

**Dzemal Bijedic University of Mostar**  
**Faculty of Humanities**

File No.:

English Language and Literature

## **CURRICULUM**

Mostar, May 2011.

## ENGLISH DEPARTMENT

Curriculum for 2011/2012 academic year

FIRST SEMESTER						
No		Course	Lectures	Exercises	Seminar	ECTS
1.		English Morphology I	2	4	2	7
2.		English Phonetics and Phonology I	2	2	0	5
3.		English in Use I	2	2	1	6
4.		Correspondence	2	2	0	5
5.		Bosnian/Croatian/Serbian Language	2	2	0	4
6.		Introduction to Literature	2	2	0	2
TOTAL						29

SECOND SEMESTER						
No		Course	Lectures	Exercises	Seminar	ECTS
1.		English Morphology II	2	4	0	7
2.		English Phonetics and Phonology II	2	2	0	5
3.		English Literature until 1500	2	2	2	5
4.		Interpretation of Literary Work	1	2	1	2
5.		Bosnian/Croatian/Serbian Language II	2	2	0	4
TOTAL						23

Students choose two of the given elective subjects

ELECTIVES						
No		Course	Lectures	Exercises	Seminars	ECTS
1		Norm and Culture of the B/C/S language	2	1	0	4
2.		Cultural History of Bosnia & Herzegovina	2	1	0	4
3.		Arabic Language I	0	4	0	4
4.		Spanish Language I	2	4	0	4
TOTAL						8

THIRD SEMESTER						
No	Course	L	E	S	ECTS	
1.	English Morphosyntax I	2	2	0	4	
2.	English Renaissance Literature	2	2	2	6	
3.	Contemporary English I	2	4	1	6	
4.	Written Translation I	1	2	0	2	
5.	Civilization of the UK	2	2	1	3	
TOTAL					21	

Students choose two of the given elective subjects:

ELECTIVES					
No	Course	L	E	S	ECTS
1.	Informatics	1	2	0	4
2.	Arabic Language II	0	4	0	4
3.	Spanish Language II	2	1	0	4
4.	History of Bosnia and Herzegovina I	2	1	0	4
				TOTAL	8

FOURTH SEMESTER					
No	Course	L	E	S	ECTS
1.	English Morphosyntax II	2	2	0	4
2.	English Novel of 18th and 19th century	2	2	2	6
3.	Contemporary English II	1	4	0	6
4.	Written Translation II	1	2	0	2
5.	Civilization of the USA	2	2	3	5
UKUPNO					23

Students choose two of the given elective subjects:

ELECTIVES					
No	Course	L	E	S	ECTS
1.	B&H History II	2	1	0	4
2.	Arabic Language III	0	4	0	4
3.	Spanish Language III	0	4	0	4
4.	Intercultural Understanding and Human Rights	2	2	0	4
				TOTAL	8

FIFTH SEMESTER					
No	Course	L	E	S	ECTS
1.	English Syntax I	2	2	0	5
2.	Poetry of English Romanticism	2	2	2	5
3.	American Transcendentalism	2	2	2	5
4.	Contemporary English III	2	4	0	5
5.	Translation Theory	2	2	0	5
6.	Psychology	2	0	0	3
TOTAL					28

Students choose one of the given elective subjects:

ELECTIVES					
No	Course	L	E	S	ECTS
1.	German Language I	0	4	1	4
2.	Introduction to Modern linguistic disciplines I	2	0	0	4
3.	Literary Translation III	2	2	0	4
4.	Psycholinguistics	2	2	0	4
5.	World Literature I	2	2	0	4
				TOTAL	4

SIXTH SEMESTER					
No	Course	L	E	S	ECTS
1.	English Syntax II	2	2	0	5
2.	Victorian Literature	2	2	2	6
3.	American Modernism	2	2	2	5
4.	Contemporary English Language IV	2	4	0	5
5.	Pedagogy	2	0	0	3
TOTAL					24

Students choose one of the given elective subjects:

ELECTIVES					
No	Course	L	E	S	ECTS
1.	German Language II	0	4	0	4
2.	Literary Translation IV	2	2	0	4
3.	Introduction to Semiotics	2	0	0	4
4.	World Literature II	2	2	0	4
5.	Introduction to Modern Linguistic Disciplines II	2	0	0	4
				TOTAL	4

SEVENTH SEMESTER					
No	Course	L	E	S	ECTS
1.	Contemporary English Language V	2	2	0	4
2.	English Modern Literature	2	2	2	5
3.	Shakespeare Studies I	2	2	2	5
4.	General Linguistics	2	0	2	5
5.	English Teaching Methodology I	2	2	0	3
TOTAL					22

Students choose two of the given elective subjects:

ELECTIVES					
No	Course	L	E	S	ECTS
1.	Modern Advertisement	2	2	0	4
2.	History of Arts	2	0	0	4
3.	B&H Literature in the XX Century	2	0	0	4
4.	Phraseology	1	1	1	4
5.	Functional Styles	2	2	0	4
6.	Pragmatics	2	0	0	4
7.	Selimovic in the English Language	2	2	0	4
				TOTAL	8

EIGHT SEMESTER					
No	Course	L	E	S	ECTS
1.	Contemporary English Language VI	2	2	0	4
2.	Semantics of the English Language	2	2	0	4
3.	The Modern Shakespeare	2	2	2	5
4.	English Postmodern Literature	2	2	2	5
5.	English Teaching methodology II	2	2	4	7
6.	Diploma Paper Research Methodology	2	2	2	5
TOTAL					30

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Course title:</b> English Morphology I	<b>Course code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: I / Semester: I	
<b>Course leader:</b>	Instructor: Edina Špago-Ćumurija, PhD		
<b>Contact details:</b>	Consultation hours: every weekday, 9:30-10:00 Office: Arapski studij E-mail: edina@unmo.ba Tel.: 063 345 935		
<b>Total class load:</b>	Lectures per week: 2 class hours	Exercises per week: 6 class hours	Total class load: 120 class hours
<b>ECTS credit value:</b>	7 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	In line with the calculation of ECTS, this course incorporates about 150 class hours of students' activity, out of which 120 is in-class activity, and the remaining 30 is planned for homework assignments.		
<b>Course aims:</b>	The main purpose of the course is to help students master language competences at the B1 level on the CEF scale, which should be reached by the end of the first year of study. The course incorporates introduction to English grammar at the morphology level, with special emphasis on verbs and their function in English. In addition to this, the course deals with comparing of the use of verbs in English with the one in B/S/C in those aspects where there are most striking differences (tense system, <i>ing</i> forms, participles, infinitives, etc.), because it is necessary for students to learn those things.		
<b>Learning outcomes:</b>	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- understand the tense system of English</li> <li>- recognize basic patterns and exceptions from rules related to the use of verbs</li> <li>- use verbs correctly in spoken and written communication</li> <li>- independently analyze verb forms in texts</li> </ul>		
<b>Indicative syllabus content:</b>	1. Verb – introduction, classification of verbs		

	<ol style="list-style-type: none"> <li>2. Present tenses in English,</li> <li>3. Past tenses in English</li> <li>4. Future tenses in English</li> <li>5. Passive voice</li> <li>6. Conditionals</li> <li>7. Verb moods</li> <li>8. Midterm exam</li> <li>9. Infinitive</li> <li>10. Gerund</li> <li>11. Participles</li> <li>12. Sequence of tenses</li> <li>13. Direct and indirect speech</li> <li>14. 'If' clauses</li> <li>15. Modal verbs</li> </ol>
<b>Learning delivery:</b>	Lectures, discussions, written exercises, group work, individual work
<b>Other students' obligations (if required):</b>	Students are expected to do two homework assignments, as well as a number of quizzes in sections.
<b>Assessment weighting:</b>	The midterm exam carries 30% of the grade, homework assignment and participation in class activities 10%, and the final exam 60%.
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Mustafa Tanović, Gramatika engleskog jezika (English Grammar), Mostar, FHN, 2002</li> <li>2. Istočnica Babić, Pregled gramatike engleskog jezika (Survey of English Grammar), Rijeka, Dušević i Kršovnik, 1998</li> <li>3. Additional materials, which are sent to students via email</li> <li>4. Learning English Online: <a href="http://www.englisch-hilfen.de/en/">http://www.englisch-hilfen.de/en/</a></li> </ol>
<b>Course quality assessment:</b>	Student polls

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	English Phonetics and Phonology I	<b>Course code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: I Semester: I	
<b>Course leader:</b>	Instructor: Lada Šestić, PhD Senior assistant: Mr. Adi Fejzić		
<b>Contact details:</b>	Consultation hours: Wednesday 10.30 - 11.30 Office: Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Total class load:</b>	Lectures per week : 2 class hours	Exercises per week: 2 class hours	Total class load: 60 class hours
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	n/a		
<b>Access restrictions:</b>	none		
<b>Student workload:</b>	The course is conceived as an introduction to a complex system of sound formation in English, i.e., it represents the beginning of classic learning of English. This course incorporates about 120 hours, out of which 60 is in-class activity and the rest independent work of students.		
<b>Course aims:</b>	The goal of the course is to give students an insight into how sounds are produced in English, as well as into the rules which regulate relations between different sounds in a word. Finally, the course deals with the practical application of sounds in standard pronunciation as well as in the most notable dialect variants of English in the countries where English is an official language.		
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- gain knowledge on English sound system</li> <li>- be able to compare phonetic systems of English and Bosnian languages</li> <li>- be able to pronounce correctly English sounds and words, by using general and specialized dictionaries</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Speech chain</li> <li>2. Speech apparatus</li> <li>3. Speech organs</li> <li>4. Speech and breathing</li> <li>5. Vowels (in general)</li> <li>6. Consonants (in general)</li> <li>7. Vowels (detailed analysis)</li> </ol>		

	8. The pure vowels 9. Diphthongs and triphthongs 10. Articulatory classification of vowels 11. Nasality 12. Difference and similarity between English and B/S/C vowels 13. Stress 14. Accent 15. Intonation and rhythm
<b>Learning delivery:</b>	Lectures and auditory exercises
<b>Other students' obligations (if required):</b>	//
<b>Assessment weighting:</b>	In-class activity is used as a preparation for the exam due to the specific nature of the course. Students will be obliged to do a couple of assignments in the form of a quiz designed to stimulate creativity of each student. This part of text exam carries 10% of the grade. The written part of the exam is designed to check students' theoretical knowledge of the sound formation, as well as orthographic and transcriptive skills of every student. This part of the exam is eliminatory because it represents 45% of the grade. The oral part of the exam consists of reading, comprehending and writing of the phonetic alphabet.
<b>Essential reading:</b>	1. Gimson's Pronunciation of English (Hodder Arnold Publication), Oxford University Press, USA;
<b>Course quality assessment:</b>	Student polls

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	English in Use	<b>Course code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: I / Semester: I
<b>Course leader:</b>	Instructor: Edina Špago-Ćumurija, PhD Alma Piric, lecturer	
<b>Contact details:</b>	Consultation hours: every day, 9:30-10:00 email: edina@unmo.ba	Office: Arapski studiji Tel.: 063 345 935
<b>Total class load:</b>	Lectures per week : 2 class hours	Exercises per week: 3 class hours
<b>ECTS credit value:</b>	6 ECTS	
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department	
<b>Course status:</b>	Obligatory	
<b>Pre-requisites:</b>	None	
<b>Access restrictions:</b>	None	
<b>Student workload:</b>	This course includes about 130 class hours, out of which 75 is in-class activity and the rest is independent work of students.	
<b>Course aims:</b>	The purpose of this course is to help students become comfortable with using acquired language knowledge. It is a practical application of the knowledge acquired at the English Morphology I course, with special emphasis on the language production, both spoken and written, although it also includes activities related to reading-comprehension.	
<b>Learning outcomes:</b>	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- understand speech at the A2 level of CEF scale</li> <li>- read and write at the CEF A2 level using common practices for writing short written forms in English (paragraph, short essay)</li> <li>- initiate and maintain oral communication in a controlled situation, about familiar topics at the CEF A2 scale</li> <li>- acquire the first level of independence in usage of acquired rules and skills, in a range sufficient for successful continuance of further studies</li> </ul>	
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. The notion of 'lexicon' and key lexical concepts</li> <li>2. Introducing yourself in English</li> <li>3. Description – family, people</li> <li>4. Geographical location – Mostar – text analysis</li> <li>5. Job interview – vocabulary and teh skill of oral expression</li> <li>6. Text analysis – short story, Edgar A. Poe</li> <li>7. Shopping – dialogue, specific vocabulary</li> <li>8. Asking for and giving instructions</li> <li>9. Giving opinion about a subject</li> <li>10. Writing a paragraph</li> </ol>	

	<ul style="list-style-type: none"> <li>11. Writing a summary</li> <li>12. Essay writing and presenting</li> <li>13. Students' presentations – first three groups - discussion</li> <li>14. Students' presentations – three groups - discussion</li> <li>15. Students' presentations – remaining groups – discussion</li> </ul>
<b>Learning delivery:</b>	Lectures, discussions, written exercise, presentations
<b>Other students' obligations (if required):</b>	Students will research a topic in groups, and present it in class.
<b>Assessment weighting:</b>	In-class activity carries up to 10% of the grade, presentations 20%, and the final exam 70% of the final grade.
<b>Essential reading:</b>	<ul style="list-style-type: none"> <li>1. Selected materials (articles), which are sent to students via email.</li> <li>2. Ready to write, Karen Blanchard/Christine Root, Longman 2003</li> <li>3. Dictionary of English Language and Culture, Longman, 2005</li> </ul>
<b>Course quality assessment:</b>	Student polls

<b>DZEMAL BIJEDIC UNIVERSITY OF MOSTAR FACULTY OF HUMANITIES ENGLISH LANGUAGE AND LITERATURE DEPARTMENT</b>			
<b>Full course title:</b>	Correspondence		<b>Course code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, cycle I		Year of study: I / Semester: I
<b>Course leader:</b>	Edina Špago-Ćumurija, PhD TA Adi Maslo		
<b>Contact details:</b>	Consultation hours: every day, 9:30-10:00 E-mail: edina@unmo.ba		Office: Arapski studiji Tel.: 063 345 935
<b>Total class load:</b>	Lectures per week: 2 class hours	Exercises per week: 2 class hours	Total class load: 60 class hours
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	This course requires lots of independent work from students (to practice writing scheduled written forms of correspondence in English). Therefore, in-class activities are planned to include 60 class hours, and the remaining hours students will spend working individually and practicing the forms explained in class, as well as consulting grammar and spelling books, and other reference books needed for reaching the course goals.		
<b>Course aims:</b>	As the first semester and first year of study have been designed so as to secure basic knowledge and skills needed for students' further successful studying, this course helps them to adopt orthographic norms of English, and also to contrast them with those of the Bosnian language, in order to be able to successfully use that knowledge in basic and most common forms of correspondence in English. In addition to this, students learn how to use computer tools which are used while making such documents.		
<b>Learning outcomes:</b>	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- recognize basic forms of business correspondence in English</li> <li>- recognize and correctly use distinctive features of legal writing and administrative style</li> <li>- maintain business correspondence both in traditional and contemporary written forms</li> <li>- intervene when it comes to switching from English to Bosnian language code, and vice-versa, in relation to business correspondence</li> <li>- successfully use computer programs and tools necessary to make documents</li> </ul>		

<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Administrative style</li> <li>2. Significant spelling patterns in Bosnian</li> <li>3. Particular spelling patterns in English, comparison to Bosnian language</li> <li>4. Specific patterns of English written variants (British and American)</li> <li>5. Most common mistakes in written English</li> <li>6. Official letter – basic form and vocabulary</li> <li>7. Written forms used for requesting information</li> <li>8. Written replies – giving information</li> <li>9. Business letter with attachments – formal style</li> <li>10. Electronic business correspondence – e-mail</li> <li>11. How to write a biography - English and Bosnian</li> <li>12. How to write a cover letter</li> <li>13. How to write a letter of application (scholarship, job)</li> <li>14. How to write a statement of purpose</li> <li>15. How to write a report</li> </ol>
<b>Learning delivery:</b>	Lectures, group work, work in pairs, individual work.
<b>Other students' obligations (if required):</b>	Students are obliged to write all of the above-mentioned written forms as a part of homework assignment.
<b>Assessment weighting:</b>	Homework assignments carry up to 40%, and the final exam 60% of the grade.
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Pravopis bosanskoga jezika (Spelling rules of Bosnian), Senahid Halilović</li> <li>2. Dictionary of common errors, Longman, 2002</li> <li>3. <a href="http://www.eastchance.com/howto/rec_let.asp">http://www.eastchance.com/howto/rec_let.asp</a></li> <li>4. Selected materials, which are sent to students via email.</li> </ol> <p>Branko Tošović, Funkcionalni stilovi, (Functional styles) (šesto) poglavlje Administrativni stil, University of Graz, 2002.</p>
<b>Course quality assessment:</b>	Student polls

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Bosnian/Croatian / Serbian I</b>	<b>Course code:</b>	
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: I / Semester: I	
<b>Course leader:</b>	Elvira Dilberović, PhD		
<b>Contact details:</b>	Office: Arapskog studija E-mail: elvira.dilberovic@unmo.ba Tel.: 036 571 559		
<b>Total class load:</b>	Lectures per week: 2 class hours	Exercises per week: 2 class hours	Total class load: 60 class hours
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – Bosnian Department, designed for students of English		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	Credit load has been based on the number of class hours and the assignments that students are supposed to complete, as well as on the importance of the course for the final learning outcomes and general literacy.		
<b>Course aims:</b>	The goal of the course is to give the students insight into: - spelling rules of B / C / S - principles of B / C / S phonetic and phonological system - prosodic features of B / C / S		
<b>Learning outcomes:</b>	Upon successful completion of this course, students will broaden their knowledge about: - spelling rules of B / C / S - principles of B / C / S phonetic and phonological system - substandard orthoepic norm (acquiring competences for correct application of orthographic rules)		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Introduction to phonetics and phonology</li> <li>2. Basic terminology, key concepts</li> <li>3. Classification of sounds according to the place of articulation</li> <li>4. Classification of sounds according to the manner of articulation</li> <li>5. Acoustic and articulatory features of phonemes</li> <li>6. Alternation and sound change</li> <li>7. Phonologically conditioned phoneme alternations</li> <li>8. Midterm exam</li> <li>9. Morphologically conditioned phoneme alternations</li> <li>10. Prosodic system</li> <li>11. Accent, post-accent length, accent unit</li> <li>12. Stressed and unstressed words</li> <li>13. Accent distribution and transfer to proclitics</li> <li>14. Orthographic rules</li> <li>15. Final exam</li> </ol>		
<b>Learning delivery:</b>	Lectures, exercises, homework assignments, consultations		
<b>Other students' obligations (if</b>	Attendance and active participation (students are allowed to be absent		

<b>required):</b>	up to 30% of class hours), final exam												
<b>Assessment weighting:</b>	<ul style="list-style-type: none"> <li>- attendance and active participation in class activities (20% of the grade)</li> <li>- midterm (40%)</li> <li>- final (written) exam (40%)</li> </ul> <p>The final grade is based on the number of scored points, following the pattern given below:</p> <table style="margin-left: 20px;"> <tr> <td>Points:</td> <td>Grade:</td> </tr> <tr> <td>60 – 64</td> <td>6</td> </tr> <tr> <td>65 – 74</td> <td>7</td> </tr> <tr> <td>75 – 84</td> <td>8</td> </tr> <tr> <td>85 – 94</td> <td>9</td> </tr> <tr> <td>95 – 100</td> <td>10</td> </tr> </table>	Points:	Grade:	60 – 64	6	65 – 74	7	75 – 84	8	85 – 94	9	95 – 100	10
Points:	Grade:												
60 – 64	6												
65 – 74	7												
75 – 84	8												
85 – 94	9												
95 – 100	10												
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Dževad Jahić, Senahid Halilović, Ismail Palić: <i>Gramatika bosanskoga jezika</i>, (Grammar of Bosnian) Dom štampe, Zenica, 2000.</li> <li>2. Ibrahim Čedić: <i>Osnovi gramatike bosanskog jezika</i>, (Basics of Bosnian Grammar) Institut za jezik, Sarajevo, 2001.</li> <li>3. Asim Peco: <i>Osnovi akcentologija srpskohrvatskog jezika</i>, (Basics of Accentology in Serbo-Croatian) Naučna knjiga, Beograd, 1971.</li> <li>4. Stjepan Babić i dr.: <i>Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika</i>, (Historic Survey, Sounds and Forms of the Croatian Literary Language) Nacrt za gramatiku, HAZU, Zagerb, 1991.</li> <li>5. Mihajlo Stevanović: <i>Savremeni srpskohrvatski jezik I</i>, (Contemporary Serbo-Croatian I) Naučna knjiga, Beograd, 1986.</li> </ol>												
<b>Course quality assessment:</b>	Student polls												

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
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ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	Introduction to Literature		
<b>Course level/cycle:</b>	Year of study: I	Semester: I	<b>ECTS:</b> 4
<b>Status:</b> <i>obavezni predmet</i>	Class hours per week (lectures and exercises): 2+2		Total class load: 30+30
<b>Course leader:</b> Elbisa Ustamujčić, PhD Irma Marić, TA			<b>Language:</b> Bosnian

<b>Contact details:</b>	<a href="mailto:elbisa.ustamujcic@unmo.ba">elbisa.ustamujcic@unmo.ba</a> aida.dziho@unmo.ba Consultation hours will be held at the professor's office
<b>Faculty/School/Department:</b>	Four-year I cycle – Bosnian Department
<b>Student workload:</b>	Credit load has been based on the number of class hours and the importance of the course for subsequent literature studies.
<b>Learning outcomes:</b>	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> <li>• Differentiate between literary works and other written forms</li> <li>• Recognize the structural elements of the literary work and their function</li> <li>• Recognize literary forms and genres</li> <li>• Analyze literary text</li> <li>• Implement the acquired knowledge in practice and in other courses</li> </ul>
<b>Course aims:</b>	The goal of the course is to give the students insight into the basics of literary concepts, forms and genres, as well as into the structure of the literary work and the relationship between the reader and the literary work.
<b>Access restrictions:</b>	
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. The science of literature, literary criticism and literary theory</li> <li>2. Literature as mimesis</li> <li>3. Literature as expression</li> <li>4. Function of literature</li> <li>5. Notion of (literary) taste and its historic determination</li> <li>6. Structure of the literary work</li> <li>7. Language and world perspective</li> <li>8. Verse and prose as rhythmic forms</li> <li>9. Nature of the metric organisation of speech, basics of versification</li> <li>10. Poetic image</li> <li>11. Symbol as a form of consciousness</li> <li>12. Organisation and transformation of meaning in the</li> </ol>

	language of a literary work 13. The world of literary work 14. Classification of literature 15. Ways of classifying literary works	
	<b>In-class activities:</b>	<b>(%)</b>
<b>Learning delivery:</b>	1. ex cathedra teaching 2. discussions 3. presentations	1. 70% 2. 10% 3. 20%
	<b>Description of activities</b>	<b>Grading (%)</b>
<b>Assessment weighting:</b>	1. attendance 2. group work 3. homework 4. term paper 5. Midterm exam I 6. Midterm exam II 7. Final written exam 8. Final oral exam	1. 5% 2. 5% 3. 5% 4. 5% 5. 15% 6. 15% 7. 25% 8. 25 %
<b>Essential reading:</b>	1. Zdenko Lešić, Teorija književnosti (Literary Theory) 2. Zdenko Lešić, Jezik i književno djelo (Language and Literary Work) 3. Milivoj Solar, Teorija književnosti (Literary Theory) 4. Milivoj Solar, Teorija proze (Theory of Prose) 5. Z.Škreb, A. Stamać, Uvod u književnost-teorija metodologija (Introduction to Literature) 6. J.M.Lotman, Struktura umetničkog teksta (Structure of Artistic Text) 7. R.Velek i V. Ostin, Teorija književnosti (Literary Theory) 8. Terry Eagleton, Književna teorija (Literary Theory)	
<b>Course quality assessment:</b>	Student polls	

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>NAZIV PREDMETA</b> English Morphology II	<b>Course code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: I / Semester: II	
<b>Course leader:</b>	Edina Špago-Ćumurija, PhD		
<b>Contact details:</b>	Consultation hours: every day, 9:30-10:00 E-mail: edina@unmo.ba	Office: Arapski studiji Tel.: 063 345 935	
<b>Total class load:</b>	Lectures per week: 2 class hours	Exercises per week: 2 class hours	Total class load: 60 class hours
<b>ECTS credit value:</b>	7 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	English Morphology I		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	This course incorporates about 150 class hours, and includes more individual work of students than English Morphology I. Therefore, in-class activities will include 90 class hours, and the rest is planned for students' individual work.		
<b>Course aims:</b>	After mastering verbs in the first semester, in this course students will learn about other word classes, their formation and use. Theoretical knowledge will be tested at exercise classes within this course, as well as a part of other language courses on the first year of study. It will also serve as a much-needed foundation for linguistic courses in later years of study.		
<b>Learning outcomes:</b>	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- understand system of word classes in English, based on semantic and contemporary classification approaches</li> <li>- use independently different word classes in appropriate grammatical contexts,</li> <li>- analyze usage of all word classes in chosen texts (CEF A2 level)</li> <li>- be aware of typical exceptions and specific qualities in English grammar at the morphological level</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Word classes in English – Introduction</li> <li>2. Different approaches to word classification</li> <li>3. Nouns – gender and number</li> <li>4. Nouns - case</li> <li>5. Article – Use and omitting of the definite article</li> <li>6. Article – Use and omitting of the indefinite article</li> <li>7. Adjectives - comparison</li> <li>8. Midterm exam</li> <li>9. Possessives</li> <li>10. Possessive and demonstrative pronouns</li> <li>11. Interrogative and relative pronouns</li> <li>12. Adverbs – formation and classification</li> <li>13. Adverbs and word order</li> <li>14. Numerals</li> </ol>		

	15. Prepositions
<b>Learning delivery:</b>	Lectures, exercises, group work, individual work
<b>Other students' obligations (if required):</b>	Students are supposed to complete two homework assignments and a number of short quizzes.
<b>Assessment weighting:</b>	Midterm exam carries 30% of the final grade, homework and in-class activities up to 10%, and the final exam 60%.
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Mustafa Tanović, Gramatika engleskog jezika (English Grammar), Mostar, FHN, 2002</li> <li>2. Istočnica Babić, Pregled gramatike engleskog jezika (Survey of English Grammar), Rijeka, Dušević i Kršovnik, 1998</li> <li>3. Additional materials, which are sent to students via email</li> <li>4. Learning English Online: <a href="http://www.englisch-hilfen.de/en/">http://www.englisch-hilfen.de/en/</a></li> </ol>
<b>Course quality assessment:</b>	Student polls

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	English Phonetics and Phonology II	<b>Course code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: I / Semester: II	
<b>Course leader:</b>	Lada Šestić, PhD Adi Fejzić, senior TA		
<b>Contact details:</b>	Consultation hours: Wednesday, 10.30 - 11.30 Office: Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Total class load:</b>	Lectures per week: 2 class hours	Exercises per week: 2 class hours	Total class load: 60 class hours
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	n/a		
<b>Access restrictions:</b>	English Phonetics and Phonology I		
<b>Student workload:</b>	The course is conceived as a continuance of course on a complex system of sound formation in English, i.e., it represents the beginning of classic learning of English.		
<b>Course aims:</b>	The goal of the course is to give students an insight into how sounds are produced in English, as well as into the rules which regulate relations between different sounds in a word. Finally, the course deals with the practical application of sounds in standard pronunciation as well as in the most notable dialect variants of English in the countries where English is an official language.		
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- improve knowledge on English sound system</li> <li>- be able to compare phonetic systems of English and Bosnian languages</li> <li>- be able to pronounce correctly English sounds and words, by using general and specialized dictionaries</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Lexical and grammatical use of tone</li> <li>2. Consonants (detailed analysis)</li> <li>3. Classification of consonants according to the manner of articulation</li> <li>4. Classification of consonants according to the place of articulation</li> <li>5. Egressive and ingressive consonants</li> <li>7. Voiced and voiceless consonants</li> <li>8. Linguistic hierarchy</li> <li>9. Sounds - regional variations</li> <li>10. Sounds - social variations</li> <li>11. Sounds – stylistic variations</li> <li>12. Phoneme and morpheme</li> <li>13. Syllable</li> <li>14. Connected speech</li> <li>15. Assimilation, coarticulation, and elision</li> </ol>		
<b>Learning delivery:</b>	Lectures and auditory exercises		
<b>Other students' obligations (if</b>	//		

<b>required):</b>	
<b>Assessment weighting:</b>	In-class activity is used as a preparation for the exam due to the specific nature of the course. Students will be obliged to do a couple of assignments in the form of a quiz designed to stimulate creativity of each student. This part of the exam carries 10% of the grade. The written part of the exam is designed to check students' theoretical knowledge of the sound formation, as well as orthographic and transcriptive skills of every student. This part of the exam is eliminatory because it represents 45% of the grade. The oral part of the exam consists of reading, comprehending and writing of the phonetic alphabet.
<b>Essential reading:</b>	1. Gimson's Pronunciation of English (Hodder Arnold Publication), Oxford University Press, USA;
<b>Course quality assessment:</b>	Student polls

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Bosnian/Croatian / Serbian II</b>	<b>Course code:</b>	
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: I / Semester: II	
<b>Course leader:</b>	Doc.dr. Elvira Dilberović		
<b>Contact details:</b>	Office: Arapskog studija E-mail: <a href="mailto:elvira.dilberovic@unmo.ba">elvira.dilberovic@unmo.ba</a> ; 559		Tel.: 036 571
<b>Total class load:</b>	Lectures per week: 2 class hours	Exercises per week: 2 class hours	Total class load: 60 class hours
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – Bosnian Department, designed for students of English		
<b>Course status:</b>	Obligatory general course		
<b>Pre-requisites:</b>	Bosnian/Croatian / Serbian I		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	Credit load has been based on the number of class hours and the assignments that students are required to complete, as well as on the importance of the course for the final learning outcomes and general literacy.		
<b>Course aims:</b>	The goal of the course is to give the students insight into the principles of morphosyntactic system of B / C / S language, with special emphasis on flective morphology and morphological and syntactic categories of changeable and unchangeable word classes (morphological analysis), and basic principles of joining phrases into higher syntactic units, and the function of sentence parts and the structure of simple and compound sentence.		
<b>Learning outcomes:</b>	Upon successful completion of this course, students will broaden their knowledge about the following: - principles of morphosyntactic system of B / C / S language; - flective morphology and morphological and syntactic categories of changeable and unchangeable word classes; - basic principles of joining phrases into higher syntactic units; - function of sentence parts and the structure of simple and compound sentence.		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Introduction to morphology</li> <li>2. Basic terminology, key concepts of morphological language structure</li> <li>3. Criteria for classification of words</li> <li>4. morphological and syntactic categories of changeable word classes</li> <li>5. Morphological features of unchangeable word classes</li> <li>6. Introduction to syntax</li> <li>7. Basic terminology, key concepts of syntactic language structure</li> </ol>		

	8. Classification criteria of syntactic units 9. Syntactic units – definition, classification 10. Phrase – definition, classification 11. Sentence 12. Simple and compound sentence 13. Sentence types 14. Intersentential relations 15. Exam
<b>Learning delivery:</b>	Lectures, exercises, individual work, consultations
<b>Other students' obligations (if required):</b>	Attendance and active participation (students are allowed to be absent up to 30% of class hours), quizzes, final written exam (practical application of the acquired competences)
<b>Assessment weighting:</b>	- attendance and active participation in in-class activities (20%) - quizzes (40%) - final written exam (40%) The final grade is based on the number of scored points, following the pattern given below: Points:            Grade: 60 – 64            6 65 – 74            7 75 – 84            8 85 – 94            9 95 – 100          10
<b>Essential reading:</b>	6. Dževad Jahić, Senahid Halilović, Ismail Palić: <i>Gramatika bosanskoga jezika</i> , (Grammar of Bosnian) Dom štampe, Zenica, 2000. 7. Ibrahim Čedić: <i>Osnovi gramatike bosanskog jezika</i> , (Basics of Bosnian Grammar) Institut za jezik, Sarajevo, 2001. 8. Asim Peco: <i>Osnovi akcentologija srpskohrvatskog jezika</i> , (Basics of Accentology in Serbo-Croatian) Naučna knjiga, Beograd, 1971. 9. Stjepan Babić i dr.: <i>Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika</i> , (Historic Survey, Sounds and Forms of the Croatian Literary Language) Nacrt za gramatiku, HAZU, Zagerb, 1991. 1. Mihajlo Stevanović: <i>Savremeni srpskohrvatski jezik I</i> , (Contemporary Serbo-Croatian I) Naučna knjiga, Beograd, 1986.
<b>Course quality assessment:</b>	Student polls

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	Interpretation of Literary Works	<b>Course code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: I / Semester: II	
<b>Course leader:</b>	Safet Sarić, PhD Aida Džih, senior TA		
<b>Contact details:</b>	Consultation hours:      Office: Arapski studiji E-mail: safet.saric@unmo.ba Tel.:		
<b>Total class load:</b>	Lectures per week: 1 class hours	Exercises per week: 2 class hours	Total class load: 45 class hours (+15 seminar hours)
<b>ECTS credit value:</b>	2 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	Introduction to Literature		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>			
<b>Course aims:</b>	The goal of the course is to give the students insight into the nature and structure of literary forms and genres, their specific characteristics, as well as mastering key literary concepts, and their use in literature studies.		
<b>Learning outcomes:</b>	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- identify and apply basic literary terms and concepts</li> <li>- apply knowledge in further studies</li> <li>- use acquired knowledge in professional fields (teaching, literary criticism, translation, research)</li> <li>- use a range of techniques they learned in essay writing, research papers etc.</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Lyric poetry; types of lyric poetry</li> <li>2. Language expression in lyric poetry, rhythm, rhyme</li> <li>3. Epic poetry; epic hero; nature of the epic narrative</li> <li>4. Types of epic poetry</li> <li>5. Narrative prose</li> <li>6. Short story; plot development, protagonist</li> <li>7. Novel: introduction and types</li> <li>8. Development of novel</li> <li>9. Characteristics of the modern novel</li> <li>10. Drama structure and characteristics</li> <li>11. Types of drama: tragedy, comedy, contemporary drama</li> <li>12. Essay literature, documentary literature</li> <li>13. Methodology of literature study</li> <li>14. Literary theories</li> <li>15. Concluding review</li> </ol>		
<b>Learning delivery:</b>	Lectures, auditory exercises, group work, homework assignments, etc.		

<b>Other students' obligations (if required):</b>	
<b>Assessment weighting:</b>	<ul style="list-style-type: none"> <li>• Midterm exam: 35%</li> <li>• Term paper 15%</li> <li>• Final exam (written) 30 %</li> <li>• Final exam (oral) 20%</li> </ul> <p>Note: Students have to pass both parts of the final exam in order to get the passing grade for the course as a whole.</p>
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Zdenko Lešić, Teorija književnosti (Literary theory)</li> <li>2. Zdenko Lešić, Jezik i književno djelo (Language and literary works)</li> <li>3. Milivoj Solar, Teorija književnosti (Literary theory)</li> <li>4. Milivoj Solar, Teorija proze (Theory of prose)</li> <li>5. Z.Škreb, A. Stamać, Uvod u književnost-teorija metodologija (Introduction to literature – Methodological approach)</li> <li>6. Hugo Fridrich, Struktura moderne lirike (Structure of the modern lyric works)</li> </ol>
<b>Course quality assessment:</b>	Student polls

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>English literature until 1500</b>	<b>Course code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: I / Semester: II	
<b>Course leader:</b>	Sanja Šoštarić, PhD Selma Raljević, senior TA		
<b>Contact details:</b>	Consultation hours: Thursday 11.30 - 12.30 Office: Arapski centar za jezike E-mail: selma.raljevic@unmo.ba		
<b>Total class load:</b>	Lectures per week: 2 class hours	Exercises per week: 2 class hours	Total class load per week: (4 + seminar hours)
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	Introduction to Literature		
<b>Access restrictions:</b>	Students of the Department of English		
<b>Student workload:</b>	Credit load has been based in a way that more in-class hours are foreseen, in order to prepare students for further independent work.		
<b>Course aims:</b>	The goal of the course is to give the students insight into the development of English literature from the emergence of first literary works in Anglo-Saxon period until the end of the Middle Ages. Students will learn about most important authors and literary works in certain periods, and thereby, by the end of the semester, have good insight into the most important genres, forms, contexts, and conventions (thematical or formal), or departures from conventions. At seminar and exercise classes individual texts will be analyzed, especially through presentations, which require detailed knowledge of the analyzed texts.		
<b>Learning outcomes:</b>	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- acquire knowledge on literary and historical development in Great Britain, from Anglo- Saxon age till 1500.</li> <li>- know the most important literary developments, genres, forms, styles in different periods, including epic, Christian and elegiac poetry, through Medieval to various genres of late Middle Ages (Geoffrey Chaucer and Thomas Malory)</li> <li>- be familiar with a wider historical context (relations between text and context)</li> <li>- understand English literature before 1500., and interpret written and oral literature</li> <li>- be able to analyze into more details, independently, literary and historical developments toward English Renaissance.</li> </ul>		
<b>Indicative syllabus content:</b>	1. Anglo-Saxon heroic epic: introductory lecture.		

Discussion: Michael Swanton, *Beowulf*, “Introduction”;  
 Magoun, “Oral-formulaic character of AS narrative poetry” in  
 Donald K. Fry, *The Beowulf Poet*;

2. Discussion: Blomfield, “The style and structure of *Beowulf*” in  
 Fry, *The Beowulf Poet*;

3. *Beowulf*: “Celebration at Heorot”.

4. Anglo-Saxon Christian poetry: introductory lecture.  
 Text in focus: “The Dream of the Rood”;  
 - “Genesis”

5. Anglo-Saxon elegies; introductory lecture.  
 Text in focus: “The Wanderer”;  
 - “The Seafarer”

6. Anglo-Latin chroniclers and Anglo-Saxon homilists: introductory  
 lecture.  
 Text in focus: Aelfric: “St. Agatha” in: Swanton Michael, *Anglo-  
 Saxon Prose*;  
 - Bede, *Ecclesiastical History of English People*:  
 Book 3: Chapters 5, 6, 9, 11: “The Life of Bishop Aidan”; “The  
 wonderful devotion and piety of King Oswald”; “Miraculous cures  
 take place...”; “A heavenly light appears all night...”

7. Romance: origin, general characteristics, main themes and  
 concepts, classification.  
 - *Sir Gawain and the Green Knight*:  
 Christmas at Camelot: lines 136-461  
 Seduction and hunting scenes & the ending: lines 1105-1113; 1170-  
 1310; 1372-1401; 1463-1557; 1623-1647; 1723-1870; 1932-1951

8. MID-TERM TEST

9. Medieval religious prose: introductory lecture; mysticism  
 Medieval secular prose: a brief survey.  
 Text in focus: *The Cloud of Unknowing*;  
 - *The Book of Margery Kempe*: “The Birth of Her First Child and  
 Her First Vision”;  
 “Margery and Her Husband Reach a Settlement”;  
 “Examination before the Archbishop”

10. Medieval religious & secular poetry: introductory lecture.  
 Text in focus: *Piers Plowman*;  
 - *Piers Plowman*: “*The Field of Folk*” (Prologue);  
*Piers Plowman*: “The Confession of Gluttony”

11. Medieval drama: introductory lecture – tropes, mystery/miracle  
 plays and moralities.  
 Text in focus: “The Second Shepherd’s Play”;  
 - *Everyman*: lines 85-152 (Everyman & Death); 265-302 (Everyman  
 and & Fellowship); 355-377 (Everyman & Kin); 399-462  
 (Everyman & Goods); 772-921 (ending/moral)

12. Geoffrey Chaucer: introductory lecture; works and titles, main  
 themes, style:  
 - Geoffrey Chaucer, *The Prologue to the Canterbury Tales*:  
 Introduction; The Knight; The Prioress;

13. Geoffrey Chaucer, *The Prologue to the Canterbury Tales*  
 The Monk; The Clerk; The Wife of Bath; The Pardoner

	<p>14. Geoffrey Chaucer: continuation. Text in focus: <i>Troilus and Criseyde</i>; Book IV - Wheel of Fortune and 'free will' - Geoffrey Chaucer, <i>Troilus and Criseyde</i>: Book I, lines 58-76 (courtly love theme); Book V, lines 256-267 (ending, <i>amor dei</i>)</p> <p>15. Thomas Malory and the late Arthurian romance. Text in focus: <i>Morte Darthur</i>; - Thomas Malory, <i>Morte Darthur</i>: "The Conspiracy against Lancelot and Guinevere"; "War Breaks Out between Arthur and Lancelot"; "Arthur's death".</p> <p>16. END-OF-TERM TEST</p>
<b>Learning delivery:</b>	Lectures, exercises, seminars.
<b>Other students' obligations (if required):</b>	Students are obliged to read all of the literary works covered in the course.
<b>Assessment weighting:</b>	<p>A. Attendance, active participation in in-class activities, presentations, preparation for classes (reading the assigned literary works)</p> <p>B. Mid-term and end-of-term exam</p> <p>C. Essay and / or presentations</p> <p>A/ (35%); B/ (35%); C/ (30%)</p>
<b>Essential reading:</b>	<p><u>OBLIGATORY READING LIST:</u></p> <ol style="list-style-type: none"> <li>1. Anglo-Saxon heroic epic: <i>Beowulf</i> (entirely)</li> <li>2. Anglo-Saxon Christian poetry: "Genesis"; "The Dream of the Rood"; (plus excerpts and passages from other poems inserted in the collection of texts for the course)</li> <li>3. Anglo-Saxon elegiac poetry: "The Wanderer", "The Seafarer"</li> <li>4. Anglo-Latin chronicles: excerpts from Venerable Bede's <i>Ecclesiastical History of English People</i></li> <li>5. Medieval romance: <i>Sir Gawain and the Green Knight</i> (entirely)</li> <li>6. Middle English poetry: "The Land of Cokaygne"; "The Wife of Usher's Well"; "The Demon Lover"; excerpts from <i>Piers Plowman</i> („The Field of Folk“; „Confession of Gluttony“)</li> <li>7. Middle English religious prose: excerpts from <i>The Cloud of Unknowing</i>; excerpts from <i>The Book of Margery Kempe</i>,</li> <li>8. Medieval drama: <i>The Second Shepherd's Play</i> (entirely);</li> </ol>

*Everyman* (entirely)

9. Geoffrey Chaucer: excerpts from *Troilus and Criseyde*; excerpts from *The Canterbury Tales*: „The General Prologue to the Canterbury Tales“
10. Thomas Malory: excerpts from *Morte Darthur*

SECONDARY LITERATURE:

OBLIGATORY:

Baugh, Albert C. and Kemp, Malone, *Literary History of England*, Vol. I Middle Ages, The Cambridge Companion to Medieval English Literature, (Cambridge: Cambridge University Press, 1967).

Šoštarić, Sanja, *English Literature to 1500*, (Sarajevo, Filozofski fakultet, 2010).

RECOMMENDED LITERATURE:

General historical surveys:

1. Blamires, Harry, *A Short History of English Literature*, (London and New York: Routledge, 1993)
2. Daiches, David (ed.), *A Critical History of English Literature*, (London: Secker & Warburg, 1961).
3. Harvey, Paul, *The Oxford Companion to English Literature*, (Oxford: Clarendon, 1937).
4. Rogers, Pat, *The Oxford Illustrated History of English Literature*, (Oxford: Oxford University Press, 2002).
5. Sanders, Andrew, *The Short Oxford History of English Literature*, (Oxford and New York: Oxford University Press, 2004).

Specific surveys or specific critical studies:

6. Bradley, S. A. J., *Anglo-Saxon Poetry*, (London: Dent, 2003). Contains all major AS poems in modern English translation
7. Ford, Boris, (ed.), *The Pelican Guide to English Literature*, Vol. 1, The Age of Chaucer, (Harmondsworth: Penguin Books, 1965).
8. Fry, Donald K., *The Beowulf Poet: A Collection of Critical Essays*, (Englewood Cliffs, N.J.: Prentice Hall, 1968).
9. Loomis, Roger Sherman, *The Development of the Arthurian Romance*, (Mineola and New York: Dover, 2000).
10. Swanton, Michael, *Anglo-Saxon Prose*, (London: Dent, 1975). Contains Aelfric's and Wulfstan's homilies and sermons
11. Swanton, Michael, *Beowulf*, (Manchester and New York: Manchester University Press, 1997). A modern translation of *Beowulf* with introduction and notes
12. Wallace, David (ed.), *The Cambridge History of Medieval English Literature*, (Cambridge: Cambridge University Press, 1999).

**Course quality assessment:**

Student polls



**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	Contemporary English I		<b>Course code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, cycle I		Year of study: II / Semester: III
<b>Course leader:</b>	Lada Šestić, PhD Adi Fejzić, senior TA		
<b>Contact details:</b>	Consultation hours: Wednesday, 10.30 - 11.30 Office: Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Total class load:</b>	Lectures per week: 2 class hours	Exercises per week: 4 class hours	Total class load: 90 class hours
<b>ECTS credit value:</b>	6 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	English in Use		
<b>Access restrictions:</b>	Students of the Department of English		
<b>Student workload:</b>	This course incorporates about 130 class hours of students' activity, out of which 90 is in-class activity, and the remaining hours are planned for homework assignments.		
<b>Course aims:</b>	Developing language skills of reading / comprehension and writing in English at the B1 level on CEF scale.		
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- acquire language skills, especially understanding of written texts/reading as well as writing in English, at B1 level of CEF scale</li> <li>- acquire and use language skills independently at CEF B1 level</li> </ul>		
<b>Indicative syllabus content:</b>	<p><b>Note: All article /texts used in this course correspond to the B1 level on the CEF scale)</b></p> <ol style="list-style-type: none"> <li>1. Introductory remarks, description of the course and the topics that will be covered; reading / comprehending newspaper articles; pronunciation practice, vocabulary building</li> <li>2. <i>reading/comprehension</i>: inserting missing words into the given texts, synonym study –exercises; multiple choice exercises</li> <li>3. <i>Proofreading</i> – correcting mistakes in the given texts; exercises, vocabulary building</li> <li>4. How to paraphrase – reading and paraphrasing different articles; identifying key information in the given texts.</li> <li>5. <i>reading/comprehension</i>: identifying key notions in the given text; multiple-choice quizzes; pronunciation practice, vocabulary building</li> <li>6. Analyzing headlines and article titles – exercises; giving titles to certain paragraphs (recognizing the most</li> </ol>		

	<p>important idea of the paragraph), homework assignment analysis</p> <ol style="list-style-type: none"> <li>7. First midterm exam</li> <li>8. Dictations, correcting spelling mistakes; rules on spelling derived and inflected forms</li> <li>9. Use of punctuation marks and capital letter in English; quizzes</li> <li>10. How to write an essay; students write essays</li> <li>11. Essay writing; homework assignment analysis</li> <li>12. How to write an official letter</li> <li>13. Second midterm exam</li> <li>14. Spelling differences between American and British English</li> <li>15. Concluding review; preparation for the final exam</li> </ol>
<b>Learning delivery:</b>	Discussions, quizzes, group work, independent work
<b>Other students' obligations (if required):</b>	2 homework assignments
<b>Assessment weighting:</b>	<ol style="list-style-type: none"> <li>1. active participation and homework assignments up to 5% of the final grade</li> <li>2. Two midterm exams 40 % of the final grade (20% each)</li> <li>3. Final exam 50 % of the final grade.</li> </ol> <p>All exams are in written form.</p>
<b>Essential reading:</b>	<p>Adams, Marilyn Jager (1994). <i>Beginning to read: thinking and learning about print</i>. Cambridge, Mass: MIT Press</p> <p>Pressley, Michael (2006). <i>Reading instruction that works: the case for balanced teaching</i>. New York: Guilford Press</p> <p>Osh</p> <p>ima, A. &amp; Hogue, A. (1997). <i>Introduction to Academic Writing</i>, Longman</p> <p><a href="#">Vocabulary Instruction and Reading comprehension</a> - From the ERIC Clearinghouse on Reading English and Communication</p> <p><a href="http://www1.aucegypt.edu/academic/writers/">http://www1.aucegypt.edu/academic/writers/</a></p> <p><a href="http://www.howtowriteanessay.com/">http://www.howtowriteanessay.com/</a></p>
<b>Course quality assessment:</b>	Student polls

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>NAZIV PREDMETA</b> Written Translation I	<b>Course code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, cycle I	Year of study: II / Semester: III	
<b>Course leader:</b>	Edina Špago-Ćumurija, PhD		
<b>Contact details:</b>	Consultation hour: every day, 9:30-10:00 E-mail: edina@unmo.ba	Office: Arapski studiji Tel.: 063 345 935	
<b>Total class load:</b>	Lectures per week: 1 class hours	Exercises per week: 2 class hours	Total class load: 45 class hours
<b>ECTS credit value:</b>	2 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	This is a general course on written translation. The focus is on practical work, so it has been designed accordingly (30 class hours will be spent on translation exercises).		
<b>Course aims:</b>	Students will gain insight into the basic principles and techniques of written translation, and translate (simple) written forms from English to Bosnian.		
<b>Learning outcomes:</b>	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- understand position of translation among other language skills</li> <li>- be aware of different types of translation and specific qualities of written translation</li> <li>- translate from English various written forms</li> <li>- analyze translated texts by using back translation, and taking into consideration different qualities of each language</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Translation of written texts – classification</li> <li>2. Translation problems at the lexical level</li> <li>3. Problems in translating collocations</li> <li>4. Translation of simple written forms</li> <li>5. Short notices</li> <li>6. Different manuals</li> <li>7. Ads</li> <li>8. Midterm exam</li> <li>9. Commercials</li> <li>10. Descriptions</li> <li>11. News</li> <li>12. Applications</li> <li>13. Biographies</li> <li>14. Letters</li> <li>15. Complaints</li> </ol>		
<b>Learning delivery:</b>	Lectures, exercises		

<b>Other students' obligations (if required):</b>	Each student is required to translate and submit a text belonging to one of the covered forms.
<b>Assessment weighting:</b>	Students' independent work carries 20% of the final grade, midterm exam 20%, and the final exam 60%.
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Selected materials, which are sent to students via email.</li> <li>2. Dictionary of Contemporary english, Longman, 2003</li> <li>3. Željko Bujas, veliki englesko-hrvatski rječnik</li> <li>4. Semantika i pragmatika reči, Tvrтко Prcić, Novi Sad</li> <li>5. Enciklopedijski rječnik moderne lingvistike, David Kristal</li> <li>6. <a href="http://www-gewi.uni-graz.at/gralis-alt/6.Educarium/2003-2004/Lex.%20Kategorie_BKS%20WS/Sinonimija_SH.htm">http://www-gewi.uni-graz.at/gralis-alt/6.Educarium/2003-2004/Lex.%20Kategorie_BKS%20WS/Sinonimija_SH.htm</a></li> </ol>
<b>Course quality assessment:</b>	Student polls

**DZEMAL BIJEDIC UNIVERSITY OF MOSTAR  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	Civilization of the UK		<b>Course code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, cycle I		Year of study: II / Semester: III
<b>Course leader:</b>	Zvonimir Radeljković, PhD Aida Džihó , senior TA		
<b>Contact details:</b>	Consultation hours: Office: Arapski studiji E-mail: aidadziho@hotmail.com		
<b>Total class load:</b>	Lectures per week: 1 class hours	Exercises per week: 2 class hours	Total class load: 45 class hours
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	Approximately 75 hours is planned for this course, in a way that half of it goes to in-class activities and half to independent work of students.		
<b>Course aims:</b>	The main purpose of the course is to give the students insight into the fundamental sociocultural and historical facts about the Great Britain, and about the most important events related to British history from prehistoric times until 20th century.		
<b>Learning outcomes:</b>	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- identify the most significant events in British history</li> <li>- apply knowledge from this course in cultural studies and literature</li> <li>- apply and transfer acquired cultural, social and historical knowledge in further studies</li> <li>- use acquired knowledge in different potential professions (teaching, translation, research etc.)</li> <li>- combine acquired knowledge with other courses for better study results</li> <li>- use different techniques of writing, for essays, research papers use technological support in production and presentation of seminar papers</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Earliest times; The Foundation Stones, the Saxon Invasion</li> <li>2. The Celtic Kingdoms</li> <li>3. The Early Middle Ages; Conquest and the Feudalism, Power of The Kings</li> <li>4. Government and Society</li> <li>5. The Late Middle Ages; Wars, Pagues and Disorder, The Crisis of Kings and Nobles</li> <li>6. Government and Society</li> <li>7. The Tudors</li> <li>8. England and Her Neighbors</li> </ol>		

	<p>9. Government and Society (The Tudor parliament)</p> <p>10. The Stuarts (Civil War)</p> <p>11. The Eighteenth Century; The Years of Revolution</p> <p>12. The Nineteen Century</p> <p>13. The Twentieth Century and the World Wars</p> <p>14. The Age of Uncertainty</p> <p>15. Revision</p>
<b>Learning delivery:</b>	Lectures, auditory exercises, group and individual work, homework assignments, etc.
<b>Other students' obligations (if required):</b>	
<b>Assessment weighting:</b>	<ul style="list-style-type: none"> <li>• Midterm exam: 35%</li> <li>• Term paper: 15%</li> <li>• Final exam (written) 30 %</li> <li>• Final exam (oral) 20%</li> </ul> <p>Note: Students have to pass both parts of the final exam in order to get the passing grade for the course as a whole.</p>
<b>Essential reading:</b>	<ul style="list-style-type: none"> <li>- McDowall, David. <i>An Illustrated History of Britain</i>, Pearson Education Ltd., 2003.</li> <li>- Morgan, Kenneth. <i>The Oxford Illustrated History of Britain</i>, Oxford University Press, 2000.</li> </ul>
<b>Course quality assessment:</b>	Student polls

**„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>English Renaissance Literature</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, I cycle	Study year: II Semester: III	
<b>Course leader:</b>	Teacher: Shahab yar Khan, PhD Senior teaching assistant: Selma Raljevic		
<b>Contact details:</b>	Consultations: Thursday, 11:30-12:30 Address (room number): Arapski centar za jezike E-mail: Selma.raljevic@unmo.ba		
<b>Total class load:</b>	Lectures per week:2	Exercises per week: 2	Total: 60+seminars
<b>ECTS credit value:</b>	6 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites::</b>	English Literature until 1500		
<b>Access restrictions:</b>	%		
<b>Student workload:</b>	Approximately same number of in-class hours and independent work enable students to acquire needed theoretical knowledge and skills they need to be able to analyze literary work through independent reading		
<b>Course aims:</b>	Students will acquire information on English renaissance period, through observation of differences and similarities with this literary period in Italy, which implies information on literary works, genres and authors.		
<b>Learning outcomes:</b>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- acquire knowledge on and ability to understand historical and analytical review of English literature in the period of Renaissance</li> <li>- know work by the following authors in the three phases of Renaissance period: early Renaissance (poetry by Wyatt and Surrey; drama: Heywood and Bale; high Renaissance (poetry by Sidney, Spenser, Donne, Shakespeare; drama: Kyd, Marlowe, Jonson, Shakespeare, Dekker and Webster; prose: Lodge, Sidney, Bacon; <b>late Renaissance</b> (poetry: Herrick, Milton and Crashaw; prose: Baxter, Milton, and be able to critically review these works</li> <li>- interpret the most significant work in the period of Renaissance in England</li> <li>- use and transfer acquired knowledge in written and oral communication</li> <li>- be able to study literature further, toward English novel in 18th and 19th century</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Politics, society and culture in England of 16<sup>th</sup> century</li> <li>2. Religion and renaissance</li> </ol>		

	<p>Sir Thomas Wyatt          “The Long Love That in My Thought Doth Harbour”, “My Lute, Awake!”, “They Flee from Me”</p> <p>Earl of Surrey          Blankvers, važnost prevoda <i>Eneide</i> (I, II),          Influence of Vergil.          Sir Philip Sidney, <i>The Defense of Poesie</i></p> <p>3. Theater. University wits. Christopher Marlowe: <i>Dr. Faustus</i>          4. <i>Dr. Faustus</i>          5. William Shakespeare: Soneti, <i>Othello</i>          6. <i>Othello</i>          7. Francis Bacon. Eseji  <i>Of Truth</i>          - Francis Bacon, <i>Of Marriage and Single Life, Of Studies</i>.          - Ben Jonson: <i>Volpone</i></p> <p>8. MID-TERM TEST</p> <p>9. Edmund Spenser: "The Faerie Queene",          10. John Donne: "Air And Angels", "Anniversary", "Good Morrow".          John Donne, “A Valediction: Of Weeping”, “The Canonization”, “The Flea”.</p> <p>John Donne. Pobožne pjesme.          11. John Milton: "The Paradise Lost" (knjiga I)          12. "The Paradise Lost" (knjiga I)          13. "The Paradise Lost" (knjiga IX).          14. Cavaliers poetry          John Suckling, “Ballad Upon a Wedding”          Richard Crashaw: “The Weeper”          John Milton, “L’ Allegro”, ‘Il Penseroso’.          John Milton, “Ode on Christ’s Nativity”</p> <p>15. END-OF-TERM TEST</p>
<p><b>Learning delivery:</b></p>	<p>lectures, exercises, seminars</p>
<p><b>Other students’ obligations (if required):</b></p>	<p>Students are to read all the required readings discussed at lectures and exercises.</p>
<p><b>Assessment weighting:</b></p>	<p>active participation in discussions 20%          essay 30%          two mid-terms or final exam 50%</p>
<p><b>Essential reading:</b></p>	<p>Khan, Shahab Yar, “From Renaissance to Classicism“</p> <p>Literature:          1. Greenblatt, Stephen, <i>Renaissance Self-Fashioning</i>,          2. Lewis, C.S., <i>English Literature in the 16<sup>th</sup> Century</i>,          3. Javitch, Daniel, <i>Poetry and Courtliness in Renaissance England</i>,          4. Tentler, Thomas, <i>Sin and Confession on the Eve of Reformation</i>,          5. Cassirer, Ernst, <i>The Individual and Cosmos in Renaissance Philosophy</i>,          6. Chew, Samuel, <i>The Crescent and the Rose, Islam and England</i></p>

	<p><i>During the Renaissance,</i> 7. Legouis and Cazamian, <i>History of English Literature</i>, 8. Daiches, David, <i>Critical History of English Literature</i>. 9. Norton's Anthology of English Literature.</p>
<b>Course quality assessment:</b>	Student polls



**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Morphosyntax I</b>		<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, I cycle		Study year: II Semester: I
<b>Course leader:</b>	Teacher: Edina Špago-Ćumurija, PhD Senior teaching assistant: Dzemal Spago		
<b>Contact details:</b>	Consultations: every working day, 9:30-10:00 Address (room number): Arapski centar za jezike E-mail: edina@unmo.ba		
<b>Total class load:</b>	Lectures per week:2	Exercises per week: 2	Total: 60
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	Morphology I and Morphology II		
<b>Access restrictions:</b>	%		
<b>Student workload:</b>	This course foresees 60 of in-class activities and about 30 hours of individual work. This course is a link between the levels of morphology and syntax, at the level of collocation and phrase, so less load is planned for the student, especially having in mind that during the second study year they are offered a core course on translation and Contemporary English which builds their language skills.		
<b>Course aims:</b>	This course represents continuance of studies of linguistic and grammar rules, at the level of phrases and collocations. The focus is moved from lexemes to its function within a wider context. The aim is to reestablish connection between theoretical knowledge and its application, having in mind this course, but also other courses focused on building of language skills, providing this way students with an opportunity to build language and communication competence at the B1 of the CEF scale..		
<b>Learning outcomes:</b>	Upon completion of this course, students will be able to: - recognize verbs and their function in different grammatical contexts - be aware of specific usage of verbs with their morphological characteristics and in relation with other word classes - apply knowledge on specific features of verbs (classes and syntactic usage) - analyze independently usage of verbs in written material		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Morphosyntax – terminology</li> <li>2. Verbs - transitivity</li> <li>3. Finite and non-finite verbs</li> <li>4. Phrasal verbs</li> <li>5. Auxiliary verbs</li> <li>6. Modals</li> <li>7. Present Tenses</li> </ol>		

	8. Mid-term 9. Past Tenses 10. Future Tenses 11. Conditionals 12. Sequence of tenses 13. Reported speech 14. Passive 15. Question Tags
<b>Learning delivery:</b>	lectures, exercises
<b>Other students' obligations (if required):</b>	Students do two homework assignments during the semester.
<b>Assessment weighting:</b>	Homework can bring up to 10%, mid-term 30% and final exam up to 60%.
<b>Essential reading:</b>	1. A practical English Grammar, Thomson & Martinet, Oxford University Press, 1997 2. English Grammar Practice for Intermediate students, L. G. Alexander, Longman, 3. Material from classes sent to students by email.
<b>Course quality assessment:</b>	Student polls



**„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Contemporary English II</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, I cycle	Study year: II Semester: IV	
<b>Course leader:</b>	Teacher: Adi Fejzic, PhD Lecturer: Alma Piric		
<b>Contact details:</b>	Consultations: Thursday, 10:30-11:30 Address (room number): Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Total class load:</b>	Lectures per week:1	Exercises per week: 4	Total: 75+seminars
<b>ECTS credit value:</b>	6 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites::</b>	Contemporary English I		
<b>Access restrictions:</b>	Only students of English Department		
<b>Student workload:</b>	This course is envisaged to provide students with skills of listening comprehension, as well as speaking at B1 level of the CEF scale. Upon a successful completion of this course, students are expected to acquire fluency at this level. Thus, more exercise hours (60) than lectures (a minimum number of 15) are planned for this course, together with about 60 hours of students' independent work..		
<b>Course aims:</b>	<ul style="list-style-type: none"> <li>- Developing language skills of listening comprehension and speaking at B1 of the CEF scale</li> <li>- building students' vocabulary</li> <li>- discussion on social and cultural topics of English speaking areas</li> </ul>		
<b>Learning outcomes:</b>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- understand spoken information in English</li> <li>- understand and follow lectures and presentations in English</li> <li>- use English in various communicative situations</li> </ul> <p>(all this at B1 level of the CEF scale)</p> <ul style="list-style-type: none"> <li>- acquire knowledge on cultural and social issues and discuss them</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Introductory class, dialogue with students who listen to audio material and answer questions afterwards</li> <li>2. students listen to native speakers and documentaries on different topics, take notes, answer (written) questions related to the video material they listened to; vocabulary building</li> <li>3. students listen to short conversations of native speakers (from movies, TV shows etc.), answer questions on the topic; vocabulary building</li> <li>4. Understanding humor/irony – students watch comedy clips and answer questions about meaning of certain terms, recognize elements of humor and irony etc; understanding of social</li> </ol>		

	<p>context; vocabulary building</p> <ol style="list-style-type: none"> <li>5. Recognizing words from a context – students watch short video clips and guess meaning of unknown words in a known context; importance of intonation and emphasis in speaking</li> <li>6. Politeness in English – students listen to dialogues of native speakers and identify politeness elements</li> <li>7. Preparation for the first mid-term, mid-term</li> <li>8. Student read short articles and discuss topics</li> <li>9. idiomatic structures; usage of neologisms; euphemisms usage in English</li> <li>10. Students discuss various topics</li> <li>11. Preparing a presentation; short presentations by students on chosen topics</li> <li>12. Watching documentaries/presentations etc. on some current topics</li> <li>13. Preparation for the second mid-term; second mid-term</li> <li>14. Differences between American and British English</li> <li>15. Summing up of previous content; preparing for the final exam.</li> </ol>
<b>Learning delivery:</b>	lectures, independent work, discussions, pair work, group work
<b>Other students' obligations (if required):</b>	Students are to prepare a presentation.
<b>Assessment weighting:</b>	<p>active participation in the classroom and homework 10%</p> <p>two mid-terms 40% (20+20)</p> <p>final exam 50%</p>
<b>Essential reading:</b>	<p>Khan, Shahab Yar, "From Renaissance to Classicism"</p> <p>Frank, M. (updated). <i>Modern English - A Practical Reference Guide</i>. Regents/Prentice-Hall</p> <p>2. Graver, B.D. (updated). <i>Advanced English Practice</i>, Oxford University Press</p> <p>3. Carter, R. &amp; McCarthy, M. (2006). <i>Cambridge Grammar of English – A Comprehensive Guide: Spoken and Written English Grammar and Usage</i>  <a href="http://www.literacynet.org/cmnsf/archives.html">http://www.literacynet.org/cmnsf/archives.html</a></p> <p><b>Note: All material used in this course are at the B1 level of the CEF scale</b></p>
<b>Course quality assessment:</b>	Student polls

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Written Translation II</b>		<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, I cycle		Study year: II Semester: II
<b>Course leader:</b>	Teacher: Edina Špago-Ćumurija, PhD Senior teaching assistant: Dzemaal Spago		
<b>Contact details:</b>	Consultations: every working day, 9:30-10:00 Address (room number): Arapski centar za jezike E-mail: edina@unmo.ba		
<b>Total class load:</b>	Lectures per week: 1	Exercises per week: 2	Total: 45
<b>ECTS credit value:</b>	2 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	%		
<b>Access restrictions:</b>	%		
<b>Student workload:</b>	This course is designed like Written Translation I, with a difference that in this one translation goes from Bosnia into English. ECTS are calculated having in mind all student activities for which 30 hours of exercise hours are planned, and the rest is left for lectures or rather coaching students in the process of acquiring of translation skills.		
<b>Course aims:</b>	Students will acquire knowledge on basic principles and techniques in translation and work on translation of simple written forms from Bosnian into English.		
<b>Learning outcomes:</b>	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- translate from Bosnian into English different written forms</li> <li>- analyze translation through contrastive analysis</li> <li>- recognize traps of written translation, in materials from modern media and newspapers</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Specific qualities and issues in written translation at the lexical level</li> <li>2. Specific qualities and issues in written translation at the phrase level</li> <li>3. Specific qualities and issues in written translation at the syntactic level</li> <li>4. Varieties of English – American vs. British English</li> <li>5. Letters – translation of terms from bureaucratic style into English</li> <li>6. Inquiring and responding in English business correspondence</li> <li>7. E-mail – translation into English</li> <li>8. Essay – translation into English</li> <li>9. Newspaper article – translation of sample articles</li> <li>10. Mid-term</li> <li>11. News – translation of daily news</li> <li>12. Scientific article – translation</li> <li>13. Poster – various types</li> </ol>		

	14. Advertisement – from TV and internet 15. Blog and other internet written forms
<b>Learning delivery:</b>	lectures, translation exercises
<b>Other students' obligations (if required):</b>	Students translate one paper during the semester on the above stated topics.
<b>Assessment weighting:</b>	Independent student work carries up to 20%, mid-term 20% and final exam up to 60%
<b>Essential reading:</b>	1. Materials students are sent to by email. 2. Dictionary of Contemporary english, Longman, 2003 3. Željko Bujas, veliki englesko-hrvatski rječnik 4. Semantika i pragmatika reči, Tvrtko Prcic, Novi Sad 5. Enciklopedijski rječnik moderne lingvistike, David Kristal 6. <a href="http://www-gewi.uni-graz.at/gralis-alt/6.Educarium/2003-2004/Lex.%20Kategorie_BKS%20WS/Sinonimija_SH.htm">http://www-gewi.uni-graz.at/gralis-alt/6.Educarium/2003-2004/Lex.%20Kategorie_BKS%20WS/Sinonimija_SH.htm</a>
<b>Course quality assessment:</b>	Student polls

**„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Civilization of the USA</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, I cycle	Study year: II Semester: II	
<b>Course leader:</b>	Teacher: Zvonimir Radeljkovic, PhD Senior teaching assistant: Mr. Selma Raljevic		
<b>Contact details:</b>	Consultations: Thursday, 11:30 – 12:30 Address (room number): Arapski centar za jezike E-mail: Selma.raljevic@unmo.ba		
<b>Total class load:</b>	Lectures per week:2	Exercises per week: 2	Total: 60 (+ seminars)
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites::</b>	Civilization of GB		
<b>Access restrictions:</b>	Students of the English Department		
<b>Student workload:</b>	Approximately half of the total number of hours goes to in-class activities and the other half on student's independent work. It is important for students to get the information from teachers, but also to analyze, research and present information.		
<b>Course aims:</b>	Students will acquire information on important aspects that shaped the American society, starting with culture and importance of American Indians through Europeans, slavery in the American land to breaking out of American civil war between North and South. In addition to historical review of social trends in the American society, turning points and the most important persons, students will analyze and discuss specific qualities of American Indian culture in a historical perspective. They will analyze issue of space in the North America, Puritan theology and its influence, the idea of American dream, expansionism, women issue, minority groups etc.		
<b>Learning outcomes:</b>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- know facts on social, cultural, political and intellectual trends, ideas and persons in the US through history till the end of the 20th century, especially in the context of their growing importance globally</li> <li>- use their knowledge in future education</li> <li>- be aware of the details of industrial growth establishment of the US as a world leading power</li> <li>- understand internal issues in the US, such as struggle of black Americans and women, as well as other issues and changes in American cultural and social milieu.</li> <li>- think critically about topics related to the syllabus content and apply it in further studies on literature</li> <li>- understand foreign culture, which will widen students' horizons</li> <li>- enrich their knowledge, perception and ability to use modern</li> </ul>		

	technology which will support further development of students' skills of studying, and applying of their knowledge about civilization of the US.
<b>Indicative syllabus content:</b>	<p>Early America</p> <ol style="list-style-type: none"> <li>2. The Colonial Period</li> <li>3. The Road to Independence</li> <li>4. The Formation of a National Government</li> <li>5. Westward Expansion and Regional Differences</li> <li>6. Sectional Conflict</li> <li>7. The Civil War and Reconstruction</li> <li>8. Growth and Transformation</li> <li>9. Discontent and Reform</li> <li>10. War, Prosperity, and Depression</li> <li>11. The New Deal and World War II</li> <li>12. Postwar America</li> <li>13. Decades of Change: 1960-1980</li> <li>14. The New Conservatism and a New World Order</li> <li>15. Bridge to the 21<sup>st</sup> Century</li> </ol>
<b>Learning delivery:</b>	Coordinated work in the form of lectures and seminars will ensure an informed and versatile approach to the units/topics that illustrate changes in the American cultural and social setting. Lectures will be oral with usage of multimedia equipment, including Power Point presentation, documentaries and video material. Seminar hours will be used to analyze some material from primary and secondary sources, which require critical thinking of students and their active engagement in discussions.
<b>Other students' obligations (if required):</b>	//
<b>Assessment weighting:</b>	<ul style="list-style-type: none"> <li>- active participation in classes seminars and exercises 30%</li> <li>- short presentation 20%</li> <li>- mid-term (20%)</li> <li>- final exam (30)</li> </ul>
<b>Essential reading:</b>	<p><b>Required reading:</b>  <i>Outline of U.S. History</i>, Bureau of International Programs, U.S. Department of State, 2005.</p> <p><b>Recommended literature:</b></p> <ol style="list-style-type: none"> <li>1. Howard Cincotta (ed.), <i>An Outline of American History</i>, United States Information Agency, 1994.</li> <li>2. David Mauk &amp; John Oakland, <i>American Civilization: An Introduction</i>, Second Edition, Routledge, London &amp; New York, 1997.</li> <li>3. Ronald Takaki, <i>A Larger Memory: A History of Our Diversity with Voices</i>, Little, Brown &amp; co., Boston, New York, Toronto &amp; London, 1998.</li> <li>4. Howard Zinn, <i>A People's History of the United States: 1492–Present</i>, Revised and Updated Edition, HarperPerennial, New York, 1995.</li> </ol>

**Course quality assessment:**

Student polls

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FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Morphosyntax II</b>	<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, I cycle	Study year: II Semester: IV
<b>Course leader:</b>	Teacher: Edina Špago-Ćumurija, PhD Senior teaching assistant: Dzemal Spago	
<b>Contact details:</b>	Consultations: every working day, 9:30-10:00 Address (room number): Arapski centar za jezike E-mail: edina@unmo.ba	
<b>Total class load:</b>	Lectures per week:2	Exercises per week: 2      Total: 60
<b>ECTS credit value:</b>	4 ECTS	
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department	
<b>Course status:</b>	Obligatory	
<b>Pre-requisites:</b>	Morphology I, Morphology II, Morphosyntax I	
<b>Access restrictions:</b>	%	
<b>Student workload:</b>	This course foresees 60 of in-class activities and about 30 hours of individual work. This course is a continuance of Morphosyntax I, which turns focus toward other word classes and their functioning within a phrase, but having in mind their role in sentence too.	
<b>Course aims:</b>	In this course, students get information on other word classes, and together with knowledge gained in Morphosyntax I, combine and apply grammatical rules of word usage in context which is between morphemes or a lexeme and sentence. It serves in this way for widening of knowledge for future syntactic courses. One of the aims is, of course, provide students with opportunity to apply practically previously acquired knowledge and skills.	
<b>Learning outcomes:</b>	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- recognize classes and functions of all word classes in different grammatical situations</li> <li>- be able to observe specific qualities of usage of different word classes, having in mind their valency and syntactic context</li> <li>- apply acquired knowledge on morphosyntactic features of words and their functions in a sentence</li> <li>- independently analyze word classes in written material</li> </ul>	
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Traditional and modern classification of word classes</li> <li>2. Nouns in a syntactic context – word classes and their functions</li> <li>3. Articles and nouns</li> <li>4. Pronouns</li> <li>5. Adjectives – class and function</li> <li>6. Adverbs – class and function</li> <li>7. Prepositions – specific usage</li> <li>8. Mid-term</li> <li>9. Phrase</li> <li>10. Infinitive phrases</li> <li>11. Gerund</li> </ol>	

	<ul style="list-style-type: none"> <li>12. Participle phrase</li> <li>13. Apposition</li> <li>14. Verb phrases</li> <li>15. Review of all types of phrases in English</li> </ul>
<b>Learning delivery:</b>	lectures, exercises
<b>Other students' obligations (if required):</b>	Students do two homework assignments during the semester.
<b>Assessment weighting:</b>	Homework can bring up to 10%, mid-term 30% and final exam up to 60%.
<b>Essential reading:</b>	<ul style="list-style-type: none"> <li>1. A practical English Grammar, Thomson &amp; Martinet, Oxford University Press, 1997</li> <li>2. English Grammar Practice for Intermediate students, L. G. Alexander, Longman,</li> <li>3. Texts from classes sent to students by email</li> <li>4. Daniel Kies, Modern English grammar, The phrase in English,  <a href="http://papyr.com/hypertextbooks/grammar/phrase.htm">http://papyr.com/hypertextbooks/grammar/phrase.htm</a> </li> </ul>
<b>Course quality assessment:</b>	Student polls

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>English Novel of 18<sup>th</sup> and 19<sup>th</sup> century</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	Undergraduate program, I cycle	Study year: II Semester: IV	
<b>Course leader:</b>	Teacher: Shahab yar Khan, PhD Senior teaching assistant: Selma Rajjevic		
<b>Contact details:</b>	Consultations: Thursday, 11:30-12:30 Address (room number): Arapski centar za jezike E-mail: selma.raljevic@unmo.ba		
<b>Total class load:</b>	Lectures per week:2	Exercises per week: 2	Total: 60+seminars
<b>ECTS credit value:</b>	6 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites::</b>	English Renaissance Literature		
<b>Access restrictions:</b>	Students from English Department		
<b>Student workload:</b>	Students are required to read a lot, so more hours are planned for their independent work. In-class hours are designed to prepare them to read and critically think about literary works.		
<b>Course aims:</b>	Students will acquire information on English novel of 18 <sup>th</sup> and 19 <sup>th</sup> century through presentation of its development, from allegory by Jonathan Swift to the novel by Thomas Hardy, with his melancholy and pessimism toward the end on one century. Special attention will be paid to developing students' ability to critically think about works, showing their individual interests and be aware of criticism and theoretical background from the required reading.		
<b>Learning outcomes:</b>	Upon completion of this course, students will be able to: - know about the most important representatives of the English novel of 18 <sup>th</sup> century (Jonathan Swift, Daniel Defoe, Henry Fielding, Laurence Sterne and Horace Walpole) and 19 <sup>th</sup> century (Jane Austen, Emily Brontë, Charles Dickens); - be familiar with literary, social and cultural context of England at the time - apply acquired knowledge in written and oral communication in English, to both specialized and non-specialized auditorium - be familiar with key terms such as: realism, sentimentalism etc. - critically think about English novel of 18 <sup>th</sup> and 19 <sup>th</sup> c. and use it for further literary studies		
<b>Indicative syllabus content:</b>	<b>Historical background of the novel of 18th century</b> Development of modern society after Revolution in 1688. Middle class as a bearer of social and economic power and its importance in development of novel. Individualism, protestantism, eraly capitalism as key concepts. <b>2. Understanding novel of 18th century</b> Genre theory and sttus of novel. Realism in the form and content		

	<p>of novel.</p> <p><b>Emergence of the English novel</b> – Daniel Defoe and <i>Robinson Crusoe</i>.</p> <p>3. Henry Fielding and <i>Tom Jones</i></p> <p>4. Henry Fielding and <i>Tom Jones</i>.</p> <p>5. <b>Sentimentalism, humor and parody in the structure of novel</b> – Laurence Sterne and <i>Tristram Shandy</i>.</p> <p>6. Laurence Sterne: <i>Tristram Shandy</i></p> <p>7. Gothic novel Horace Walpole and <i>Castle of Otranto</i></p> <p>8. Mid-term</p> <p>9. <b>Novel as an ironic microcosm of civil society and sensibility:</b> Jane Austen and <i>Pride and Prejudice</i>.</p> <p>10. Intellectual context of Victorian novel. Darwin theory. science and religion in the novel.</p> <p>11. <i>Wuthering Heights</i> Emily Brontë.</p> <p>12. E. Brontë. <i>Wuthering Heights</i>.</p> <p>13. <b>Dickens and <i>Great Expectations</i></b>. Irony.</p> <p>14. <i>Great Expectations</i> as a spiritual biography</p> <p>15. <b>Završni semestralni ispit (end-term)</b></p>
<b>Learning delivery:</b>	lectures, exercises, seminars
<b>Other students' obligations (if required):</b>	Students are to read all the required readings discussed at lectures and exercises.
<b>Assessment weighting:</b>	<p>active participation in discussions 20%</p> <p>essay 30%</p> <p>two mid-terms or final exam 50%</p>
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Ian Watt, <i>The Rise of the Novel</i>.</li> <li>2. David Daiches, <i>A Critical History of English Literature</i>.</li> <li>3. Boris Ford, <i>The Pelican Guide to English Literature</i>.</li> <li>4. George Sampson, <i>Cambridge History of English Literature</i>.</li> <li>5. Dorothy Van Ghent, <i>The English Novel</i>.</li> <li>6. Arnold Kettle, <i>An Introduction to the English Novel, I. &amp; II</i>.</li> <li>7. F.R. Leavis, <i>The Great Tradition</i>.</li> <li>8. V. Kostić, (ur.), <i>Engleska književnost, knj. II. &amp; III</i>.</li> <li>9. S. Koljević, <i>Humor i mit</i>.</li> <li>10. John Richetti, ed., <i>The Eighteenth Century Novel</i>.</li> <li>11. Clive T. Probyn, <i>English Fiction of the Eighteenth Century 1700-1789</i>.</li> <li>12. Gary Kelly, <i>English Fiction of the Romantic Period 1789-1830</i>.</li> <li>13. Michael Wheeler, <i>English Fiction of the Victorian Period</i></li> </ol>

	1830-1890.		
<b>Course quality assessment:</b>	Student polls		
<b>„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU FACULTY OF HUMANITIES ENGLISH LANGUAGE AND LITERATURE DEPARTMENT</b>			
<b>Full course title:</b>	<b>Syntax I</b>		<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, I cycle		Study year: III Semester: I
<b>Course leader:</b>	Teacher: Edina Špago-Ćumurija, PhD Teaching assistant: Adi Maslo		
<b>Contact details:</b>	Consultations: every working day, 9:30-10:00 Address (room number): Arapski centar za jezike E-mail: edina@unmo.ba		
<b>Total class load:</b>	Lectures per week:2	Exercises per week: 2	Total: 60
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	Morphology I, Morphology II, Morphosyntax I and Morphosyntax II		
<b>Access restrictions:</b>	%		
<b>Student workload:</b>	Students have 60 in-class hours, during which they acquire theoretical knowledge and do their first exercises with teachers. Other 50 hours are planned for their independent work and reading.		
<b>Course aims:</b>	Students will acquire knowledge on English syntax, which will provide additional knowledge on grammar, build on previous knowledge on morphology and morphosyntax. Analyzing phrase level of syntax, students will develop their logical thinking and ability to synthesize knowledge acquired during previous years. They will get familiar with basic terms and knowledge.		
<b>Learning outcomes:</b>	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- understand importance of syntactic analysis at the level of phrase</li> <li>- be familiar with contemporary and traditional methods of phrase analysis</li> <li>- know how to use terms of syntactic analysis</li> <li>- independently analyze text recognizing its constituents, phrase head words and its modifying and specifying elements</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Syntax in contemporary linguistic research</li> <li>2. Ways of labeling in syntactic analysis</li> <li>3. Syntactic categories</li> <li>4. Functions</li> <li>5. Phrase</li> <li>6. Basic parts of a phrase</li> <li>7. Constituency test</li> </ol>		

	8. Mid-term 9. Verb phrase 10. Verb types in a verb phrase 11. Noun phrase 12. Adjective phrase 13. Adverb phrase 14. Prepositional phrase 15. Distribution of syntactic elements
<b>Learning delivery:</b>	lectures, exercises
<b>Other students' obligations (if required):</b>	//
<b>Assessment weighting:</b>	midterms up to 30 % seminar paper 20 % final exam 50%
<b>Essential reading:</b>	Required reading: <ol style="list-style-type: none"> <li>1. Rathus, S.A. (2000). <i>Temelji psihologije</i>. Jastrebarsko: Naklada Slap.</li> <li>2. Kretch, D., Crutchfield, R.S. (1978). <i>Elementi psihologije</i>. Beograd: Naučna knjiga.</li> <li>3. Pečjak, V. (1981). <i>Psihologija saznavanja</i>. Sarajevo: Svjetlost</li> </ol> <b>Additional books</b> <ol style="list-style-type: none"> <li>1. Lawrence, A., Pervin, A.L., John, P.O. ( 2008). <i>Psihologija ličnosti: teorije i istraživanja</i>. Zagreb: Školska knjiga</li> <li>2. Dizdarević, I. ( 2002). <i>Agensi socijalizacije ličnosti</i>. Sarajevo: Prosvjetni list</li> <li>3. Petz, B. ( 2003). <i>Uvod u psihologiju</i>. Jastrebarsko: Naklada Slap</li> <li>4. Bootzin,R.R., Bower, H.G., Crocker. J., Hall, E. ( 1991). <i>Psychology Today</i>. New York: McGraw-Hill, Inc.</li> </ol> Hartley, J., Branthwaite. A. ( 2002). <i>Psiholog u praksi</i> . Jastrebarsko : Naklada Slap
<b>Course quality assessment:</b>	Student polls

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FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Translation Theory</b>	<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, I cycle	Study year: III Semester: I
<b>Course leader:</b>	Teacher: Edina Špago-Ćumurija, PhD Teaching assistant: Adi Maslo	
<b>Contact details:</b>	Consultations: every weekday, 9:30-10:00 Address (room number): Arapski centar za jezike E-mail: edina@unmo.ba	
<b>Total class load:</b>	Lectures per week:2	Exercises per week: 2
<b>ECTS credit value:</b>	Total: 60 5 ECTS	
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department and German Department	
<b>Course status:</b>	Obligatory	
<b>Pre-requisites:</b>	Written translation I and II at the English Department	
<b>Access restrictions:</b>	%	
<b>Student workload:</b>	Translation Theory foresees about 120 hours of work, in which students have to spend about half of this number in an independent work.	
<b>Course aims:</b>	Students will acquire knowledge on theoretical pillars of this scientific discipline. The aim is to provide students with an insight into main theoretical knowledge but also into practical translation techniques. Cultural aspects of translation will be stressed as an integral and inevitable part of this course.	
<b>Learning outcomes:</b>	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- understand basic theoretical principles of translation and its practical applications</li> <li>- be aware of various translation/interpretation types</li> <li>- understand culture, translation and communication in their interrelatedness having in mind cultural importance of translation</li> <li>- independently analyze translation, recognizing used techniques</li> <li>- identify mistakes in translation and understand what causes them</li> </ul>	
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. History of translation</li> <li>2. Subject and aims of translation theory</li> <li>3. Translation theory in relation to other scientific disciplines</li> <li>4. Process of translation</li> <li>5. Definitions of translation</li> <li>6. Equivalence</li> <li>7. Linguistic approach to translation</li> <li>8. Literary approach to translation</li> <li>9. Communicative approach to translation</li> <li>10. Forms and types of translation</li> <li>11. Interpretation</li> </ol>	

	<ul style="list-style-type: none"> <li>12. Written translation</li> <li>13. Translation of cultural elements</li> <li>14. “False friends” in translation</li> <li>15. Contemporary tendencies in translation</li> </ul>
<b>Learning delivery:</b>	lectures, translation practice and exercises
<b>Other students’ obligations (if required):</b>	Students do one translation during the semester and can chose to do practical work in TV
<b>Assessment weighting:</b>	Independent work brings up to 20% and final exam 80%.
<b>Essential reading:</b>	<ul style="list-style-type: none"> <li>1. Teorija i tehnika prevođenja, Vladimir Ivir</li> <li>2. Novi original, Miodrag Sibinović</li> <li>3. Umjetnost prevođenja, Jirzy Levy</li> <li>4. Prevoditeljev put, Francis Jones, Buybook, Sarajevo, 2004</li> <li>5. Materijali sa časova koje student dobije mailom</li> </ul>
<b>Course quality assessment:</b>	Student polls



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FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Psychology</b>	<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, I cycle	Study year: III Semester: I
<b>Course leader:</b>	Teacher: Ismet Dizdarevic, PhD	
<b>Contact details:</b>	Consultations:   Address (room number): E-mail:	
<b>Total class load:</b>	Lectures per week:2	Exercises per week: 0    Total: 30
<b>ECTS credit value:</b>	3 ECTS	
<b>Faculty/School/Department:</b>	Four-year I cycle – for all departments in Humanities	
<b>Course status:</b>	Obligatory	
<b>Pre-requisites::</b>	%	
<b>Access restrictions:</b>	%	
<b>Student workload:</b>	This course envisages about 70 hours of work. Students are obliged to attend classes which will provide them with necessary competences.	
<b>Course aims:</b>	Students will get familiar with theoretical and applicative knowledge on psychology. They will acquire an ability to understand and use correctly terms used to describe cognitive, emotional and conative processes. Students will learn about contemporary findings on personal psychology and especially on development and socialization.	
<b>Learning outcomes:</b>	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- understand and recognize basic general psychological issues</li> <li>- Identify problems in teaching practice and how to react properly</li> <li>- observe psychological processes based on contemporary attitudes and independently research problems typical of school children</li> </ul>	
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Subject and its history</li> <li>2. Psychological research and methodology. Test and psychometric characteristics</li> <li>3. Sensors and perception</li> <li>4. Influence of physical, physiological and social factors on perception</li> <li>5. Learning and memorizing. Transfer of learning process.</li> <li>6. Rationalization of learning</li> <li>7. Thinking process. Intelligence.</li> <li>8. Emotions</li> <li>9. Motives</li> <li>10. Frustration and reactions to frustration.</li> <li>11. Structure, dynamics and personal development.</li> <li>12. Temperament</li> <li>13. Character</li> </ol>	

	14. Socialization 15. mental health.
<b>Learning delivery:</b>	lectures, exercises, demonstrations etc.
<b>Other students' obligations (if required):</b>	
<b>Assessment weighting:</b>	Independent student work carries up to 20%, mid-term 20% and final exam up to 60%
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. I. Ratus, S.A. (2000). <i>Temelji psihologije</i>. Jastrebarsko: Naklada Slap.</li> <li>2. Kretch, D., Crutchfield, R.S. (1978). <i>Elementi psihologije</i>. Beograd: Naučna knjiga.</li> <li>3. Pečjak, V. (1981). <i>Psihologija saznavanja</i>. Sarajevo: Svjetlost</li> </ol> <p><b>Dodatna i preporučena literatura</b></p> <ol style="list-style-type: none"> <li>5. Lawrence, A., Pervin, A.L., John, P.O. ( 2008). Psihologija ličnosti: teorije i istraživanja. Zagreb: Školska knjiga</li> <li>6. Dizdarević, I. ( 2002). Agensi socijalizacije ličnosti. Sarajevo: Prosvjetni list</li> <li>7. Petz, B. ( 2003). Uvod u psihologiju. Jastrebarsko: Naklada Slap</li> <li>8. Bootzin,R.R., Bower, H.G., Crocker. J., Hall, E. ( 1991). Psychology Today. New York: McGraw-Hill, Inc.</li> </ol> <p>Hartley, J., Branthwaite. A. ( 2002). Psiholog u praksi. Jastrebarsko : Naklada Slap</p>
<b>Course quality assessment:</b>	Student polls

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FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>English Romanticism</b>	<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	Undergraduate program, I cycle	Study year: II Semester: II
<b>Course leader:</b>	Teacher: Iris Bicakcic, PhD Senior teaching assistant: Mr. Aida Dziho	
<b>Contact details:</b>	Consultations: Thursday, 11:00 – 12:00 Address (room number): Arapski centar za jezike E-mail: irisbicakcic@yahoo.com	
<b>Total class load:</b>	Lectures per week:2	Exercises per week: 2      Total: 60
<b>ECTS credit value:</b>	5 ECTS	
<b>Faculty/School/Department:</b>	Four-year I cycle – English Department	
<b>Course status:</b>	Obligatory	
<b>Pre-requisites::</b>	/	
<b>Access restrictions:</b>	Students of the English Department	
<b>Student workload:</b>	Approximately half of the total number of hours goes to in-class activities and the other half on student's independent work.	
<b>Course aims:</b>	Aims are defining of topics in the poetry of English romanticism, on society, industrialization and urbanization of the British society, French Revolution, aesthetics of Romanticism, and cultural changes in the Great Britain in late 18 <sup>th</sup> and early 19 <sup>th</sup> century. Students will be able to read and analyze poetry.	
<b>Learning outcomes:</b>	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>- identify and critically view the most significant poetry of English romanticism</li> <li>- use acquired knowledge in comparative literature field, i.e. in the context/dialogue of the world literature of 18<sup>th</sup> and 19<sup>th</sup> century</li> <li>- apply and transfer knowledge and attitudes in further studies</li> <li>- use acquired knowledge in different professional fields (teaching, translation, literary translation, research etc.)</li> <li>- use their enriched vocabulary in relation to linguistic skills and knowledge from other courses</li> <li>- use different techniques for essay writing, research and seminar papers</li> </ul>	
<b>Indicative syllabus content:</b>	Introduction (the historical and cultural context of poetic works written in the UK between 1770 and 1830, the heyday of the European Romantic movement)  2. Blake; <i>Songs of Innocence</i> and <i>Songs of Experience</i> (“Lamb”, “Tyger”, “Holy Thursday”, “Chimney Sweeper”, “The Little Black Boy”, “London”, “Sick Rose”)	

	<p>3. Women’s rights: Mary Wollstonecraft—from <i>A Vindication of the Rights of Woman</i> (ch. 1, ch. 2, ch. 4) ; A.L. Barbauld, <i>The Rights of Woman</i>, Blake—<i>Visions of the Daughters of Albion</i></p> <p>4. Wordsworth; “Lines Written in Early Spring”, “Tintern Abbey”, “Lines...”, and “The Ruined Cottage”</p> <p>5. Wordsworth and Coleridge (<i>Lyrical Ballads</i>), Preface to <i>Lyrical Ballads</i></p> <p>6. Coleridge; “Rime of the Ancient Mariner”, “Kubla Khan”, “Frost at Midnight” and <i>Biographia Literaria</i></p> <p>7. kolokvij</p> <p>8. Byron; “She Walks in Beauty”, “When We Two Parted”, and “They Say That Love Is Happiness”</p> <p>9. Byron; “Childe Harold’s Pilgrimage”</p> <p>10. Shelley; “Ozymandias”, “Stanzas Written in Dejection”, and “Ode to the West Wind”</p> <p>11. Shelley; “To a Sky-Lark” and From <i>A Defence of Poetry</i></p> <p>12. Keats; “On First Looking into Chapman's Homer”, “When I have fears that I may cease to be” and “Sonnet to Sleep”; “The Eve of Saint Agnes” and “Sleep and Poetry”</p> <p>13. Keats; Six major odes (“Psyche”, “Nightingale”, “Grecian Urn”, “Melancholy”, “Indolence” and “Autumn”)</p> <p>14. Tennyson “The Charge of the Light Brigade”, “Crossing the Bar”, “In Memoriam: A. H. H.”</p> <p>15. Revision/ Conclusions</p>
<b>Learning delivery:</b>	lectures, exercises, experimental exercises, demonstration, seminars
<b>Other students’ obligations (if required):</b>	
<b>Assessment weighting:</b>	<ul style="list-style-type: none"> <li>- seminar work 15%</li> <li>- final written exam 30%</li> <li>- oral exam 25%</li> <li>- student activity 5%</li> <li>- mid-term 25%</li> </ul>
<b>Essential reading:</b>	<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Aidan Day (1996) <i>Romanticism</i></li> <li>2. Terry Eagleton (2007) <i>How to Read a Poem</i></li> <li>3. Robin Jarvis (2004) <i>The Romantic Period: The Intellectual and Cultural Context of English</i></li> </ol>

	<i>Literature 1789-1830</i> 4. Norton Anthology
<b>Course quality assessment:</b>	Student polls

**„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<i>American transcendentalism</i>		<b>Subject code:</b> <b>0000</b>
<b>Course level/cycle:</b>	First Cycle		Study year: third Semester: fifth
<b>Course leader:</b>	Teacher: Prof. dr. Zvonimir Radeljković Senior teaching assistant: Mr. Selma Raljević		
<b>Contact details:</b>	Consultations: Thursday, 11.30 - 12.30 Address (room number): Arapski centar za jezike E-mail: selma.raljevic@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 4+seminar
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	English novel of the 18 <sup>th</sup> and 19 <sup>th</sup> century		
<b>Access restrictions:</b>	Students of Department of English language and literature		
<b>Student workload:</b>	Students are expected to work on a seminar paper and present it, so half of the time is planned for their independent work.		
<b>Course aims:</b>	The basic goal of this subject is introducing students to the most important features of American literature in a literary and cultural view in the period known as “American renaissance”. The course deals with the 30s, 40s and 50s of the 20 <sup>th</sup> century when first major American literary works emerged. The introduction through lectures, exercises and seminars, is understood as an overview of top class literary and poetic works in this period; understanding basic movements in thought and culture (puritanism, transcendentalism) and features of expression (e.g. organic form, free verse, difference between the forms of novel and romance); critical thought. Seminars and exercises are organized to be in accordance with themes of lectures, mainly through analytic approaches of extracts from most important literary works.		
<b>Learning outcomes:</b>	Upon successful completion of this subject students will: <ul style="list-style-type: none"> <li>- know about most significant works in American prose and poetry of mid 19<sup>th</sup> century (Puritanism, transcendentalism) and their technical devices (free verse, organic form..)</li> <li>- critically think about literary topics of American prose and poetry of mid 19<sup>th</sup> century</li> <li>- apply acquired knowledge in different contexts</li> <li>- improve ability to express their attitudes in English in written and oral forms</li> <li>- interpret and analyze certain American literary works</li> <li>- have a sensibility for literature of American transcendentalism, which will enable further understanding of American modernism, and literature in general</li> </ul>		
<b>Indicative syllabus</b>	1. <i>Historical background</i> First anglo-saxon settlers. Puritans and the American dream. The creation of the USA		

<p><b>content:</b></p>	<ol style="list-style-type: none"> <li>2. Development of theory and limit shift. Emergence of the idea of the independence from Europe. Roots of conflict north-south. Civil war. End of conquering the west.</li> <li>3. First literary accomplishments The influence of European idea of romanticism. The American writer between tradition and social engagement</li> <li>4. <i>Transcendentalism</i> New ideas in literary form. The dominant role of nature as a symbol.</li> <li>5. Ralph Wald Emerson as a thinker and essayist</li> <li>6. Emerson as a poet. Experiments in verse, distancing form European tradition. Implementing transcendentalist ideas in life. Criticism on American social differences. Henry David Thoreau.</li> <li>7. Utopia of the individual in <i>Walden</i></li> <li>8. ‘free verse’, naturalistic symbols and optimism in the poetry of Walt Whitman</li> <li>9. Civil war as topic of Whitman’s poetry</li> <li>10. Novel and narrative of American renaissance. Using history, social and ethnic conflicts, classicistic language and romantic worldviews in Hawthorne’s novel</li> <li>11. Hawthorne’s moralism in narrative</li> <li>12. The issue of man’s role in the universe; choice, free will and predestination: pessimistic symbolism in Melville</li> <li>13. Structuralism and narrative problems in Melville’s <i>Moby Dick</i></li> <li>14. Woman as a poet in America. Naivety, wisdom and symbolism in the poetry of E. Dickinson</li> <li>15. Searching for new structure and ways of expression in the poetry of E. Dickinson</li> </ol>
<p><b>Learning delivery:</b></p>	<p>Lectures, exercises, seminars</p>
<p><b>Other students’ obligations (if required):</b></p>	<p>Students are required to read novels, narratives and poems of Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson</p>
<p><b>Assessment weighting:</b></p>	<p>At the end of the course students have both written and oral exam which contains two questions on topics covered one question on poetry one on prose. The grade total made up of the following: class attendance and participation in discussions, seminars and exercises (20%), written exam (40%), and oral exam (40%).</p>

### A. Prose

1. R. W. Emerson, *Nature* (chapter "Language"), "The American Scholar".
2. H. D. Thoreau, *Walden* (chapters "Economy", "Where I Lived and What I Lived For", "Conclusion").
3. N. Hawthorne, *The Scarlet Letter*, "Young Goodman Brown".
4. H. Melville, *Moby Dick*.

### B. Poetry

1. R. W. Emerson, "The Rhodora", "Days", "Brahma", "Hamatreya".
2. W. Whitman, "Song of Myself" (verse 1, 2, 6, 10, 17, 24, 46, 49, 52), "When Lilacs Last in the Dooryard Bloom'd".
3. E. Dickinson, songs 26, 49, 214, 249, 288, 289, 585, 712, 1212, 1400.

#### Essential reading:

1. Ralph Waldo Emerson: *Nature*, (chapter "Language"), "The American Scholar", chosen works ("The Rhodora", "Days", "Brahma", "Hamatreya"). F. O Matthiessen "A Few Herbs and Apples" in ed. Konwitz and Whicher: *Emerson*, pp. 100-107; Z. Radeljković: "Emerson Between Society and Solitude", *American Topics*, pp. 67-81.
2. Henry David Thoreau: *Walden* (chapters 1, 2 i 18); "Civil Disobedience". F. O Matthiessen: "What Music Shall We Have" in ed. Sherman Paul: *Thoreau*, pp. 53-62. Z. Radeljković: "Thoreau's Definition of America", *American Topics*, pp. 93-104.
3. Nathaniel Hawthorne: *The Scarlet Letter*, chosen narratives ("Young Goodman Brown").  
Q. D. Lewis: "Hawthorne as a Poet", in ed. Kaul: *Hawthorne*, pp. 25-63; Z. Radeljković: "Nathaniel Hawthorne's Versions of Allegory", *American Topics*, pp. 105-121.
4. Herman Melville, *Moby Dick or the White Whale*, "Bartleby the Scrivener".  
Richard Chase: "Melville and Moby Dick" in ed. Chase: *Melville*, 49-61; Z. Radeljković: "Forgotten and Revived Melville" *American Topics*, pp. 123-136.
5. Walt Whitman: "Song of Myself", "When Lilacs Last in the Dooryard Bloom'd".  
D. H. Lawrence, "Whitman", in ed. Pierce, *Whitman*, pp. 80-88; I. Andrić: "Vlt Vitmen", *Eseji i kritike*, str. 261-268; Z. Radeljković, "The Comprehensive Walt Whitman", *American Topics*, pp. 137-155.
6. Emily Dickinson: chosen songs (Pjesme 26, 49, 214, 249, 288, 289, 585, 712, 1212, 1400).  
Yvor Winters: "Emily Dickinson and the Limits of Judgment" in ed. Sewall: *Emily Dickinson*, pp. 28-40; Z. Radeljković: "The World According To Emily Dickinson", *American Topics*, pp. 157-165.

#### Required reading:

- Zvonimir Radeljković, *American Topics*.
- Marcus Cunliffe, Chapter 3 "Independence - The First Fruits (Irving, Cooper, Poe)", Chapter 4 "New England's Day (Emerson, Thoreau, Hawthorne)", Chapter 5 "Melville and Whitman", 8 Chapter "Minor Key (Emily Dickinson and Others)", *The Literature of the United States*, pp. 53-80, pp. 81- 112, pp. 113-136, pp. 179-194.

**Course  
quality  
assessment:**

Students' polls.

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	Contemporary English language III	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First cycle	Study year: third Semester: fifth	
<b>Course leader:</b>	Teacher: Prof. dr. Lada Šestić Senior teaching assistant: Mr. Adi Fejzić		
<b>Contact details:</b>	Consultation: Wednesday 10.30-11.30 Address (room number): Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Length:</b>	Weekly number of lectures: 2	Weekly number of exercises: 4	Weekly total: 6
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Compulsory		
<b>Pre-requisites::</b>	Contemporary English language III		
<b>Access restrictions:</b>	Students of the Department of English language and literature		
<b>Student workload:</b>	Points are defined on the basis of how many classes and other tasks students have per week, and the significance of the subject in terms of acquiring necessary proficiency in English language.		
<b>Course aims:</b>	Developing language skills of reading/comprehension of written text and writing in English on B2 level of CEF scale.		
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>- develop language skills at the B2 level of CEF scale</li> <li>- be able to understand in English, at the CEF B2 level</li> <li>- be able to read and write in English, at the CEF B2 level.</li> </ul>		
<b>Indicative syllabus content:</b>	<p><b><i>Remark: all texts/articles used in this course are in accordance with B2 level of the CEF scale</i></b></p> <ol style="list-style-type: none"> <li>1. Course description and content to be dealt with; reading texts, pronunciation exercises, extending vocabulary</li> <li>2. Reading texts and answering questions on information given text (students give answers on their own + students choose between given answers); among many given statements students choose answers which true for the given text</li> <li>3. Adding missing words into text (multiple choice); adding synonyms (multiple choice) instead of underlined words; understanding of meaning of underlined words and expressions in given text through selection of one of given answers</li> <li>4. Proofreading – mistake correction on given text/article (grammatical mistakes, misspellings, exchange of semantically inapt words for givne context etc.)</li> <li>5. Reading and simplifying text/article with retaining key information – discussion on texts students read; identifying key words from text</li> <li>6. Reading/comprehension: detecting main idea/information in each paragraph of given text</li> </ol>		

	<p>(students give answers + multiple choice); reading – pronunciation exercise, extending vocabulary; homework analysis (understanding written text)</p> <ol style="list-style-type: none"> <li>7. Preparation for midterm; first midterm</li> <li>8. Writing essay with comments on previously read text/article (with timelimit to text reading and essay writing)</li> <li>9. Dictation; correction of spelling mistakes</li> <li>10. Writing essay with given words; essay structure analysis</li> <li>11. Instructions on project writing</li> <li>12. Writing projects; homework analysis (writing of one part of project)</li> <li>13. Preparation for second midterm; second midterm</li> <li>14. Students correct and grade essays of other students</li> <li>15. Summing up processed content; preparation for final exam</li> </ol>
<b>Learning delivery:</b>	<ol style="list-style-type: none"> <li>1. lectures</li> <li>2. individual work</li> <li>3. discussions</li> <li>4. pairwork</li> <li>5. group work</li> </ol>
<b>Additional obligations (if required)</b>	Homework: 2
<b>Assessment weighting:</b>	<ol style="list-style-type: none"> <li>1. Class activity and homework make 5 % of grade.</li> <li>2. During semester students have 2 midterms, each making up 20% of the grade total</li> <li>3. Final exam makes 50% of grade</li> </ol> <p>All exams are of written type</p>
<b>Essential reading:</b>	<p>Adams, Marilyn Jager (1994). <i>Beginning to read: thinking and learning about print</i>. Cambridge, Mass: MIT Press</p> <p>Pressley, Michael (2006). <i>Reading instruction that works: the case for balanced teaching</i>. New York: Guilford Press</p> <p>Oshima, A. &amp; Hogue, A. (1997). <i>Introduction to Academic Writing</i>, Longman</p> <p><a href="#">Vocabulary Instruction and Reading comprehension</a> - From the ERIC Clearinghouse on Reading English and Communication <a href="http://www1.aucegypt.edu/academic/writers/">http://www1.aucegypt.edu/academic/writers/</a>  <a href="http://www.howtowriteanessay.com/">http://www.howtowriteanessay.com/</a></p>
<b>Course quality assessment:</b>	Anonymous poll among students on course success

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	English syntax II	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First cycle	Study year III / Semester II	
<b>Course leader:</b>	Doc. dr. Edina Špago-Ćumurija		
<b>Contact details:</b>	Consultations: each day, 9:30-10:00 E-mail: edina@unmo.ba	Address (room number): Arapski studiji Tel.: 063 345 935	
<b>Length:</b>	Weekly number of lectures: 2	Weekly number of exercises: 2	Weekly total: 60
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	Four year study program at English language and literature		
<b>Course status:</b>	Compulsory		
<b>Pre-requisites::</b>	English syntax I and all previous subjects in linguistics		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	Students have 60 classes where they acquire theoretic knowledge and do exercises with teacher. The remaining approx. 50 classes, students perform individual work, read required literature, and do homework		
<b>Course aims:</b>	On this subject students will go from phrase level analysis to the sentence level, learning key terminology (coordination, subordination etc.); students acquire the logic of interconnected sentence parts.		
<b>Learning outcomes:</b>	<p>Upon successful completion students will be able to:</p> <ul style="list-style-type: none"> <li>- Recognize and correctly use terminology of syntactic analysis</li> <li>- Understanding the hierarchy on sentence elements</li> <li>- Recognize and analyze different kinds of sentences</li> <li>- Recognize different approaches to syntax analysis, taking into account its informational potential</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Clause and sentence</li> <li>2. Coordination</li> <li>3. Simple clause</li> <li>4. Adjuncts, disjuncts, conjuncts</li> <li>5. Apposition</li> <li>6. Complex sentence</li> <li>7. Subordinators</li> <li>8. Midterm</li> <li>9. Adverbial sentences</li> <li>10. Nominal sentences</li> <li>11. Infinitive and nonverbal sentential structures</li> <li>12. Compound sentence</li> <li>13. Focus, theme i emphasis</li> <li>14. Informational potential of sentences</li> <li>15. Latest approaches to syntactic analysis</li> </ol>		
<b>Learning delivery:</b>	Lectures, exercises		
<b>Additional obligations of students (if required)</b>	homework		
<b>Assessment weighting:</b>	10% on homework, up to 30% on midterm, up to 60% on final exam		
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Greenbaum, S. &amp; Quirk, R. (1990). <i>A Student's Grammar of the English Language</i>. London: Longman.</li> <li>2. materials students receive per email</li> </ol>		
<b>Course quality assessment:</b>	Anonymous poll among students on course success		

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	Contemporary English language IV	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First cycle	Study year: third Semester: sixth	
<b>Course leader:</b>	Teacher: Prof. dr. Lada Šestić Senior teaching assistant: Mr. Adi Fejzić		
<b>Contact details:</b>	Consultations: Thursday, 10.30 - 11.30 Address (room number): Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Length:</b>	Weekly number of lectures: 2	Weekly number of exercises: 4	Weekly total: 6
<b>ECTS credit value:</b>	6 ECTS		
<b>Faculty/School/Department:</b>	English language and literature department		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	Contemporary English language III		
<b>Access restrictions:</b>	Students of English language and literature department		
<b>Student workload:</b>	This course is devised to enable students develop both their listening comprehension skills and spoken language skills in English on a B2 level on the CEF scale. Upon completion of this course students are expected to have acquired the above mentioned linguistic skills on a B2 level of the CEF scale.		
<b>Course aims:</b>	Aims of this course: <ul style="list-style-type: none"> <li>- Developing listening comprehension skills/spoken language skills in English on a B2 level of the CEF scale</li> <li>- Extending vocabulary</li> <li>- Discussions on social and cultural topics from English-speaking countries</li> </ul>		
<b>Learning outcomes:</b>	Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>- acquire language skills at CEF B2” level</li> <li>- understand spoken materials in English at the B2 level</li> <li>- speak at B2 level</li> <li>- build up active vocabulary</li> <li>- be familiar and discuss social and cultural contents of English speaking areas</li> </ul> <p>(all of the above mentioned in accordance with B2 level of CEF scale)</p> <p>Besides the fact that students will have a picture of the English speaking community and acquire linguistic skills, they will also learn about cultural and social life of the English speaking area.</p>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Course description and content; students answer questions/multiple choice on a previously read text; extending vocabulary</li> <li>2. Students attend lectures of native speakers/extracts from</li> </ol>		

	<p>documentaries/news/ads (watch video clips, each 2-3 times) which deal with diverse topics, students make notes upon which they answer questions (written form) connected with the material listened to previously (the task has a time limit; understanding certain expressions etc.); extending vocabulary</p> <ol style="list-style-type: none"> <li>3. Students listen to short conversations among native speakers (extract from movies, TV shows etc.), answer questions (questions in written form) connected with what they heard in the conversations, what was implied, suggested etc.; extending vocabulary</li> <li>4. Understanding humor/irony – students watch extracts from TV comedy shows and answer questions connected to the meaning of certain expressions, how irony/humor is established etc.; understanding social context; extending vocabulary</li> <li>5. Recognizing speaker’s attitude – after they have listened to a short speech of a native speaker, students discuss on the speaker’s attitude towards the theme talked about and give their opinions on given topic; importance/developing accent and intonation understanding in speech</li> <li>6. Understanding slang – students watch extracts from movies/TV shows and discuss on slang usage in given speech situations; extending vocabulary</li> <li>7. Preparation for first midterm; first midterm</li> <li>8. Ambiguities in speech – homonymy and homophony;</li> <li>9. use of idiomatic expressions; use of neologisms in English; use of euphemism in English</li> <li>10. students discuss on topic the teacher has prepared</li> <li>11. short presentations on topics students choose (just reading a text is not permitted)</li> <li>12. students split in two debating groups (Affirmation and Negation) and discuss on different topics</li> <li>13. preparation for the second midterm; second midterm</li> <li>14. summing up materials; preparation for final exam</li> </ol>
<p><b>Learning delivery:</b></p>	<ol style="list-style-type: none"> <li>1. lectures</li> <li>2. individual work</li> <li>3. discussions</li> <li>4. pair-work</li> <li>5. group work</li> </ol>
<p><b>Additional students’ obligation:</b></p>	<p>preparation of presentations</p>
<p><b>Assessment weighting:</b></p>	<ol style="list-style-type: none"> <li>1. in-class activity and homework make 5% of the grade</li> <li>2. during the semester students have two midterms, each of which counts as 20% of the grade total</li> <li>3. final exam is 50% of grade total</li> </ol> <p>written (students listen to spoken language and answer questions/multiple choice) and oral exams (discussion on chosen topics; dialogs on specific aspects of contemporary language)</p>

<p style="text-align: center;"><b>Essential reading:</b></p>	<p>1. Frank, M. (updated). <i>Modern English - A Practical Reference Guide</i>. Regents/Prentice-Hall</p> <p>2. Graver, B.D. (updated). <i>Advanced English Practice</i>, Oxford University Press</p> <p>3. Carter, R. &amp; McCarthy, M. (2006). <i>Cambridge Grammar of English – A Comprehensive Guide: Spoken and Written English Grammar and Usage</i>  <a href="http://www.literacynet.org/cnnsf/archives.html">http://www.literacynet.org/cnnsf/archives.html</a></p> <p><b>Note: All materials (written, audio and video) are in accordance with B1 level of the CEF</b></p>
<p><b>Course quality assessment:</b></p>	<p>Anonymus poll among students on course success.</p>

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	Pedagogy	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First cycle	Study year III / Semester II	
<b>Course leader:</b>	Title, name and surname of teacher		
<b>Contact details:</b>	Consultations : Tel.:	Address (room number)	E-mail:
<b>Length:</b>	Weekly number of lectures:	Weekly number of exercises:	Weekly total: 60
<b>ECTS credit value:</b>	3 ECTS		
<b>Faculty/School/Department:</b>	General subject – for all departments		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	Psychology		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	//		
<b>Course aims:</b>	Enable students to understand educational aspects of their future profession in the contemporary B&H education context		
<b>Learning outcomes:</b>	<p>Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- have a systematic and wide insight into the science of pedagogy, its foundations and terminology</li> <li>- critically think and question issues on contemporary pedagogic theory and practical work</li> <li>- understand the importance and content of empiric and other research on the topic of efficient practical forms of education</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. pedagogy as a science</li> <li>2. the subject of pedagogy</li> <li>3. crossdisciplinarity in pedagogy</li> <li>4. socialization, acculturation, education</li> <li>5. Educational system</li> <li>6. generic and specific education</li> <li>7. lifelong learning</li> <li>8. processes, subjects and factors of education</li> <li>9. educational goals</li> <li>10. cultural-historic determination of education</li> <li>11. education as manipulation</li> <li>12. Humanistic approaches to education</li> <li>13. subject of educational process</li> <li>14. student as a subject in educational process</li> <li>15. teacher</li> </ol>		
<b>Learning delivery:</b>	lectures, auditory exercises, experimental exercises , demos etc.		
<b>Students' additional obligations:</b>	//		
<b>Assessment weighting:</b>	Integral exam; oral, but might also be organized in written form. If organized in written form, exam is eliminatory		
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. A. Vukasovid: Pedagogija, VII izdanje, Zagreb, 2001.</li> <li>2. N. Giesecke: Uvod u pedagogiju, 1993.</li> <li>3. Grupa autora: Pedagogija (Temeljnja znanja iz opde pedagogije, didaktike,</li> </ol>		

	školske pedagogije i andragogije), Dom štampe, Zenica, 2002.
<b>Course quality assessment:</b>	Anonymous poll among students on course success.

**„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Victorian literature</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First cycle	Study year: third Semester: VI	
<b>Course leader:</b>	Dr. Iris Bicakcic Mr. Aida Dziho		
<b>Contact details:</b>	Consultations : Friday 11.00-12.00 E-mail: <a href="mailto:ibicakic@yahoo.com">ibicakic@yahoo.com</a>	Address (room number) Tel.: 061 375 139	
<b>Length:</b>	Weekly amount of lectures: 2	Weekly amount of exercises:2	Weekly total: 60
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	Qualifications for which the subject was initially		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:::</b>			
<b>Access restrictions:</b>	<i>None</i>		
<b>Student workload:</b>			
<b>Course aims:</b>	Goals to be achieved in this subject are: defining themes from Victorian literature which deal with victorian society, industrialization, urbanization, imperialism, ideologies, cultural changes in Britain in the 19 <sup>th</sup> century. The aim of the subject is to enable students to read and analyze literary texts.		
<b>Learning outcomes:</b>	<p>Upon successful completion of this couse students will be able to:</p> <ul style="list-style-type: none"> <li>- identify and critically evaluate the most important works in Victorian British literature</li> <li>- the knowledge acquired in this subject in the field of comparative literature i.e. in the context/dialogue of 19<sup>th</sup> and 20<sup>th</sup> century literature</li> <li>- apply and transfer acquired cultural and literary skills in their future education</li> <li>- use acquired skills in different professional fields and interests (class, translation, literary translation, scientific work etc.)</li> <li>- use their enriched vocabulary which will help them master higher levels in the lexical group of subjects</li> <li>- use different techniques in essay writing or scientific work they acquired through term papers, and teaching process and passing exams</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Victorian issues: introduction to historical/social context</li> <li>2. John Stuart Mill, <i>On Liberty i The Subjection of Women</i></li> <li>3. Charles Dickens, <i>Great Expectations</i></li> <li>4. Charles Dickens, <i>Great Expectations</i></li> <li>5. Robert Browning, “My Last Duchess”, “Love among the Ruins</li> <li>6. Alfred, Lord Tennyson, “The Lotus-Eaters”, “Ulysses”, “Mariana”</li> <li>7. Matthew Arnold “The Function of Criticism at the Present Time”, “Dover Beach”, “The Buried Life”</li> <li>8. Lewis Carroll, <i>Alice’s Adventures in Wonderland</i></li> <li>9. George Eliot, <i>Mill on the Floss</i></li> <li>10. Oscar Wilde, <i>The Importance of Being Earnest</i></li> <li>11. Viktorijanska pitanja: pitanje ženske emancipacije. Elizabeth Barrett Browning “To George Sand-A Desire”, “Aurora Leigh”</li> <li>12. Reading week</li> <li>13. Thomas Hardy, <i>Tess of the d’Urbervilles</i></li> <li>14. Thomas Hardy, <i>Tess of the d’Urbervilles</i></li> <li>15. Revisions</li> </ol>		
<b>Learning delivery:</b>	lectures, auditory exercises, experimental exercises, demos, term papers		

<b>Students' workload:</b>	
<b>Assessment weighting:</b>	<ul style="list-style-type: none"> <li>- Term papers 20%</li> <li>- Presentations on exercises 10 %</li> <li>- Final written exam 60%</li> <li>- Attendance and activity 10%</li> </ul>
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Armstrong, Isobel. (1993) <i>Victorian Poetry: Poetry, Poetics and Politics</i>. London &amp; New York: Routledge.</li> <li>2. Guy, M. Josephine. (1998) <i>The Victorian Age: An Anthology of Sources and Documents</i>. London &amp; New York: Routledge</li> <li>3. Wu, Duncan. &amp; Cunningham, Valentine., eds. (2002) <i>Victorian Poetry</i>. Oxford: Blackwell Publishing.</li> </ol>
<b>Course quality assessment:</b>	Anonymus poll among students on course success.

**„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>American modernism</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First cycle	Study year: third Semester: sixth	
<b>Course leader:</b>	Teacher: Prof. dr. Zvonimir Radeljković Senior teaching assisstan: Mr. Selma Raljević		
<b>Contact details:</b>	Consultations: Thursday, 11.30 - 12.30 Address (room number): Arapski centar za jezike E-mail: selma.raljevic@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 4+seminar
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites::</b>	Poetry of English romanticism, American transcendentalism		
<b>Access restrictions:</b>	Students of Department of English language and literature		
<b>Assessment:</b>	Points are defined on the basis of the amount of classes and curriculum		
<b>Course aims:</b>	<p>The basic goal of this subject is introducing students to the most important features of American literature in a literary and cultural view in the period known as “high modernism”, as connected with its social framework. The course is aimed at the so-called “roaring twenties” or “jazz period” in the 20<sup>th</sup> century. The introduction through lectures, exercises and seminars, is understood as an overview of top class literary and poetic works in this period; understanding basic movements in thought and culture (e.g. modernism, imaginarism, Dadaism) and features of expression (e.g. experimentalist novel, Bildungsroman, novel of simultaneity, “objective correlative”, “iceberg” theory, interior monologue, stream of consciousness); critical thought. Seminars and exercises are organized to be in accordance with themes of lectures, mainly through analytic approaches of extracts from most importat literary works.</p>		
<b>Learning outcomes:</b>	<p>Upon successful completion of this subject students will:</p> <ul style="list-style-type: none"> <li>- Have acquired skills in literary situations, streams and accomplishments in the “jazz period”, one of the very rich and very experimental periods in American literature history, through some of the most important prose and poetry of this period</li> <li>- Be introduced to the most important works of American prose and poetry from 1919 to 1929 which includes understanding of basic streams and stylistic markers; critical thought</li> <li>- Develop the ability of written and oral expression in English</li> <li>- Develop the ability of comprehension of text and context,</li> </ul>		

	<p>creativity, intellectual curiosity, understanding American literature (especially in the period of Modernism), like literature in general</p> <ul style="list-style-type: none"> <li>- Be able to precisely apply and transfer acquired skills and understanding of American literature in English language to both specialized and non-specialized auditory in this field</li> </ul>
<p><b>Indicative syllabus content:</b></p>	<p>16. <i>Historical background</i>  World view change – Darwin, Freud, Einstein. Social and political changes in the USA in the 20<sup>th</sup> century. The doctrine of isolationism. Participation of the US in “the big war”. Economic development and social changes connected to it in the twenties. Prohibition. First signs of economic crisis.</p> <p>17. <i>Between naturalism and symbolism</i>  Structural experiments and moral dilemmas in the work of Sherwood Anderson.  “critical realism”</p> <p>18. Sherwood Anderson. <i>Winesburg, Ohio</i>.  19. “<i>The lost generation</i>”.</p> <p>Violence and hypocrisy and major features of modernity. The modern man on the try of war and love in romances of Ernest Hemingway</p> <p>20. E. Hemingway. <i>The Sun Also Rises</i>.  21. E. Hemingway. <i>A Farewell to Arms</i>.  22. Propast "američkih snivača" u romanu F. Scotta Fitzgeralda. Minimalizam i strukturalni eksperimenti u ovim romanima.</p> <p>23. F. S. Fitzgerald. <i>The Great Gatsby</i>.  24. <i>Središnja uloga američke poezije dvadesetih godina</i>.  Naturalistička pastorala Roberta Frosta?</p> <p>25. R. Frost.  W. Stevens. Uvod.</p> <p>26. Priroda i umjetnost kao suparnici u pjesmama Wallacea Stevensa.  M. Moore. Uvod.</p> <p>27. Jednostavnost i preciznost vizije kod Marianne Moore.  28. <i>Južnjački uzlet radikalnog modernizma</i>.</p> <p>Dekadansa američkog Juga, mitološki odgovor na nju, i tok svijesti kao avatari modernog svijeta u romanu Williama Faulknera.</p> <p>29. W. Faulkner. <i>The Sound and the Fury</i>.  30. W. Faulkner. <i>The Sound and the Fury</i>.</p>
<p><b>Learning delivery:</b></p>	<p>Predavanja, vježbe, seminari.</p>
<p><b>Students' workload</b></p>	<p>Studenti moraju pročitati romane, pripovijetke i pjesme Sh. Andersona, R. Frosta, M. Moore, W. Stevensa, F. S. Fitzgeralda, W. Faulknera i E. Hemingwaya.</p>
<p><b>Assessment weighting:</b></p>	<p>Na kraju kursa je pismeni i usmeni ispit, koji se sastoji od dva pitanja o obrađenim djelima, jedno iz proze i jedno iz poezije. Konačna ocjena se određuje na osnovu urednog pohađanja nastave i učešća u diskusiji na seminarima i vježbama (20 %), te pismenog ispita (40 %), i usmenog ispita (40 %).</p>

**Essential reading:**

Lista lektire:

A. Prose

5. Sh. Anderson, *Winesburg, Ohio*.
6. F. S. Fitzgerald, *The Great Gatsby*.
7. E. Hemingway, *The Sun Also Rises, A Farewell to Arms*.
8. W. Faulkner, *The Sound and the Fury*.

B. Poetry

1. R. Frost, "Mending Wall", "Stopping By Woods on a Snowy Evening", "Fire and Ice", "Acquainted with the Night", "Gift Outright", "In a Glass of Cider".
2. Marianne Moore, "Poetry", "To a Snail", "The Student".
3. Wallace Stevens, "The Emperor of Ice-Cream", "Anecdote of the Jar", "Peter Quince at the Clavier".

1. Sherwood Anderson: *Winesburg, Ohio*. Irving Howe: "Sherwood Anderson's *Winesburg, Ohio*", *Forum Lectures, The American Novel Series*, no. 14, pp. 1-8; Z. Radeljković, "Sherwood Anderson Between Naturalism and Symbolism", *American Topics*, pp. 175-188.

2. Francis Scott Fitzgerald: *The Great Gatsby*. Lionel Trilling: "F. Scott Fitzgerald" in ed. Mizener: *F. Scott Fitzgerald*, pp. 11-19; M. Bewley: "Scott Fitzgerald's Criticism of America" in ed. Mizener: *F. Scott Fitzgerald*, pp. 125-141; Z. Radeljković, "Fitzgerald's America: *The Great Gatsby*", *American Topics*, pp. 279-299.

3. Ernest Hemingway: *The Sun Also Rises, A Farewell To Arms*. M. Spilka, "The Death of Love in *The Sun Also Rises*", in ed. Weeks: *Hemingway*, pp. 127-138; R. B. West: "The Biological Trap" in ed. Weeks: *Hemingway*, pp. 139-151; Z. Radeljković: "Hemingway in a New Key", *American Topics*, pp. 311-331.

4. Robert Frost: Izabrane pjesme ("Mending Wall", "Stopping by Woods on a Snowy Evening", "Acquainted with the Night", "Fire and Ice", "The Gift Outright", "In a Glass of Cider"). Yvor Winters: "Robert Frost: or the Spiritual Drifter as Poet" in ed. Cox: *Robert Frost*, pp. 58-75; Lawrance Thompson: "Robert Frost" *University of Minnesota Pamphlets on American Writers*, No. 2, pp. 3-41; Z. Radeljković, "Yankee Mystic: Robert Frost", *American Topics*, pp. 167-174.

5. Marianne Moore: Izabrane pjesme ("Poetry", "To a Snail", "The Student"). M. L. Rosenthal, *The Modern Poets*, pp. 140-145; Z. Radeljković, "Marianne Moore: the Poet As Observer", *American Topics*, pp. 223-229.

6. Wallace Stevens: Izabrane pjesme ("The Emperor of Ice-cream", "Anecdote of the Jar", "Peter Quince at the Clavier"). W. Pritchard: "Poet of the Academy", *Lives of the Modern Poets*, pp. 203-233; Z. Radeljković, "Elegant Experimentalist: Wallace Stevens", *American*

	<p><i>Topics</i>, pp. 189-194.</p> <p>7. William Faulkner, <i>The Sound and the Fury</i>. M. Millgate: <i>The Achievement of William Faulkner</i>, pp. 86-104; Jean-Paul Sartre: "On <i>The Sound and the Fury</i>: Time in the Works of Faulkner", in ed. Robert Penn Warren, <i>Faulkner</i>, pp. 87-93; Z. Radeljković: "<i>The Sound and the Fury</i>: A World Without Love", <i>American Topics</i>, pp. 301-310</p> <p>Osnovna literatura:</p> <p>Zvonimir Radeljković, <i>American Topics</i>.</p> <p>Malcolm Bradbury, "Art-Style and Life-Style: The 1920s", <i>The Modern American Novel</i>, pp. 57-95.</p> <p>Arthur Mizener, "The 'Lost Generation'", ed. Robert E. Spiller, <i>A Time of Harvest: American Literature: 1910-1960</i>, pp. 73-82.</p>
<b>Course quality assessment</b>	Anonymous poll among students

**„DŽEMAL BIJEĐIĆ“ UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>World literature I</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: third Semester: sixth	
<b>Course leader:</b>	Teacher: doc. dr. Dijana Hadžizukić Senior teaching assistant: Mr. Selma Raljević		
<b>Contact details:</b>	Consultations: Thursday, 11.30 - 12.30 Address (room number): Arapski centar za jezike E-mail: selma.raljevic@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 60
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature Communicology		
<b>Course status:</b>	Elective		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	Points are defined on the basis of the amount of classes and curriculum		
<b>Course aims:</b>	The aim of this course is to introduce students to the development of world literature from the Antique to psychological realism of F.M. Dostojevski.		
<b>Learning outcomes:</b>	<p>Upon successful completion of this subject students will:</p> <ul style="list-style-type: none"> <li>- Be able to differentiate epochs in literature, know their poetic and specific genres in the period of Antique to psychological realism of F.M. Dostojevski</li> <li>- Acquire knowledge on authors and works, and their interconnectedness</li> <li>- Acquire the skill of interpreting basic works in world literature</li> <li>- Be able to recognize the characteristics of epochs in literature and directions through the work covered in the course</li> <li>- Acquire skills of comparative analysis in literature</li> <li>- Be able to implement these skills in the teaching process</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Introduction to world literature</li> <li>2. Holy books</li> <li>3. Antique epics: Iliad and Odyssey</li> <li>4. Medieval literature; humanism and renaissance</li> <li>5. A. Dante: Divine Comedy</li> <li>6. G. Boccaccio: Decameron</li> <li>7. F. Petrarca: Canzoniere</li> <li>8. M. de Cervantes: Don Quixote</li> <li>9. Baroque poetry; poetry of classicism; classic drama</li> <li>10. J.B.P. Moliere: <i>Tartuffe</i></li> <li>11. poetry of romanticism; J.W. Goethe: <i>The Sorrows of Young Werther</i>; <i>Faust</i></li> <li>12. Elective – poetry or romanticism: A.S. Puškin, M.J.</li> </ol>		

	<p>Ljermontov; V. Hugo, H. Heine</p> <p>13. Critical thought on the epoch of Realism: H. de Balzac (<i>Eugenie Grandet</i>), G. Flaubert (<i>Ema Bovari</i>)</p> <p>14. H.B. Stendal (<i>Red and Black</i>), L.N. Tolstoy (<i>Ana Karenina</i>)</p> <p>15. Poetry of naturalism; E.Zola: <i>Germinal</i>; Psychological realism of F.M. Dostoyevsky's</p>
<b>Learning delivery:</b>	Lectures, exercises
<b>Other students' obligations (If required):</b>	Required to read obligatory literature during course
<b>Assessment weighting:</b>	Term paper and presentation
<b>Essential reading:</b>	<p>Obligatory literature: List from the course program</p> <p>Recommended literature:</p> <ol style="list-style-type: none"> <li>1. Milivoj Solar, <i>Povijest svjetske književnosti</i></li> <li>2. Iosif M. Tronskij, <i>Povijest antičke književnosti</i></li> <li>3. M. Đurić, <i>Antička književnost</i></li> <li>4. Johan Huizinga, <i>Jesen srednjeg vijeka</i></li> <li>5. Miroslav Pantić, <i>Humanizam i renesansa</i></li> <li>6. Vladislava Ribnikar – Perišić, <i>Humanizam i renesansa u Evropi</i></li> <li>7. Ljiljana Pavlović – Samurović, <i>Don Kihot M. de Servantesa</i></li> <li>8. Germain Bazin, <i>Barok i rokoko</i></li> <li>9. Jovan Hristić, <i>Teorija drame: renesansa i klasicizam</i></li> <li>10. Miodrag Pavlović, <i>Pesništvo evropskog romantizma</i></li> <li>11. Miodrag Protić, <i>Epoha realizma</i></li> <li>12. Milosav Babović, <i>Ruska književnost XIX veka: realizam</i></li> <li>13. Boško Novaković, <i>Realizam</i></li> <li>14. Dunja Detoni Dujmić, <i>Leksikon svjetske književnosti</i></li> </ol>
<b>Course quality assessment:</b>	Anonymous poll among students

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>World literature II</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: third Semester: fifth	
<b>Course leader:</b>	Teacher: Doc. dr. Dijana Hadžizukić Senior teaching assistant: Mr. Selma Raljević		
<b>Contact details:</b>	Consultations: Thursday, 11.30 - 12.30 Address (room number): Arapski centar za jezike E-mail: selma.raljevic@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 4
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature Communicology		
<b>Course status:</b>	Elective		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	Points are defined on the basis of the amount of classes and curriculum		
<b>Course aims:</b>	The aim of this subject is to introduce students some of the most important streams and developments in world literature in the 20 <sup>th</sup> century through giving an insight into major works from this period		
<b>Learning outcomes:</b>	<p>Upon successful completion of this subject students will:</p> <ul style="list-style-type: none"> <li>- Know to distinguish epochs in literature, know their poetry and specific genres from the period of Modernism to contemporary literary and historic streams in world literature</li> <li>- Know main characteristics of modern and post-modern novels, along with political, existential and other types of novels</li> <li>- Learn about authors and their respective works, and their interconnectedness</li> <li>- Be able to interpret fundamental works in world literature</li> <li>- Be able to recognize major characteristics of different epoch and streams in world literature</li> <li>- Be able to comparatively study works from world literature</li> <li>- Be able to apply their knowledge in the classroom</li> </ul>		
<b>Indicative syllabus content:</b>	<p>31. Introduction to world literature of the 20<sup>th</sup> century  32. Modern streams in BIH literature: Ćatić, Dizdar, Andrić, Selimović; Modern streams in Croatian literature (most important representatives); Modern streams in Serbian literature (most important representatives) – choice  33. C. Baudelaire: <i>The Flowers of Evil</i>  34. Poetry of symbolism; futurism; poetry of expressionism; surrealism – choice  35. Stream of consciousness novels: M. Proust;  36. T. Mann  37. Existential novel: F. Kafka  38. A. Camus  39. J.P. Sartre  40. Experimental drama: B. Brecht, E. Ionesco</p>		

	<p>41. Latin-American literature: H. L. Borges  42. G. Marquez  43. Postmodern literature  44. Postmodern novel: U. Eco (<i>Name of the Rose</i>)  45. V. Nabokov</p>
<b>Learning delivery:</b>	Lectures, exercises
<b>Other students' obligations (if required)</b>	Students are required to read works from the curriculum
<b>Assessment weighting:</b>	Seminar papers and presentations
<b>Essential reading:</b>	<p>Rudimentary literature:  List of works in curriculum</p> <p>Required literature:</p> <ol style="list-style-type: none"> <li>1. Milivoj Solar, <i>Suvremena svjetska književnost</i></li> <li>2. Gavrilović Zoran, <i>Književna kritika</i> (članak: „Simbolizam u knjiž.“)</li> <li>3. Nana Bogdanović, <i>Futurizam Marinetijska i Majakovskog</i></li> <li>4. Guillermo de Torre, <i>Istorija avangardnih književnosti</i></li> <li>5. Aleksandar Flaker, <i>Poetika osporavanja: avangarda i knjiž. ljevica</i></li> <li>6. Verežan, Fernan, i dr, <i>Književni žanrovi i tehnike avangarde</i></li> <li>7. Maurice Nadeau, <i>Istorija nadrealizma</i></li> <li>8. Leon Edel, <i>Psihološki roman: 1900-1950.</i></li> <li>9. <i>Bošnjačka književnost u književnoj kritici</i>, knj. III i IV</li> <li>10. Enver Kazaz, <i>Bošnjački roman XX vijeka</i></li> <li>11. Dunja Detoni Dujmić, <i>Leksikon svjetske književnosti</i></li> <li>12. Viktor Žmegač, <i>Povijesna poetika romana</i></li> <li>13. Viktor Žmegač, <i>Prošlost i budućnost XX stoljeća – Kulturološke teme epohe</i></li> </ol>
<b>Course quality assessment:</b>	Anonymous poll among students

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Written translation III</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: third Semester: fifth	
<b>Course leader:</b>	Teacher: Doc. dr. Edina Špago-Ćumurija		
<b>Contact details:</b>	Consultations: each day, 9:30 – 10:00 Address (room number): Arapski centar za jezike E-mail: <a href="mailto:Edina@unmo.ba">Edina@unmo.ba</a> Tel.: 063345935		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 60
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Elective		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	Since the subject is an elective, the students' workload is less intensive. 20 classes are planned for individual work.		
<b>Course aims:</b>	This course is a continued work on acquiring translation skills which have been covered on subjects during the second year. The focus will be on translating professional texts.		
<b>Learning outcomes:</b>	Upon successful completion of this subject students will: <ul style="list-style-type: none"> <li>- Understand the nature and classification of professional texts</li> <li>- Recognize stylistic and other highlights of certain professional texts</li> <li>- Identify potential traps in professional text translation</li> <li>- Acquire basic techniques in professional translation</li> <li>- Use different translation aids in professional translation</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Functional styles</li> <li>2. Professional translation</li> <li>3. Subgroup of professional translation</li> <li>4. Characteristics of professional translation – style</li> <li>5. Monosemantics</li> <li>6. Metaphor in professional language</li> <li>7. Work on text – economy</li> <li>8. Work on text – technical text</li> <li>9. Work on text – medicine</li> <li>10. Work on text – law</li> <li>11. Ruses in professional translation</li> <li>12. Professional translators' education</li> <li>13. The importance of profession and professionals in translation</li> <li>14. Dictionaries for professional translation</li> <li>15. Professional translation software – basic info</li> </ol>		
<b>Learning delivery:</b>	Lectures, translation exercises		
<b>Students' workload:</b>	One professional text translated during semester		
<b>Assessment weighting:</b>	Individual work 40%, final exam 60%		
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Students receive materials from class</li> <li>2. Chosen articles on translation: <a href="http://www.seasite.niu.edu/trans/articles/Articles_on_Translation.htm">http://www.seasite.niu.edu/trans/articles/Articles_on_Translation.htm</a></li> </ol>		

	<ol style="list-style-type: none"><li>3. Željko Bujas, Hrvatsko engleski i englesko-hrvatski veliki rječnici</li><li>4. Glossaries from different professions</li></ol>
<b>Course quality assessment:</b>	Anonymous poll among students

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Written translation IV</b>		<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	First Cycle		Study year: third Semester: sixth
<b>Course leader:</b>	Teacher: Doc. dr. Edina Špago-Ćumurija		
<b>Contact details:</b>	Consultations: each day, 9:30 – 10:00 Address (room number): Arapski centar za jezike E-mail: <a href="mailto:Edina@unmo.ba">Edina@unmo.ba</a> Tel.: 063345935		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 60
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Elective		
<b>Pre-requisites:</b>	Written translation III		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	Since the subject is an elective, the students' workload is less intensive. 20 classes are planned for individual work.		
<b>Course aims:</b>	This course is a continued work on acquiring translation skills which have been covered on subjects during the second year. The focus will be on translating literary texts.		
<b>Learning outcomes:</b>	<p>Upon successful completion of this subject students will:</p> <ul style="list-style-type: none"> <li>- Understand the nature and classification of literary texts</li> <li>- Recognize stylistic and other highlights of certain literary texts</li> <li>- Identify potential traps in literary text translation</li> <li>- Acquire basic techniques in literary translation</li> <li>- Use different translation aids in literary translation</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Literary functional style</li> <li>2. Subgroup of literary translation</li> <li>3. Characteristics of literary translation – meaning</li> <li>4. Polisemantics</li> <li>5. Metaphor as a stylistic and conceptual category</li> <li>6. Work on text – short story</li> <li>7. Work on text – extract from novel</li> <li>8. Work on text – poetry</li> <li>9. Work on text – modern literature – chosen works</li> <li>10. Ruses in literary translation</li> <li>11. Professional translators' education</li> <li>12. Literary translators</li> <li>13. Culture and literary translation</li> <li>14. Today's literary translation in BIH and in the world</li> <li>15. Translating aids in literary translation</li> </ol>		
<b>Learning delivery:</b>	Lectures, translation exercises		
<b>Students' workload:</b>	One literary text translated during semester		
<b>Assessment weighting:</b>	Individual work 40%, final exam 60%		
<b>Essential reading:</b>	1. Students receive materials from class		

	<ol style="list-style-type: none"><li>2. Chosen articles on translation: <a href="http://www.seasite.niu.edu/trans/articles/Articles_on_Translation.htm">http://www.seasite.niu.edu/trans/articles/Articles_on_Translation.htm</a></li><li>3. Prevoditeljev put, Francis R. Jones, Buybook, 2004.</li><li>4. Glossaries from different professions</li></ol>
<b>Course quality assessment:</b>	Anonymous poll among students

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Introduction to modern linguistic disciplines I</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: third Semester: first	
<b>Course leader:</b>	Teacher: Doc. dr. Edina Špago-Ćumurija Senior teaching assistant: Mr. Adi Fejzić		
<b>Contact details:</b>	Consultations: wednesday, 10:30 – 11:30 Address (room number): Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 1	Weekly exercise amount: 1	Weekly total: 1
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Elective		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	The subject is devised as an introduction to modern linguistic disciplines, especially those which students aren't familiar with or those which haven't so far been introduced in the curriculum in the first cycle.		
<b>Course aims:</b>	Introduce students to different linguistic disciplines		
<b>Learning outcomes:</b>	This subject is aimed to test and improve the so far acquired students' knowledge in this field which was introduced through other disciplines connected to it. Upon successful completion of this subject students will know basic terminology from less known linguistic disciplines.		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Anthropologic linguistics</li> <li>2. Comparative linguistics</li> <li>3. Descriptive linguistics</li> <li>4. Biolinguistics</li> <li>5. Forensic linguistics</li> <li>6. Evolutionary linguistics</li> <li>7. Socio-cultural linguistics</li> <li>8. Ecolinguistics</li> <li>9. Evolutionary linguistics</li> <li>10. Historic linguistics</li> <li>11. Microlinguistics</li> <li>12. Neurolinguistics</li> <li>13. Xenolinguistics</li> <li>14. Applied linguistics</li> <li>15. Stylistics</li> </ol>		
<b>Learning delivery:</b>	Lectures		
<b>Students' workload:</b>	Obligatory class attendance		
<b>Assessment weighting:</b>	The work in class will serve the purposes of exam preparation which is, due to the specific nature of the subject, devised as a written work from a chosen field.		
<b>Essential reading:</b>	Due to the specific nature of the course, the main source will be <a href="http://www.wikipedia.org">www.wikipedia.org</a>		
<b>Course quality assessment:</b>	Anonymous poll among students		



**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Psycholinguistics</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: third Semester: first	
<b>Course leader:</b>	Teacher: Doc. dr. Edina Špago-Ćumurija Senior teaching assistant: Mr. Adi Fejzić		
<b>Contact details:</b>	Consultations: wednesday, 10:30 – 11:30 Address (room number): Arapski centar za jezike E-mail: <a href="mailto:adi.fejzic@unmo.ba">adi.fejzic@unmo.ba</a>		
<b>Length:</b>	Weekly lecture amount: 1	Weekly exercise amount: 1	Weekly total: 1
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Elective		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	Devised as an introduction to psycholinguistics		
<b>Course aims:</b>	Introduce students to psycholinguistics		
<b>Learning outcomes:</b>	This subject is aimed to test and improve the so far acquired students' knowledge in this field which was introduced through other disciplines connected to it. Upon successful completion of this subject students will know basic terminology from less known linguistic disciplines.		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Introduction and perspectives of psycholinguistics</li> <li>2. Characteristics of speech emergence</li> <li>3. Syntax and speech emergence</li> <li>4. Disabilities in speech</li> <li>5. Recognition of spoken language</li> <li>6. Recognition of visual aspects of words</li> <li>7. Semantic memory</li> <li>8. Prosody</li> <li>9. Syntactic and semantic interface</li> <li>10. Understanding discourse</li> <li>11. Figurative language</li> <li>12. Perspective and coordination in language meaning</li> <li>13. Psycholinguistic perspectives in sign language</li> <li>14. Obtaining syntax and semantics</li> <li>15. Cognitive and linguistic problems with children with speech disorders</li> </ol>		
<b>Learning delivery:</b>	Lectures		
<b>Students' workload:</b>	Obligatory class attendance		
<b>Assessment weighting:</b>	The work in class will serve the purposes of exam preparation which is, due to the specific nature of the subject, devised as a written work from a chosen field.		
<b>Essential reading:</b>	Traxler, Matthew J; Gernsbacher, Morton A, Handbook of Psycholinguistics (2006), Academic Press		
<b>Course quality assessment:</b>	Anonymous poll among students		

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Introduction to semiotics</b>		<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	First Cycle		Study year: third Semester: second
<b>Course leader:</b>	Teacher: Doc. dr. Edina Špago-Ćumurija Senior teaching assistant: Mr. Adi Fejzić		
<b>Contact details:</b>	Consultations: wednesday, 10:30 – 11:30 Address (room number): Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 1	Weekly exercise amount: 1	Weekly total: 1
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Elective		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	This subject is aimed to test and improve the so far acquired students' knowledge in this field which was introduced through other disciplines connected to it. Upon successful completion of this subject students will know basic terminology from less known linguistic disciplines.		
<b>Course aims:</b>	Introduce students to semiotics		
<b>Learning outcomes:</b>	This subject is aimed to test and improve the so far acquired students' knowledge in this field which was introduced through other disciplines connected to it. Upon successful completion of this subject students will know basic terminology from semiotics		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Introduction to semiotics</li> <li>2. Semiotic elements and class signs</li> <li>3. Semiotic information theory</li> <li>4. Code and connotation</li> <li>5. Metaphor</li> <li>6. Cultural semiotics</li> <li>7. Semiotics of medium</li> <li>8. Social semiotics</li> <li>9. Structuralism (introduction)</li> <li>10. Post structuralism (introduction)</li> <li>11. Urbana semiotics</li> <li>12. Cognitive semiotics</li> <li>13. Symbology</li> <li>14. Semiotic coding</li> <li>15. Methodology and modality</li> </ol>		
<b>Learning delivery:</b>	Lectures		
<b>Students' workload:</b>	Obligatory class attendance		
<b>Assessment weighting:</b>	The work in class will serve the purposes of exam preparation which is, due to the specific nature of the subject, devised as a written work from a chosen field.		
<b>Essential reading:</b>	Hawkes, Terence, Structuralism and semiotics, (2003), Routledge		
<b>Course quality assessment:</b>	Anonymous poll among students		

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Introduction to modern linguistic disciplines II</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: third Semester: second	
<b>Course leader:</b>	Teacher: Doc. dr. Edina Špago-Ćumurija Senior teaching assistant: Mr. Adi Fejzić		
<b>Contact details:</b>	Consultations: wednesday, 10:30 – 11:30 Address (room number): Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 1	Weekly exercise amount: 1	Weekly total: 1
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Elective		
<b>Pre-requisites::</b>	None		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	This subject is aimed as an introduction to modern linguistic disciplines, especially those not covered in the curriculum up to there		
<b>Course aims:</b>	Introduce students to different linguistic disciplines		
<b>Learning outcomes:</b>	This subject is aimed to test and improve the so far acquired students' knowledge in this field which was introduced through other disciplines connected to it. Upon successful completion of this subject students will know basic terminology from less known linguistic disciplines.		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Anthropologic linguistics II</li> <li>2. Comparative linguistics II</li> <li>3. Descriptive linguistics II</li> <li>4. Biolinguistics II</li> <li>5. Forensic linguistics II</li> <li>6. Evolutionary linguistics II</li> <li>7. Socio-cultural linguistics II</li> <li>8. Ecolinguistics II</li> <li>9. Evolutionary linguistics II</li> <li>10. Historic linguistics II</li> <li>11. Microlinguistics II</li> <li>12. Neurolinguistics II</li> <li>13. Xenolinguistics II</li> <li>14. Applied linguistics II</li> <li>15. Stylistics II</li> </ol>		
<b>Learning delivery:</b>	Lectures		
<b>Students' workload:</b>	Obligatory class attendance		
<b>Assessment weighting:</b>	The work in class will serve the purposes of exam preparation which is, due to the specific nature of the subject, devised as a written work from a chosen field.		
<b>Essential reading:</b>	Due to the specific nature of the course, the main source will be <a href="http://www.wikipedia.org">www.wikipedia.org</a>		
<b>Course quality assessment:</b>	Anonymous poll among students		

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Contemporary English language V</b>		<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	First Cycle		Study year: fourth Semester: seventh
<b>Course leader:</b>	Teacher: prof. dr. Lada Šestić Senior teaching assistant: Mr. Adi Fejzić		
<b>Contact details:</b>	Consultations: wednesday, 10:30 – 11:30 Address (room number): Arapski centar za jezike E-mail: adi.fejzic@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 4
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	Contemporary English language IV		
<b>Access restrictions:</b>	English language and literature		
<b>Assessment:</b>	The points are defined on the basis of the amount of classes and task students have to accomplish and the importance of the subject in terms of acquiring skills necessary to successful usage of the English language		
<b>Course aims:</b>	Developing reading/ comprehension of written text and writing in English on a B2 level of the CEF scale.		
<b>Learning outcomes:</b>	This course is devised to enable students' skills of comprehension of written text / reading and writing in English on a B2 level of the CEF scale. Upon successful completion, students are required to accomplish the above mentioned skills on a B2 level of the CEF scale and can talk on the same level in accordance with sociolinguistic and other competences connected to this level.		
<b>Indicative syllabus content:</b>	<p><b><i>Remark: all texts/articles used in this course are in accordance with B2 level of the CEF scale</i></b></p> <ol style="list-style-type: none"> <li><b>16. Course description and content to be dealt with; reading texts, pronunciation exercises, extending vocabulary</b></li> <li><b>17. Reading texts and answering questions on information given text (students give answers on their own + students choose between given answers); among many given statements students choose answers which true for the given text</b></li> <li><b>18. Analyzing collocation used in given texts/articles; adding words missing in the text (multiple choice); adding synonyms instead of other words (multiple choice);</b></li> <li><b>19. Proofreading – mistake correction on given text/article (grammatical mistakes, misspellings, exchange of semantically inapt words for givne context etc.)</b></li> <li><b>20. Reading and simplifying text/article with retaining key information – discussion on texts students read; identifying key words from text</b></li> <li><b>21. Reading/comprehension: detecting main idea/information in each paragraph of given text (students give answers + multiple choice); reading – pronunciation exercise, extending vocabulary; homework analysis (understanding written text)</b></li> </ol>		

	<p>22. Preparation for midterm; first midterm</p> <p>23. Writing essay with comments on previously read text/article (with time limit to text reading and essay writing)</p> <p>24. Students read texts and take notes (time limited), after that, students are required to write an article similar to the one read before;</p> <p>25. Rewriting a text using different word remaining the same sense; expressing the same idea with different words</p> <p>26. Writing CVs; writing Statements; writing Reports; Writing cover letter</p> <p>27. Writing projects; homework analysis (writing of one part of project)</p> <p>28. Preparation for second midterm; second midterm</p> <p>29. Students correct and grade essays of other students</p> <p>30. Summing up processed content; preparation for final exam</p>
<b>Learning delivery:</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Individual work</li> <li>3. Discussions</li> <li>4. Pair work</li> <li>5. Group work</li> </ol>
<b>Students' workload:</b>	Homework: 2
<b>Assessment weighting:</b>	<ol style="list-style-type: none"> <li>1. Class work and homework: 5%</li> <li>2. During semester students have 2 midterms, each of which makes up 20 %</li> <li>3. Final exam: 50%</li> </ol> <p>All, written exams</p>
<b>Essential reading:</b>	<p>Adams, Marilyn Jager (1994). <i>Beginning to read: thinking and learning about print</i>. Cambridge, Mass: MIT Press</p> <p>Pressley, Michael (2006). <i>Reading instruction that works: the case for balanced teaching</i>. New York: Guilford Press</p> <p>Oshima, A. &amp; Hogue, A. (1997). <i>Introduction to Academic Writing</i>, Longman</p> <p><a href="#">Vocabulary Instruction and Reading comprehension</a> - From the ERIC Clearinghouse on Reading English and Communication</p> <p><a href="http://www1.aucegypt.edu/academic/writers/">http://www1.aucegypt.edu/academic/writers/</a></p> <p><a href="http://www.howtowriteanessay.com/">http://www.howtowriteanessay.com/</a></p>
<b>Course quality assessment:</b>	Anonymous poll among students

<b>„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU</b> <b>FACULTY OF HUMANITIES</b> <b>ENGLISH LANGUAGE AND LITERATURE DEPARTMENT</b>		
<b>Full course title:</b>	<b>English teaching methodology I</b>	<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	First Cycle	Study year: fourth Semester: seventh
<b>Course leader:</b>	Teacher: prof. dr. Mustafa Tanović/Doc. dr. Edina Špago-Ćumurija	

<b>Contact details:</b>	Consultations: each day, 9:30 – 10:00 Address (room number): Arapski centar za jezike E-mail: Edina@unmo.ba Tel.: 063345935		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 60
<b>ECTS credit value:</b>	3 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	In the first semester of the fourth year of their study students will gain knowledge that will enable them for in-class practical work during the second semester in the English teaching methodology II, and it is therefore that students will be most active during direct (60) classes.		
<b>Course aims:</b>	This course gives students an insight into the importance of methodology in foreign language teaching and a vision of their future profession highlighting the pedagogic and humanistic importance of this subject/course and this branch of applied linguistics (apart from obligatory theoretic knowledge on the subject's history and contemporary importance)		
<b>Learning outcomes:</b>	Upon successful completion students will: <ul style="list-style-type: none"> <li>- Be able to recognize the importance of English teaching methodology in the community</li> <li>- Recognize and understand different approaches to foreign language teaching methodology</li> <li>- Be able to individually analyze the teaching process detecting approach and errors</li> <li>- Be prepared for applying their knowledge in class in elementary and high schools</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Methodology as an applied scientific discipline – aims and tasks</li> <li>2. Teaching methodology and other disciplines– cross-scientific connections</li> <li>3. The influence of theoretic teachings on the development of teaching methodology</li> <li>4. The grammar translation method</li> <li>5. Direct method</li> <li>6. Combined method</li> <li>7. Communicative approach to foreign language teaching</li> <li>8. Modern approached (suggestopodia, silent method)</li> <li>9. ATS method</li> <li>10. Total Physical Response method</li> <li>11. Motivation</li> <li>12. Creativity</li> <li>13. Factors in foreign language teaching</li> <li>14. The teacher's role in the teaching process</li> <li>15. Inclusion in class – new school models in BIH</li> </ol>		
<b>Learning delivery:</b>	Lectures, exercises, discussions		
<b>Students' workload:</b>	One term paper and final exam		
<b>Assessment weighting:</b>	The term paper counts as 20% whereas the final exam makes up 80% of the final grade		
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Mustafa Tanović, Savremena nastava stranih jezika - teorija i praksa I, Svjetlost, 1972.</li> <li>2. . Mustafa Tanović, Savremena nastava stranih jezika - teorija i praksa II, Svjetlost, 1972.</li> </ol>		

	<p>3. Naum Dimitrijević, Metod u početnoj nastavi stranih jezika, beograd, 1966.</p> <p>4. Ivone Vrhovec, Savremena kretanja u nastavi stranih jezika</p> <p>4. English Language Teaching Methodology, <a href="http://www.englishraven.com/methodology.html">http://www.englishraven.com/methodology.html</a></p>
<b>Course quality assessment:</b>	Anonymous poll among students

**„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Shakespeare studies I</b>		<b>Subject code:</b>
<b>Course level/cycle:</b>	First Cycle		Study year: Semester: s
<b>Course leader:</b>	Teacher: Doc. dr. Shahab Yar Khan Senior TA Mr. Selma Rajević		
<b>Contact details:</b>	Consultations: Thursday, 11:30 – 12:30 Address (room number): Arapski centar za jezike E-mail: Selma.rajević@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekl
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites::</b>	Victorian literature, American modernism		
<b>Access restrictions:</b>	Students of English language and literature		
<b>Assessment:</b>	Points are defined on the basis of the amount of classes and curriculum		
<b>Course aims:</b>	The aim of this course is, through a series of lectures, exercises and seminars, give students an insight into the three phases of Shakespearean literature. Apart from the textual aspect, students will also explore the cultural aspect and relevant critics.		
<b>Learning outcomes:</b>	<p>Upon successful completion students will:</p> <ul style="list-style-type: none"> <li>- Be able to critically think, interpret and analyze Shakespearean works, and understand the importance of the developing process in characterization from strongly Machiavellian (Richard III etc.) to genuine Shakespearean play (Hamlet, As You Like It etc.)</li> <li>- Be able to critically think about questions in Shakespeare's plays which connect the early modern period in European history and our contemporary time</li> <li>- Be able to understand "the theory of contact" which was strongly established by Edward Said</li> <li>- Be able to understand text and context in Shakespearean works in the course with an insight and understanding of Shakespearean works in modern approaches and</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. The appearance of Shakespeare</li> <li>2. Late Elizabethan period and its influence</li> <li>3. Main topics in historic drama</li> <li>4. Machiavellism</li> <li>5. History: <i>Richard III</i></li> <li>6. History: <i>King John</i></li> <li>7. Comedy: <i>As You Like It</i></li> <li>8. Comedy: <i>Twelfth Night</i></li> <li>9. Comedy: <i>Measure for Measure</i></li> <li>10. Tragedy: <i>Hamlet</i></li> <li>11. Tragedy: <i>Othello</i></li> <li>12. Tragedy: <i>King Lear</i></li> <li>13. Tragedy: <i>Macbeth</i></li> <li>14. Romance: <i>The Winter's Tale</i></li> <li>15. Romance: <i>The Tempest</i></li> </ol>		
<b>Learning delivery:</b>	Lectures, exercises, seminars		
<b>Students' workload:</b>	Students are required to read all works covered during lectures and exercises		

<p><b>Assessment weighting:</b></p>	<p>A. Apart from active participation during class, students' knowledge will be tested through a</p> <p>B. written exam (1 test/midterm), second test (end exam) or integrated test (one test at the end of the semester)</p> <p>Students who don't pass the integral test has the opportunity to penitentiary (second test/exam) two weeks after the first exam. These two terms are identical in terms of weighting (A 30%, B 70%)</p>
<p><b>Essential reading:</b></p>	<p>1. lectures, exercises and exams</p> <p>2. reading:</p> <p>- Khan, Shahab, Notes on Hamlet, Famous Books, Lahore Pakistan, 1992</p> <p>- <i>Norton Anthology of English Literature</i></p> <p>- Shakespeare William, <i>Illustrated Stratford Shakespeare</i>, Chancellor Press, 2001</p> <p>3. recommended reading:</p> <ol style="list-style-type: none"> <li>1. Honan, Park, <i>Shakespeare A Life</i>.</li> <li>2. Bloom, Harold, <i>Shakespeare, The Invention Of The Human</i>.</li> <li>3. Wilson J Dover, <i>What Happens In Hamlet</i>.</li> <li>4. Bassnet, Susan, <i>Shakespeare, The Elizabethan Plays</i>.</li> <li>5. Tylliard E.M.W., <i>Shakespeare's History Plays</i>.</li> <li>6. Kiernan, Victor, <i>Eight Tragedies Of Shakespeare</i>.</li> <li>7. Bradley A.C., <i>Shakesperean Tragedy</i>.</li> </ol>
<p><b>Course quality assessment:</b></p>	<p>Anonymous poll among students</p>

**„DŽEMAL BIJEDIĆ“UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>English modern literature</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: fourth Semester: seventh	
<b>Course leader:</b>	Teacher: Prof. Dr. Sanja Šoštaroč Senior TA: Mr. Aida Džih		
<b>Contact details:</b>	Consultations: Address (room number): Arapski centar za jezike E-mail: aidadzih@hotmail.com		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 60+15 seminars
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites::</b>	English Novel of 19th century		
<b>Access restrictions:</b>	None		
<b>Assessment:</b>	Points are defined on the basis of the amount of classes and curriculum		
<b>Course aims:</b>	<p>The aims are as follows:</p> <ul style="list-style-type: none"> <li>- introduce students to English literature of the 20<sup>th</sup> century, its socio-economic context and its background</li> <li>- define the term <i>modernism</i> in literature in general, show its characteristics and its position as compared with the literature of realism i.e. Victorian literature</li> <li>- introduce students to the most important works of modern British literature</li> </ul>		
<b>Learning outcomes:</b>	<p>Upon successful completion students will:</p> <ul style="list-style-type: none"> <li>- identify and critically analyze most important works in British literature</li> <li>- be able to use their knowledge in the field of comparative literature in the context of world literature in the first half of the 20<sup>th</sup> century</li> <li>- apply and transfer acquired cultural and literary knowledge in their later courses</li> <li>- use their knowledge in different professional fields (class, translation, literary translation, scientific work etc.)</li> <li>- use their extended vocabulary in the linguistic group of subjects</li> <li>- use different essay or scientific writing techniques acquired during their term-papers</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. socio-cultural context of emergence of selected works – Great Britain in the first half of the 20<sup>th</sup> century, WWI, its consequences and influences on society and literature</li> <li>2. basic themes in British novel in the first half of the 20<sup>th</sup> century and the influence of WWI on literary translation</li> <li>3. Joseph Conrad, <i>Heart of Darkness</i></li> <li>4. War poets i antiratna poruka;</li> <li>5. Siegfried Sassoon</li> <li>6. Isaac Rosenberg</li> <li>7. Wilfred Owen</li> </ol>		

	<p>8. Modernism in general, its major characteristics, the influence of psychoanalysis and interest in mythology</p> <p>9. T. S. Eliot, <i>The Waste Land</i></p> <p>10. Ezra Pound, selected works</p> <p>11. D. H. Lawrence, <i>Sons and Lovers</i></p> <p>12. D. H. Lawrence, <i>The Rainbow</i></p> <p>13. W. B. Yeats, life and work (selected poems)</p> <p>14. Virginia Woolf, <i>Mrs. Dalloway</i></p> <p>15. James Joyce, <i>A Portrait of the Artist as a Young Man</i>, “The Dead”</p>
<b>Learning delivery:</b>	Lectures, auditory exercises, demons
<b>Students’ workload:</b>	homework
<b>Assessment weighting:</b>	<ul style="list-style-type: none"> <li>- midterm 35%</li> <li>- term-paper 15%</li> <li>- final (written) exam 30%</li> <li>- final (oral) exam 20%</li> </ul> <p>Note: both parts of the final exam have to be successfully mastered in order for a final grade to be formed</p>
<b>Essential reading:</b>	<p>1. M. Schorer, <i>Modern British Fiction</i>;</p> <p>2. Malcom Bradbury, ed., <i>The Modern British Novel</i>;</p> <p>3. Malcom Bradbury and James McFarlane, <i>Modernism: A Guide to European Literature 1890-1930</i>.</p> <p>5. Vida Marković, <i>Engleska književnost 20. veka</i></p>
<b>Course quality assessment:</b>	Anonymous poll among students

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Pragmatics</b>		<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	First Cycle		Study year: IV Semester: I
<b>Course leader:</b>	Teacher: Edina Spago-Cumurija, PhD Adi Fejzic, PhD		
<b>Contact details:</b>	Consultations: 10:30-11:30 Address (room number): Arapski centar za jezike E-mail: edina@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 1	Weekly exercise amount: 1	Weekly total: 30
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites::</b>	/		
<b>Access restrictions:</b>			
<b>Student workload:</b>	The course is designed to provide essentials of pragmatics, with less lectures and more student' independent work.		
<b>Course aims:</b>	The aim of this course is to provide facts on this linguistic discipline.		
<b>Learning outcomes:</b>	Upon successful completion students will: <ul style="list-style-type: none"> <li>- widen knowledge on this specific linguistic discipline</li> <li>- be able to understand and use terms from this discipline</li> <li>- discuss and present topics from the course syllabus by using modern technologies and forms of presentations</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Introduction to pragmatics</li> <li>2. Implicature</li> <li>3. Topic and focus</li> <li>4. Context</li> <li>5. Discourse markers</li> <li>6. Coherence of discourse</li> <li>7. Pragmatics and philosophy of language</li> <li>8. Lexicon</li> <li>9. Relevance theory</li> <li>10. Speech acts</li> <li>11. Definiteness</li> <li>12. Pragmatics</li> <li>13. Empathy</li> <li>14. Structure of arguments</li> <li>15. Pragmatics of non-sentences</li> </ol>		
<b>Learning delivery:</b>	Lectures		
<b>Students' obligations (if required):</b>	homework and presentation		

<b>Assessment weighting:</b>	<ul style="list-style-type: none"><li>- in-class activity 20%</li><li>- presentation 80%</li></ul>
<b>Essential reading:</b>	1. Horn, Laurence; Ward, Gregory, Handbook of Pragmatics, (2004), Blackwell
<b>Course quality assessment:</b>	Anonymous poll among students

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Selimovic in English</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: IV Semester: I	
<b>Course leader:</b>	Teacher: Edina Spago-Cumurija, PhD		
<b>Contact details:</b>	Consultations: 9:30-10:00, every working day Address (room number): Arapski centar za jezike E-mail: edina@unmo.ba		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 60
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Elective		
<b>Pre-requisites:</b>	//		
<b>Access restrictions:</b>	/		
<b>Student workload:</b>	Since this course is elective, students will acquire their competences in the classroom, and about 30 hours is planned for their independent work.		
<b>Course aims:</b>	This course will attend students who want to expand their knowledge on translation, after they passed several core and elective courses on translation. This course will provide competences on translation of works by the most important Bosnian author, and on translation of a novel as a literary form.		
<b>Learning outcomes:</b>	Upon successful completion students will: <ul style="list-style-type: none"> <li>- recognize literary style of M. Selimovic</li> <li>- understand main problems in translation of literature/cultures</li> <li>- solve problems of literary translation</li> <li>- be able to deal with problems of translation of Bosnian culture</li> <li>- deal with specific issues of literary translation (genre, style, translation and time...)</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Mesa Selimovic – biography</li> <li>2. Translation of literary works</li> <li>3. Translation of novel</li> <li>4. Literary disciplines and their role in translation analysis</li> <li>5. Idiosyncratic elements of M. Selimovic</li> <li>6. Non-lexemes of M. Selimovic’s style</li> <li>7. Syntax of M. S.</li> <li>8. Grammatical transposition</li> <li>9. Collocations – translation</li> <li>10. Phrase level</li> <li>11. Culture – translation issues</li> <li>12. Turkish words in the novel</li> <li>13. Spiritual in the novel by M. Selimovic</li> <li>14. Universals in the work by M.S.</li> <li>15. Open issues about translation by M.S.</li> </ol>		
<b>Learning delivery:</b>	Lectures, exercises		
<b>Students’ obligations (if required):</b>	/		

<p><b>Assessment weighting:</b></p>	<p>Students are to write a paper on a transition problem from the works by M. S. and present it for a final grade.</p>
<p><b>Essential reading:</b></p>	<p>1. Semantičko-pragmatička analiza prfevoda M. Selimovića u engleskom jeziku, Edina Špago-Ćumurija, magistarski rad, 2007. – odabrana poglavlja 2. Prevoditeljev put, Francis R. Jones, Buybook, 2002</p>
<p><b>Course quality assessment:</b></p>	<p>Anonymous poll among students</p>

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Functional styles/Language registers</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: IV Semester: I	
<b>Course leader:</b>	Teacher: Doc. dr. Edina Špago-Ćumurija TA Adi Maslo		
<b>Contact details:</b>	Consultations: each day, 9:30 – 10:00 Address (room number): Arapski centar za jezike E-mail: <a href="mailto:Edina@unmo.ba">Edina@unmo.ba</a> Tel.: 063345935		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 60
<b>ECTS credit value:</b>	4 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Elective		
<b>Pre-requisites:</b>	/		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	Since the subject is an elective, the students' workload is less intensive. 30 classes are planned for individual work.		
<b>Course aims:</b>	This course will provide additional knowledge on style/language registers, for students who want more competences in this field. They will get insight into modern stylistics and its application in communication.		
<b>Learning outcomes:</b>	Upon successful completion of this subject students will: <ul style="list-style-type: none"> <li>- Understand the issues and scope of stylistics</li> <li>- Recognize different language registers</li> <li>- Write in line with elements of certain registers</li> <li>- Independently analyze texts from the stylistic aspect.</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Style</li> <li>2. Stylistics and other disciplines</li> <li>3. Functional style</li> <li>4. Style as information</li> <li>5. Code combinations</li> <li>6. Redundancy and economical quality of language</li> <li>7. Literary style</li> <li>8. Publicistic style</li> <li>9. Scientific style</li> <li>10. Bureaucratic style</li> <li>11. Conversational style</li> <li>12. Sub-styles of the internet times</li> <li>13. Language of modern media</li> <li>14. Blog, chat – work on sample</li> <li>15. Analysis of different styles</li> </ol>		
<b>Learning delivery:</b>	Lectures, exercises		
<b>Students' workload:</b>	Students analyze		
<b>Assessment weighting:</b>	Students defend papers which brings them up to 40%, and have a final exam which carries up to 60% of the grade.		
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Tošović, Branko (2002), Funkcionalni stilovi, Graz</li> <li>2. Tekstovi s nastave kao uzorci različitih stilova</li> </ol>		

**Course quality assessment:**

Anonymous poll among students

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU**  
**FACULTY OF HUMANITIES**  
**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>Diploma paper research methodology</b>		<b>Subject code: 0000</b>
<b>Course level/cycle:</b>	First Cycle		Study year: IV Semester: II
<b>Course leader:</b>	Teacher: Doc. dr. Edina Špago-Ćumurija TA Adi Maslo		
<b>Contact details:</b>	Consultations: each day, 9:30 – 10:00 Address (room number): Arapski centar za jezike E-mail: <a href="mailto:Edina@unmo.ba">Edina@unmo.ba</a> Tel.: 063345935		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 60 (+ 2 seminars)
<b>ECTS credit value:</b>	5 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	/		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	This courses foresees about 100 hours of work, out of which 60 goes to in-class activities and the rest will be spent by students through their independent research and preparation of presentation, and a written part of exam.		
<b>Course aims:</b>	This course will provide additional knowledge on basic techniques and methods of research at the level of their final paper. Student learn how to use computer programs and techniques for gaining of further knowledge and skills planned for the second cycle.		
<b>Learning outcomes:</b>	Upon successful completion of this subject students will: <ul style="list-style-type: none"> <li>- understand research processes and its phases</li> <li>- conduct a separate research on an individual issue</li> <li>- process information/data gained through research</li> <li>- present research results</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Scientific research</li> <li>2. Types of scientific work and research projects</li> <li>3. Scientific language register</li> <li>4. Diploma paer – regulations</li> <li>5. Linguistics – scientific classification</li> <li>6. How to write a CV for diploma paper defense</li> <li>7. Phases of diploma paper research</li> <li>8. Correct writing and proof reading</li> <li>9. usual phrases in writing and presenting of a diploma paper</li> <li>10. How to present a project</li> <li>11. Figures of speech and styles of presenting</li> <li>12. Rhetorics</li> <li>13. Technological support to presentation</li> <li>14. Information processing</li> <li>15. PP presentation</li> </ol>		
<b>Learning delivery:</b>	Lectures, exercises, experiments, demonstration		
<b>Students' workload:</b>	Students prepare a presentation of their own research sample.		
<b>Assessment weighting:</b>	Students defend papers which brings them up to 60%, and have a final exam which carries up to 40% of the grade.		
<b>Essential reading:</b>	1. Škarić, Ivo (2000), Temeljci suvremenog govorništva, Zagreb		

	2. Pravilnik o izradi diplomskog rada, FHN/Regulations on diploma paper 3. Tekstovi iz oblasti informatike i pravopisa sa nastave/IT and other materials from the classroom
<b>Course quality assessment:</b>	Anonymous poll among students

**„DŽEMAL BIJEDIĆ“ UNIVERSITY MOSTARU  
FACULTY OF HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

<b>Full course title:</b>	<b>English teaching methodology II</b>	<b>Subject code: 0000</b>	
<b>Course level/cycle:</b>	First Cycle	Study year: fourth Semester: II	
<b>Course leader:</b>	Teacher: prof. dr. Mustafa Tanović/Doc. dr. Edina Špago-Čumurija /Iris Memic		
<b>Contact details:</b>	Consultations: each day, 9:30 – 10:00 Address (room number): Arapski centar za jezike E-mail: Edina@unmo.ba Tel.: 063345935		
<b>Length:</b>	Weekly lecture amount: 2	Weekly exercise amount: 2	Weekly total: 60
<b>ECTS credit value:</b>	7 ECTS		
<b>Faculty/School/Department:</b>	English language and literature		
<b>Course status:</b>	Obligatory		
<b>Pre-requisites:</b>	None		
<b>Access restrictions:</b>	None		
<b>Student workload:</b>	In the second semester of the fourth year of their study students will have practical work in schools and apply knowledge gained in the previous semester. They will combine practical work and in-class activities and consulting, as well as work on their paper on a topic from the scope of teaching methodology. Students work in groups in the school and write and present group papers, so we planned 80 hours of their independent work out of total 140 planned hours.		
<b>Course aims:</b>	During this course students get used to team work, start practical work, get to know their future profession and contribute to the community.		
<b>Learning outcomes:</b>	Upon successful completion students will: <ul style="list-style-type: none"> <li>- apply teaching methodology knowledge from the 1<sup>st</sup> semester in practice</li> <li>- work on a team, having in mind various factors relevant in teaching in given environment</li> <li>- focus research on a teaching-methodology specific topic and analyze it and get relevant results.</li> <li>- present results of a researched topic using appropriate technological support.</li> </ul>		
<b>Indicative syllabus content:</b>	<ol style="list-style-type: none"> <li>1. Class units – a basic unit of teaching process</li> <li>2. Oral approach – speaking classes</li> <li>3. writing and reading skills</li> <li>4. teaching vocabulary</li> <li>5. conversation class in teaching foreign languages</li> <li>6. written exercises</li> <li>7. school work organization</li> <li>8. homework assignments</li> <li>9. planning activities in foreign language teaching</li> <li>10. daily preparations</li> <li>11. evaluation of students' knowledge and skills</li> <li>12. teaching aids</li> <li>13. electronically aided teaching and learning</li> <li>14. cooperation with a community in a modern school system (electronic register of grades)</li> </ol>		

	15. modern technology
<b>Learning delivery:</b>	Lectures, exercises, discussions, practical work, presentation of student research.
<b>Students' workload:</b>	One research paper, practical class in a school, and final oral exam.
<b>Assessment weighting:</b>	The term paper counts as 20% whereas the final exam makes up 80% of the final grade
<b>Essential reading:</b>	<ol style="list-style-type: none"> <li>1. Mustafa Tanović, Savremena nastava stranih jezika - teorija i praksa I, Svjetlost, 1972.</li> <li>2. . Mustafa Tanović, Savremena nastava stranih jezika - teorija i praksa II, Svjetlost, 1972.</li> <li>3. Naum Dimitrijević, Metod u početnoj nastavi stranih jezika, Beograd, 1966.</li> <li>4. Ivone Vrhovec, Savremena kretanja u nastavi stranih jezika</li> </ol> <p>4. English Language Teaching Methodology,  <a href="http://www.englishraven.com/methodology.html">http://www.englishraven.com/methodology.html</a></p>
<b>Course quality assessment:</b>	Anonymous poll among students