trial lesson in school	Total
20%	30%	50%	100%

References

Required	- Harmer Jeremy, The Practice of English Language Teaching - H. Douglas Brown, Teaching by Principles, Second Edition, Pearson ESL, (2000) - H. Douglas Brown, Principles of language learning and teaching, Pearson-Longman (2007)
Additional	- Penny Ur, A course in language teaching, Practice and Theory, CUP, 1991 - Freeman D., Techniques and Principles in Language Teaching, OUP, 2011, Third ed. - Westwood P., What teachers need to know about Teaching methods, Acer Press, 2008

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SUBJECT TITLE: INTRODUCTION TO THE CONTEMPORARY ANGLOPHONE NOVEL

Semester	Status	Hours per week		ECTS	Code
		Lectures	Practical classes		
VII	elective	2	2	3	04K03-1037

Course instructor: **E-mail**:	**Teaching assistant**: **E-mail**:
Pre-requisites	--

Course aims	• Achieve students' understanding of the terms „contemporary "and „anglophone "and their breadth • Achieve students' knowledge of representative contemporary anglophone novels • Achieve students' knowledge of stylistic and thematic features of contemporary anglophone novel • Enable students to use literary terminology and literary theories in text analysis
Learning outcomes	• Explains terms „contemporary "and „anglophone " • Provides examples of contemporary anglophone novels • Recognizes stylistic and genre characteristics of the contemporary anglophone novel • Critically evaluates contemporary literary output in the anglophone world • Connects non-literary to literary texts studies in the course

Syllabus content*:

1. Introduction to the course and methods of studying the contemporary anglophone novel, discussion of the term „contemporary "and „anglophone ", thematic and stylistic classification
2. Narrative expression on the North American continent: tendencies, narrative strategies, thematic features, intersectionality, transnationality and minority identities
3. Native American literature exemplified by Tommy Orange's novel *There There*
4. Nigerian American fiction exemplified by Chimamanda Ngozi Adichie's novel, *Americanah* or *Half of a Yellow Sun*
5. Dominican-American novel, e.g. Junot Diaz, *The Brief Wondrous Life of Oscar Wao*
6. Asian-American literature on the example of Maxine Hong Kingston's novel *The Woman Warrior*
7. Continuation: Asian-American literature, Vietnamese-American novel, Ocean Vuong, *On Earth We're Briefly Gorgeous*
8. Revision, presentations/essays
9. Contemporary novel on the British Isles with the focus on postcolonial and neocolonial context
10. British Nigerian novel, testimonial fiction, Buchi Emecheta, *Head above Water*
11. British Pakistani/British Indian novel and magical realism, Hanif Kureishi, *The Buddha of Suburbia* or Salman Rushdie *Midnight's Children*
12. British Sudanese novel, the challenges of language and culture, Leila Aboulela, *The Translator*
13. Australian fiction and postcolonial heritage
14. Colonial beginnings through a contemporary lens, Peter Carey, *True History of the Kelly Gang*
15. Concluding remarks, presentations/essays

*The course instructor retains the right to modify the syllabus content.

Learning delivery: lectures and practical classes; ex-cathedra, verbal and demonstration method, practical work, visual and audio-visual aids

Assessment is done based on in-class discussion and essay/presentation on a given/chosen topic.

Assessment criteria	
In-class discussion	Presentation/essay
50%	50%

Reading*	
Obligatory	All primary texts encompassed by the syllabus, which will be available in electronic form.

Supplementary	1. Acheson, J. (2017). *The Contemporary British Novel Since 2000*. Edinburgh UP. 2. Alijaga-Lavrinsen, J. & Yebra-Pertusa, J. (2019). *Transmodern Perspectives on Contemporary Literatures in English*. Routledge. 3. Baumbach, S. & Neumann, B. (2019). *New Approaches to the Twenty-First-Century Anglophone Novel*. Palgrave, Macmillan. 4. Behnken, B. & Wendt, S. (2013). *Crossing Boundaries Ethnicity, Race, and National Belonging in a Transnational World.* Lexington Books. 5. Buchenau et al. (2015). *Post-Empire Imaginaries: Anglophone Literature, History, and the Demise of Empires*. Brill Rodopi. 6. De Loughry, T. (2020). *The Global Novel and Capitalism in Crisis.* Palgrave, Macmillan. 7. Goyal, Y. (2017). *The Cambridge Companion to Transnational American Literature*. Cambridge University Press. 8. Jay, P. (2010). *Global Matters: The Transnational Turn in Literary Studies*. Cornell University Press. 9. Morrison, J. (2003). *Contemporary Fiction*. Routledge. 10. O'Donnell, P. (2010). *The American Novel Now: Reading Contemporary American Fiction Since the 1980s.* Wiley-Blackwell. *The course instructor retains the right to modify the reading list.

	UNIVERSITY OF ZENICA **FACULTY OF PHILOSOPHY**	

SUBJECT TITLE: TESTING AND ASSESSMENT OF COMMUNICATION COMPETENCE

Semester	**Status**	**Number of classes per week**		**ECTS**	**Code**
		Lectures (L)	**Practical classes (PC)**		
VIII	Optional	2	2	3	04K39-129

Teacher: **E-mail**:	**Course Teaching Assistant**: **E-mail**:
Subjects as prerequisites:	No Subjects as prerequisites

Subject aims	● Provide students with insight into the issues of testing and evaluating communication competence; ● Equip them to independently develop communication skills; ● Master the characteristics of communication processes and the methods of evaluating communication competence.
Competences (learning outcomes)	Students are equipped to use communication skills Students are trained in interpersonal and group communication Students understand various forms of communication and are prepared for public speaking Students are able to research communication processes and communication skills Students are equipped to resolve conflict situations

Course delivery plan:

1. Importance of communication
2. The structure of the communication process
3. Types of communication
3. Interpersonal communication
4. Non-Verbal communication
5. Interpersonal communication
6. Mass communication
7. Types of messages – news
8. Media language
9. Cognitive communication skills
10. Behavioural communication skills
11. Metacommunication
12. Coherence in communication
13. Fear in communication (Communication apprehension)
14. The interview
15. Conflict and conflict resolution

*The teacher reserves the right to change course content.

Teaching:

1. Lectures 40%
2. Practical classes 20%
3. Presentations 20%
4. Discussion 20%

Assessment: Students take the exam in writing, and in this way, they can achieve 60% of the grade, and the rest of 40% is achieved through the implementation of practical tasks, as well as independent research work and the appropriate presentation of research results.

Assessment criteria:

Lectures	Practical classes (PC)	Practical work	Theoretical exam	Presentation	
20	10	20	40	10	

References	
Required	Reardon, K. Kathleen (1998): *Interpersonalna komunikacija – gdje se misli susreću*. Zagreb: Alinea. Thun Schulz, Friedemann (2001): *Kako međusobno razgovaramo*. Zagreb: Erudita. Kukić, Damir (2013): *Komuniciranje i komunikacijske vještine.* Zenica: Online izdanje: http://unze.ba/komuniciranje
Additional	Valentine, Nina (1993): *Transform Your Public Speaking.* New York: Penguin Books USA Inc. Borg, James (2009): *Govor tijela*. Zagreb: Veble commerce. * Nastavnik zadržava pravo izmjene i dopune literature

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COURSE TITLE: SOCIOLOGY OF CULTURE AND ART

Semester	Status	Weekly Hours		ECTS	Code
		Lectures	Practical classes		
	elective	2	2	3	04K40 – 077

Lecturer: **E-mail**:	**Teaching Assistant:** **E-mail**:
Prerequisites:	

Course Objectives:	• Expand students' knowledge regarding the sociological understanding of culture and art • Train students to apply sociology in cultural analysis • Enable students to independently analyze cultural phenomena • Acquire a comprehensive understanding of the concepts of culture and art
Competencies (Learning Outcomes):	Upon completing course requirements, students will be able to: • Sociologically understand culture and art • Apply acquired knowledge to the analysis of culture and art • Independently analyze cultural works/creations

Course Outline:

- **Week 1:** Introduction to the Sociology of Culture and Art; Basic elements of culture and civilization (customs, morality, religion, language, myth, art, culture, civilization, totem, taboo)
- **Week 2:** Classical Cultural Theories (evolutionism, functionalism, structuralism, cyclical theory...)
- **Week 3:** Contemporary Cultural Theories (post-structuralism, postmodernism)
- **Week 4:** Language and Culture (ancient theory, modern and contemporary approaches to language, linguistic turn, psychoanalysis, symbol, allegory)
- **Week 5:** Social Determinants of Art (socio-economic conditions of the emergence of art, religion and art)
- **Week 6:** Popular Culture (film, media, music)
- **Week 7:** Sociology of Taste (kitsch, folk art, class-conditioned tastes)
- **Week 8:** Midterm Exam 1
- **Week 9:** Theatre and Society (ancient and modern theatre models, V-effect / Alienation effect)
- **Week 10:** Sociology of Literature (empirical and Marxist sociology of literature, the problem of literary reception, avant-garde)
- **Week 11:** Fashion and Style (class determinants of fashion, prestige, style, luxury, and consumption)
- **Week 12:** Space (urban/rural relationship, urbanization, places vs. "non-places")
- **Week 13:** Play, Sport, Body, and Desirable Social Appearance (play as a social phenomenon, body culture, health and the ideal body, sport as a ritual)
- **Week 14:** Economy and Culture
- **Week 15:** Midterm Exam 2

Course Delivery: Lectures

Assessment: Seminar paper, written exam (2 midterm exams)

Grading Weight Criteria					
Lectures	Practical classes	Seminar Paper	Class Activity	Theoretical Exam	
0	0	10%	30%	60 %	

Literature:	
Required Reading	Đorđević, J (ur.) (2012) *Studije kulture*, Beograd: Službeni glasnik Aleksander, V. D. (2007) *Sociologija umetnosti*. Beograd: Clio Hauser, A. (1986) *Sociologija umjetnosti I i II*. Zagreb: Školska knjiga Ilić, M. (1966) *Sociologija kulture i umetnosti*. Beograd: Institut društvenih nauka Lazar, Ž. i Koković D. (2017) *Sociologija kulture sa elementima kulturne antropologije*. Novi Sad: Mediterran Publishing Petrović, S. (ur.) (1990) *Sociologija književnosti*. Beograd: Zavod za udžbenike i nastavna sredstva Petrović, S. (2005) *Kulturologija*. Beograd: Čigoja
Recommended Reading	Bakić. S. (2021) *Kontroverze recepcije kulture*, Sarajevo: FPN Dorfles G. (1963) *Oscilacije ukusa i moderne umjetnosti*. Zagreb: Mladost Francestel, P. (1966) „Sociologija civilizacijskih tvorevina “u: Gurewitsch G (ur.), *Sociologija.* Zagreb: Naprijed Gronow, J. (2000) *Sociologija ukusa.* Zagreb: Jesenski i Turk Maširević, Lj. (2020) *Popularna kultura*. Beograd: Beogradska politehnika Zombart, V. (2011) *Luksuz i kapitalizam*. Novi Sad: Mediterran Publishing