***Syllabus***

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| **Department** | Department of English | | | | | | | | | | | | | | | **Year** | | | | | | | 2021/2022 |
| **Course** | **Contemporary English Language VIII** | | | | | | | | | | | | | | | **ECTS** | | | | | | | **3** |
| **Study programme** | Graduate English Studies: Teacher Education Programme | | | | | | | | | | | | | | | | | | | | | | |
| **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** | | **60** | | **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** | 28/02/2022 | | | | | | | | | **Course end date** | | | | | | | | 10/06/2022 | | | | | |
| **Enrolment requirements** | Enrolment in the 1st semester of Graduate English Studies: Teacher Education Programme | | | | | | | | | | | | | | | | | | | | | | |
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| **Course coordinator** | Katarina Ćurković Denona | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | kdenona@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | Wednesday, 12:00-14:00 | | | |
| **Course instructor** | Katarina Ćurković Denona | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | kdenona@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | Wednesday, 12:00-14:00 | | | |
| **Assistant/**  **Associate** | Anna Walker | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | anna.walker.m@gmail.com | | | | | | | | | | | | **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 C2), * discuss various topics, * use different reading strategies, * write essays and summaries, * support their attitudes using relevant facts and evidence, * self-evaluate and evaluate various pieces of writing, * judge and evaluate opinions, * use advanced vocabulary (idioms, phrasal verbs, collocations), * use complex grammatical structures, * translate short texts from different fields, * 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:   * use receptive and productive language skills at level C2, * use complex grammatical structures in spoken and written communication, * think critically and discuss different topics using advanced vocabulary,   - 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 or the final written exam. 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 it in the due term. Students who do not pass one or both test are to take the final written exam either in the winter or in the autumn exam period, as well as students who do not accept the test grades. | | | | | | | | | | | | | | | | | | | | | | |
| **Exam periods** | Winter | | | | | | | | | Summer | | | | | | | Autumn­ | | | | | | |
| **Exam dates** |  | | | | | | | | | June 2022 | | | | | | | September 2022 | | | | | | |
| **Course description** | In the course students achieve high standards in all language skills (level C2). They further develop their reading skills through various authentic texts representing different aspects of the culture and social life of the English-speaking countries. Students also write essays and summaries, thus further developing their writing skills. They improve their speaking skills and are encouraged to think critically. They enrich their vocabulary with idioms, collocations and phrasal verbs. Students translate shorter texts from different fields, thus acquiring some basic principles of translation. The choice of adequate grammatical structures and lexis are the essential components of translation competence, as well as textual competence which includes the ability to notice the differences in the register and to sound natural. Also, students develop learning strategies and are trained for independent work. | | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | 1. Introduction to the course   Reading and writing: Dublin  Vocabulary: Tourism  Translation (exercises)   1. Listening and speaking: I just sued the school system   Reading: School is Bad for Children  Vocabulary: Education: debates and issues  Translation (exercises)     1. Listening and speaking: Another Brick in the Wall (song)   Reading: newspaper articles  Academic writing: Summaries  Translation (exercises)   1. Listening and speaking: Dead Poets’ Society (film)   Speaking: debate  Vocabulary: The language of law  Translation (exercises)   1. Reading: Paul Bowles, You have left your lotus pods on the bus (short story)   Speaking: discussion  Academic writing: Data commentary  Translation (exercises)   1. Reading: The New American Dreamers   Speaking: discussion  Vocabulary: At work: colleagues and routines  Translation (exercises)   1. Translation (exercises)   **TEST 1**   1. Reading: newspaper articles   Speaking: discussion  Academic writing: Critical response  Translation (exercises)   1. Reading: Sex Roles   Speaking: discussion  Vocabulary: All the rage: clothes and fashion  Translation (exercises)   1. Listening and speaking: Billy Elliot (film)   Speaking: debate  Academic writing: Research writing  Translation (exercises)   1. Reading: V. S. Naipul, Love, Love, Love, Alone (short story)   Speaking: discussion  Vocabulary: Relationships: positive aspects  Translation (exercises)   1. Listening and speaking: Runaway train (song)   Reading: newspaper articles  Speaking: Giving presentations  Translation (exercises)   1. Reading: Sex, Sighs and Conversation: Why Men and Women Can’t Communicate   Speaking: discussion  Vocabulary: Describing the world  Translation (exercises)   1. Reading: Earnest Hemingway, Cat in the Rain (short story)   Speaking: debate  Vocabulary: Tree, plants and metaphors  Translation (exercises)   1. Translation (exercises)   **TEST 2** | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | Gardner, P.S. (2005). *New Directions*. Cambridge: Cambridge University Press.  De Chazal, E., Moore, J. (2013). *Oxford EAP - A course in English for Academic Purposes (Advanced).* Oxford: Oxford University Press.  McCarthy, M., O'Dell, F. (2002). *English Vocabulary in Use Advanced*. Cambridge: Cambridge University Press. | | | | | | | | | | | | | | | | | | | | | | |
| **Additional reading** | Bailey, S. (2015). *Academic Writing: A Handbook for International Students.* London and New York: Routledge.  Paterson, K., Wedge, R. (2013). *Oxford Grammar for EAP.* Oxford: Oxford University Press.  Wright, J. (1999). *Idioms Organiser.* Boston: LTP Language.  Sanabria, K., Sanabria, C. (2013). *Academic Encounters.* Cambridge: Cambridge University Press.  Teacher-made materials | | | | | | | | | | | | | | | | | | | | | | |
| **Internet sources** | www.dailymail.co.uk, www.telegraph.co.uk | | | | | | | | | | | | | | | | | | | | | | |
| **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** | Test 1: 45% + Test 2: 45% / Final written exam: 90%  Homework and participation: 10% | | | | | | | | | | | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | | | | | | | | | | | |