***Syllabus***

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| **Department** | Department of English | | | | | | | | | | | | | | **Year** | | | | | | | 2022/2023 |
| **Course** | **Contemporary English Language V (exercises)** | | | | | | | | | | | | | | **ECTS** | | | | | | | **5** |
| **Study programme** | English Language and Literature | | | | | | | | | | | | | | | | | | | | | |
| **Level of study programme** | Undergraduate | | | Graduate | | | | | Integrated | | | | | | Postgraduate | | | | | | | |
| **Type of study programme** | Single major  Double major | | | University | | | | | Professional | | | | | | Specialized | | | | | | | |
| **Year of study** | 1 | | | 2 | | | | 3 | | | 4 | | | | | | | | | 5 | | |
| **Semester** | Winter  Summer | | | I | | | | | II | III | | | | | IV | | | | | | | V |
| VI | | | | | VII | VIII | | | | | IX | | | | | | | X |
| **Status of the course** | Compulsory | | | Elective | | | | | Elective course offered to students from other departments | | | | | | **Teaching Competencies** | | | | | | | YES  NO |
| **Workload** |  | **L** |  | **S** | **75** | | **E** | | **Internet sources for e-learning** | | | | | | | | | | | | | YES  NO |
| **Location and time of instruction** | Old Campus | | | | | | | | **Language(s) in which**  **the course is taught** | | | | | | | | English | | | | | |
| **Course start date** | 03/10/2022 | | | | | | | | **Course end date** | | | | | | | | 27/02/2023 | | | | | |
| **Enrolment requirements** | Enrolment in the 5th semester of the undergraduate study programme of English Language and Literature | | | | | | | | | | | | | | | | | | | | | |
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| **Course coordinator** | Cathy-Theresa Kolega | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | ckolega@unizd.hr | | | | | | | | | | | **Consultation hours** | | | | | | | Thursday 11.00-12.00 and by appointment | | | |
| **Course instructor** | Cathy-Theresa Kolega | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | ckolega@unizd.hr | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
| **Assistant/**  **Associate** |  | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
| **Assistant/**  **Associate** |  | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | **Consultation hours** | | | | | | |  | | | |
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| **Mode of teaching** | Lectures | | | Seminars and workshops | | | | | Exercises | | | | | E-learning | | | | | | | | Field work |
| Individual assignments | | | Multimedia and network | | | | | Laboratory | | | | | Mentoring | | | | | | | | Other |
| **Learning outcomes** | | | | Upon completion of the course students will be able to:  - communicate in various social situations (level C1/C2);  - discuss given topics;  - read and paraphrase authentic texts;  - apply strategies for writing an academic essay;  - use advanced vocabulary (collocations, phrasal verbs, idioms);  - identify and use complex grammatical structures;  - use adequate terminology when talking about the language;  - translate and analyse authentic texts;  - understand the culture and social life of the English-speaking countries. | | | | | | | | | | | | | | | | | | |
| **Learning outcomes at the Programme level** | | | | Upon completion of the course students will be able to:  - develop productive and receptive skills at C1-C2 level  - continue developing critical thinking and using advanced vocabulary in discussions  - systematize and apply various grammatical structures in speech and writing  - translate texts and speech from English into Croatian and vice versa respecting  the cultural context | | | | | | | | | | | | | | | | | | |
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| **Assessment criteria** | Class attendance | | | Preparation for class | | | | | Homework | | | | | Continuous evaluation | | | | | | | | Research |
| Practical work | | | Experimental work | | | | | Presentation | | | | | Project | | | | | | | | Seminar |
| Test(s) | | | Written exam | | | | | Oral exam | | | | | Other: | | | | | | | | |
| **Conditions for permission to take the exam** | Students are due to attend classes, at least 70%. Students are to come to classes on time, do tasks and participate in activities. Students are to take two tests and the final written exam. Students who do not pass the tests are to take them as part of the final written exam in the summer exam period. Students are due to pass all three aforementioned parts of the written exam. The tests/the final written exam can be taken only at the scheduled time. Students are to come on time for the test/final written exam; otherwise, they will not be permitted to take them in that term. Students who do not accept the test grades are due to take the tests as part of the final written exam. Having passed the final written exam, students are to pass the final oral exam. If they do not pass it during the summer exam period, they are to take the final written exam again in the autumn exam period. | | | | | | | | | | | | | | | | | | | | | |
| **Exam periods** | Winter | | | | | | | | Summer | | | | | | | Autumn­ | | | | | | |
| **Exam dates** | February 2023 | | | | | | | |  | | | | | | | September 2023 | | | | | | |
| **Course description** | In the course students develop their language skills at level C1/C2. They develop their speaking skills needed for interactive communication and learn about cultural norms of the English-speaking countries. Also, students practice descriptions, express their personal attitudes on the basis of visual prompts and discuss different topics and issues. Students are encouraged to express their opinion and develop critical thinking skills. Furthermore, the focus is on the development of students’ reading and academic writing skills. Students enrich their vocabulary by reading various texts and become aware of different aspects of the culture and social life of the English-speaking countries. They enrich their vocabulary by studying idioms, phrasal verbs and collocations, thus improving their written and oral communicative competence. Students translate shorter texts from different areas, thus acquiring basic translation techniques. The choice of appropriate grammatical structures and vocabulary is essential for the development of translation competence as well as textual competence including the ability to be aware of both the register and stylistic differences. Also, students develop learning strategies and are trained for independent work. | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | |  |  | | --- | --- | | 1. | Introduction to the course  Reading: newspaper article  Speaking: discussion  Vocabulary: phrasal verbs (Supporting and opposing people or views)  Translation (exercises) | | 2. | Unit 1- Performing arts: reading (multiple choice), listening (sentence completion), discussion  Dictation (practice)  Translation (exercises) | | 3. | Unit 1 - Performing arts: vocabulary (phrases, collocations, compound words), use of English (word formation), listening (multiple matching)  Short story I (reading, discussion)  Translation (exercises) | | 4. | Vocabulary: idioms (Advice)  Translation (exercises)  Academic writing I  Dictation (practice) | | 5. | Translation (exercises)  Unit 2 - The natural world: reading (gapped text), discussion, vocabulary  Academic writing II | | 6. | Translation (exercises)  Unit 2 - The natural world: vocabulary (word formation, animal sounds, phrasal verbs), listening (multiple-choice questions)  Vocabulary: phrasal verbs (Talking about success and failure)  Dictation (practice) | | **7.** | **TEST 1**  Translation (exercises)  Unit 2 - The natural world: listening (sentence completion), speaking (individual long turn), language development (collocational phrases), use of English (open cloze)  Vocabulary: idioms (Agreeing and disagreeing)  Academic Writing III | | 8. | Unit 3 - Surviving and thriving: reading (multiple matching), discussion  Academic Writing IV  Translation (exercises) | | 9. | Translation (exercises)  Unit 3 - Surviving and thriving: vocabulary (compound nouns), use of English (word formation)  Reading: newspaper articles  Academic Writing V | | 10. | Listening (multiple choice), speaking (collaborative task), use of English  Vocabulary: phrasal verbs (Discussing problems)  Academic writing VI  Translation (exercises) | | 11. | Unit 4 - Information: reading (gapped text), discussion  Vocabulary: idioms (Annoyance and frustration)  Short story II (reading, discussion, vocabulary)  Translation (exercises) | | 12. | **TEST 2**  Unit 4 - Information: vocabulary (collocations, phrasal verbs, metaphors)  Translation (exercises) | | 13. | Unit 4: speaking (individual long turn)  Vocabulary: idioms (Being positive)  Short story III (reading, discussion, vocabulary)  Translation (exercises) | | 14. | Translation (exercises)  Unit 5: reading, speaking, listening  Vocabulary: phrasal verbs (Deciding and influencing) | | 15. | Dictation (practice)  Translation (exercises)  Revision | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | Roderick, M., Nuttall, C., Kenny, N. (2013). Proficiency Expert Coursebook. Harlow: Pearson.  Eastwood, J. (2005). Grammar Finder. Oxford: Oxford University Press. (units 1-5)  Swan, M. (2005). Practical English Usage (Third Edition). Oxford: Oxford University Press.  De Chazal, E., McCarter, S. (2013). Oxford EAP - A Course in English for Academic Purposes (Upper-Intermediate). Oxford: Oxford University Press. | | | | | | | | | | | | | | | | | | | | | |
| **Additional reading** | McCarthy, M., O'Dell, F. (2007). English Phrasal Verbs in Use Advanced. Cambridge: Cambridge University Press.  Wright, John (1999). Idioms Organiser. Boston: LTP Language.  Biber, D., Conrad, S., Leech, G. (2002). Student Grammar of Spoken and Written English. Essex: Pearson Education Limited.  Huddlestone, R., Pullum, G. K. (2005). A Student’s Introduction to English Grammar. Cambridge: Cambridge University Press.  Thomson, A. J., Martinet, A.V. (1993). A Practical English Grammar. Oxford: Oxford University Press.  Paterson, Ken, Wedge, Roberta. (2013). Oxford Grammar for EAP. Oxford: Oxford University Press.  Bailey, S. (2015). Academic Writing: A Handbook for International Students. London and New York: Routledge.  Teacher-made materials | | | | | | | | | | | | | | | | | | | | | |
| **Internet sources** | Various websites | | | | | | | | | | | | | | | | | | | | | |
| **Assessment criteria of learning outcomes** | Final exam only | | | | | | | | | | | | | | | | | | | |  | |
| Final written exam | | | | | Final oral exam | | | | | | | Final written and oral exam | | | | | | | | Practical work and final exam | |
| Only test/homework | | | Test/homework and final exam | | | | | Seminar paper | | | | Seminar paper and final exam | | | | | Practical work | | | | other forms |
| **Calculation of final grade** | Final written exam: 70%  Final oral exam: 20%  Homework and participation: 10%  Final written exam:  70% - test comprising reading comprehension, vocabulary, grammar, and translation,  20% - essay,  10% - dictation. | | | | | | | | | | | | | | | | | | | | | |
| **Grading scale** | 0-59 | | | % Failure (1) | | | | | | | | | | | | | | | | | | |
| 60-69 | | | % Satisfactory (2) | | | | | | | | | | | | | | | | | | |
| 70-79 | | | % Good (3) | | | | | | | | | | | | | | | | | | |
| 80-89 | | | % Very good (4) | | | | | | | | | | | | | | | | | | |
| 90-100 | | | % Excellent (5) | | | | | | | | | | | | | | | | | | |
| **Course evaluation procedures** | Student evaluations conducted by the University  Student evaluations conducted by the Department  Internal evaluation of teaching  Department meetings discussing quality of teaching and results of student evaluations  Other | | | | | | | | | | | | | | | | | | | | | |
| **Note /Other** | In accordance with Art. 6 of the *Code of Ethics* of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”  According to Art. 14 of the University of Zadar's *Code of Ethics*, students are expected to “fulfil their responsibilities responsibly and conscientiously. […] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. […]  Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:  - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;  -various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.”  All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied.  In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.  This course uses the Merlin system for e-learning, so students are required to have an AAI account. /*delete if necessary*/ | | | | | | | | | | | | | | | | | | | | | |