

<b>Study program:</b> ANGLISTICS Bachelor Studies		
<b>Course:</b> Contemporary English Language 1		
<b>Teacher:</b> Tijana Parezanović		
<b>Course status:</b> Mandatory		
<b>Number of ECTS:</b> 8		
<b>Precondition courses:</b> None		
<b>Educational goal</b> Consolidating the knowledge and skills students have previously acquired; levelling different linguistic competences; emphasising the development of grammar knowledge and expanding vocabulary.		
<b>Educational outcomes (acquired knowledge):</b> After students have successfully passed the exam and completed the practical work during the course (various reading, writing, speaking, and listening exercises, as well as independent study of grammatical norms), they will develop the ability to comprehend written and spoken discourse, express themselves in both written and oral form in English, and they will also have acquired cultural competence. Students will learn to use different tools, especially dictionaries and grammars, whereby they will become able to study independently. After they have successfully passed the exam, students will have B2 level linguistic competencies.		
<b>Course content/structure</b> <i>Theoretical part of the course</i> covers normative English grammar (tenses and verb forms, modals, noun group) and focuses on introducing the basics of word classes. As regards lexis, some main characteristics of English are presented, such as idioms, collocations, prepositional phrases, etc., along with the vocabulary pertinent to specific areas of experience. The focus is on improving all linguistic skills – receptive (listening and reading) as well as productive (speaking and writing). In addition to course books, authentic materials are used (newspaper articles, excerpts from modern literary works, audio and video recordings, etc.). <i>Practical part of the course</i> requires a high degree of interaction among students and is based on group and pair work, individual exercises, and team work.		
<b>Literature</b> Vince, Michael. <i>First Certificate Language Practice: English Grammar and Vocabulary</i> . Macmillan Ed., 2009. (selection) McCarthy, Michael and O'Dell, Felicity. <i>English Vocabulary In Use (Upper-intermediate)</i> . Cambridge University Press, 2007. (selection) Parezanović, Tijana. <i>Translation Practice Book 1</i> . Alfa BK University, 2020. Haines, Simon and Stewart, Barbara. <i>First Masterclass SB</i> , (Units 1-6). Oxford University Press, 2015. McIntosh, Colin, Francis, Ben, and Poole, Richard. <i>Oxford Collocations Dictionary: For Students of English</i> . Oxford University Press, 2009. <i>Oxford Advanced Learner's Dictionary of Current English</i> . Oxford University Press, 2015. Online resources: <a href="http://www.thefreedictionary.com/">www.thefreedictionary.com/</a> , <a href="http://www.freecollocation.com/">www.freecollocation.com/</a> .		
Number of active teaching classes (weekly)	Lectures: 1	Practical classes: 5
<b>Teaching methods</b> Frontal instruction and interactive teaching, verbal-textual methods (spoken explanation, work with texts, discussion, individual and group presentations, pair work, research assignments, exercises); individual monitoring, advisory and tutorial work with students.		
<b>Knowledge evaluation (maximum 100 points)</b> <u>Pre-examination obligations:</u> Exercise attendance 10 Colloquium (translation) 20 Colloquium (writing) 20 Colloquium (grammar & vocabulary) 20 <u>Final exam:</u> Oral part of the exam (dictation, conversation, text analysis) 30		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Introduction to linguistics			
<b>Teacher:</b> Valentina V. Budinčić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 4			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Acquiring basic knowledge about the most important concepts and terms of linguistics, its subject of study and linguistic disciplines.			
<b>Educational outcomes (acquired knowledge):</b> Acquired knowledge about language in general, as well as about language acquisition and study, enables students to better understand linguistic disciplines, study linguistic literature independently and follow classes more easily during their studies.			
<b>Course content/structure</b>			
Linguistics and its subject; review of the development of linguistics; the place of language in human life; essential properties of language; language functions; language evolution; origin and development of writing; language types; languages in the world; linguistic universals; attitudes towards language; general structure of language; the functioning of language as a system of signs; linguistic creativity; phonetics; phonology; grammatical relations and categories; types of words; approaches to the study of grammar; morphology; morphological structure of words; word formation; syntactic units and constructions; lexicology; dictionary structure; semantics; pragmatics; speech acts; conversation and text structure; rhetoric and stylistics; stratification of language; dialect and sociolect; language norm and standardization.			
<b>Literature</b>			
1. Бугарски, Ранко. <i>Увод у општу лингвистику</i> , Београд: Библиотека XX век; Чигоја штампа, 2009.			
2. Ивић, Милка. <i>Правци у лингвистици</i> , 1-2; Београд: Чигоја штампа, 2001.			
3. Бугарски, Ранко. <i>Језици</i> , Београд: Чигоја штампа, 2003.			
4. Meyer, Charles. <i>Introducing English Linguistics</i> , Cambridge: Cambridge University Press, 2009.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 0	
<b>Teaching methods:</b> Lectures, presentations, individual work, group work, homework.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Practical classes	-	Oral part of the exam	50
Colloquium exam	40		
Seminar paper	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> British Culture and Civilization			
<b>Teacher:</b> Maja M. Čuk			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Introducing students to the general features of British Culture and Civilization, as well as to the social circumstances related to certain historical periods.			
<b>Educational outcomes (acquired knowledge):</b> After passing the pre-exam and exam obligations, the student has acquired the knowledge of the main historical and cultural features of the community whose language s/he has begun to study.			
<b>Course content</b> <i>Lectures:</i> The introductory lecture on the significant historical and cultural circumstances in Britain through centuries. Prehistoric Britain; the arrival of Romans, Germanic tribes and Vikings in Britain. The Norman conquest and its impact. The early Middle Ages. The Late Middle Ages in Britain. Church reform and the break with Rome. The Renaissance in Britain. The reign of the Stuarts. English Civil War and the Restoration period. Social and political circumstances in the 18th century – the defeat in the American Revolutionary War, industrial revolution, Napoleon Wars. The Victorian Era – Great Britain as the world super power. Social and Cultural circumstances in the Victorian Era. Great Britain in the first half of the 20th century. Great Britain in the second half of the twentieth century.  <i>Practical classes:</i> oral presentations and seminar papers on different aspects of British culture and civilization.			
<b>Literature</b> 1. Mc Dowall, David, <i>An Illustrated History of Britain</i> . England: London, 2009. 2. Pekić, Borislav, <i>Sentimentalna povest britanskog carstva</i> . Novi Sad: Solaris, 2002.			
<b>Number of active teaching classes (weekly)</b>	Lectures 1	Practical classes 2	
<b>Teaching methods:</b> lectures, practical classes, discussion with students, analysis of seminar papers and tests; consultations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Exercise attendance	10	Oral part of the exam	30
Colloquium exam	30		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Introduction to Serbian Language			
<b>Teacher:</b> Svetlana E.Tomić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 4			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Studying and understanding the phonetics and morphology.			
<b>Educational outcomes (acquired knowledge):</b> By the end of the course, students will be able to produce professional quality writing and effectively communicate. Participants will be able to identify Serbian standard language, to divide up words into syllables or sounds, and to apply a word-by-word-analysis.			
<b>Course content</b> Cultural, literary and linguistic background. Dialects. Alphabet, pronunciation and stress. The language's phonetic system: phonemes and allophones, pronunciation. Vowel distribution and consonant clusters. Morphophonological alternations. "Fleeting a" .The reflex of the Slavic first palatalization. "Sibilantization". Two types of consonant assimilation: by voicing and by place of articulation. L-vocalization. Morphology; the grammatical case; three grammatical genders; two numbers. Nouns, pronouns, adjectives, verbs, and numerals; adverbs, prepositions, conjunctions, particles, and exclamations. Word formation in Serbian. Lexicology and phraseology.			
<b>Literature</b> Stanojčić, Živojin i Popović Ljubomir, Gramatika srpskoga jezika. Beograd: Zavod za udžbenike, 2010. Klajn, Ivan. Gramatika srpskog jezika. Beograd: Zavod za udžbenike, 2006. Piper, Predrag i Klajn, Ivan. Normativna gramatika srpskog jezika. Novi Sad: Matica srpska, 2013. Pešikan, Mitar; Jerković, Jovan i Pižurica, Mato. Pravopis srpskoga jezika. Novi Sad: Matica srpska, 2010. Stijović, Rada. Srpski jezik – norma i praksa: prilozi pisanoj i govornoj komunikaciji. Beograd: Čigoja, 2009. Rod i jezik, prir. Svenka Savić et all. Novi Sad: Ženske studije, Futura publikacije, 2009.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 1	
<b>Teaching methods</b> Lecturing, debates, students presentations, book reports, reading aloud, vocabulary list.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture and exercise attendance	20	Written part of the exam	-
	-	Oral part of the exam	40
Colloquium exam	20		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Fundamentals of information technology			
<b>Teacher:</b> Nebojša M. Denić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> The knowledge about the basic concepts and elements of computer technology and the basic architecture of the computer system. The student will gain the practical knowledge of the modern information technologies application.			
<b>Educational outcomes (acquired knowledge):</b> The student will be able to understand the importance of modern databases in terms of storage and retrieval of data, information and knowledge in the digital economy, as well as the importance their implementations in a network environment, which will increase their efficiency and effectiveness.			
<b>Course content</b> Introduction to the basic concepts of computer systems; Getting to know the hardware components of a computer system; Basic computer system architecture; Getting to know the software components of a computer system; Basics of software development component; Malware; Introduction to basic database concepts; Importance of databases in business systems; Database design procedures; Basic concepts of communication technology; Networks and network architecture; Internet and Internet services;			
<b>Literature</b> Ђорђевић Г., <i>Информационе технологије у дигиталној економији</i> , БТО, Београд, 2011, ISBN 86-905115-9-4, COBISS.SR-ID 187505676 Крсмановић, С., <i>Информациони системи у мрежном окружењу</i> , Универзитет »Браћа Карић«Београд, 2001. Jessup, L., Valacic, J., <i>Information Systems Today</i> , Prentice Hall, 2003.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 2	
<b>Teaching methods</b> Lectures are supported by modern teaching aids, especially computers, and the active participation of students. Practical teaching Practical tasks from the material that is covered in the theoretical classes will be solved.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Exercise attendance	20	Oral part of the exam	30
Coloquium exam	30		
Seminar(s)	10		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Ethics			
<b>Teacher:</b> Aleksandar Prnjat			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> The aim of the course is to acquaint the students with the basic concepts and directions of Normative Ethical Theory, such as: Ethics of virtue, Deontological ethics, Utilitarianism and Moral relativism. Students will also be introduced to the basic concepts and problems of Metaethics.			
<b>Educational outcomes (acquired knowledge):</b> After completing the course, students will gain knowledge of the basic concepts of normative Ethical Theory and Metaethics. Students will learn to critically re-examine different views on a particular ethical problem, as well as solutions that offer different directions within normative Ethical Theory.			
<b>Course content</b> The theoretical part of the course consists of acquainting students with the concepts and assumptions on which traditional normative Ethics and Metaethics lie. The practical part of the course consists of discussions and presentations of term papers, through which the students will show whether they have mastered the rules of Ethics. Ethics in small-scale societies. Ancient Ethics. Ethics in Antiquity. Medieval and Renaissance Ethics Modern moral philosophy. Kant's Ethics. Moral relativism. Contemporary Deontology. The Theory of Virtue and the implications of Determinism. Discussion of Realism in Ethics. Discussion of Intuitionism in Ethics. Discussion of Naturalism in Ethics. Discussion of Metaethics: problems and traditions.			
<b>Literature</b> A. MacIntyre, A Short History of Ethics: A History of Moral Philosophy from the Homeric Age to the Twentieth Century, London, 1998. P. Singer, Ethics, Oxford University Press, 1994. P. Singer, A Companion to Ethics. Blackwell Companions to Philosophy, 1991, 1993. M.Roojen, Metaethics – A contemporary introduction, Routledge, New York, 2015			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 2	
<b>Teaching methods</b> Lectures includes: methods of working with text, verbal methods and discussion methods. Practical part of the course includes: dialectic methods, workshops, written papers, and online discussions.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Exercise attendance	20	Oral part of the exam	50
Coloquium exam	-		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Rhetoric			
<b>Teacher:</b> Aleksandar Prnjat			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> The aim of this course is to acquaint students with the theoretical aspect of rhetoric as well as with its historical development. Rhetoric, poetics, aesthetics, are just some of the concepts we will deal with in this course.			
<b>Educational outcomes (acquired knowledge):</b> Upon completion of the course, students will master the basics of the history of rhetoric and basic rhetorical concepts and sermons.			
<b>Course content</b> The theoretical part of the course consists of acquainting students with the concepts and assumptions on which rhetoric lie. The practical part of the course consists of discussions and presentations of term papers, through which the students will show whether they have mastered basic concepts and theories of rhetoric. Persuasion in Greek Literature before 400 B.C. Plato's Gorgias. Plato's Phaedrus. Aristotle's Poetics The Attic Orators. Hellenistic Rhetoric. Early Roman Rhetoric. Cicero. Rhetoric in Augustan Rome. Latin Rhetoric in the Silver Age. Greek Rhetoric under the Roman Empire. The Second Sophistic. Christianity and Classical Rhetoric and The Survival of Classical Rhetoric from Late Antiquity to the Middle Ages.			
<b>Literature</b> H. Lausberg, Handbook of Literature Rhetoric (tr. M. T. Biss, A. Jansen, D. E. Orton), Brill, Leiden Boston Koln, 1998. W. KROLL, Rhetorik, RE, Suppl. VII, 1940, col. 1039-1138. A. George KENNEDY, Classical Rhetoric and its Christian and Secular Tradition from Ancient to Modern Times, London, 1980. A. George KENNEDY, A New History of Classical Rhetoric, Princeton University Press, New Jersey, 1994.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 2	
<b>Teaching methods</b> Lectures: methods of working with text, verbal methods and discussion methods. dialectic methods, workshops, written papers, and online discussion environments.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Exercise attendance	20	Oral part of the exam	50
Colloquium exam	-		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies		
<b>Course:</b> Contemporary English Language 2		
<b>Teacher:</b> Tijana Parezanović		
<b>Course status:</b> Mandatory		
<b>Number of ECTS:</b> 8		
<b>Precondition courses:</b> Contemporary English Language 1		
<b>Educational goal</b> Developing students' ability to comprehend written and spoken discourse and express themselves in both written and oral form in English; advancing the CEL1 level of knowledge as regards active vocabulary and correct usage of grammatical structures; developing students' ability to translate texts from E into S and S into E, and raising their general awareness of the main stages and issues of translation process.		
<b>Educational outcomes (acquired knowledge):</b> After students have successfully passed the exam, they will have the following competences (including the competencies gained during the CEL1 course): oral expression skills – students can describe and present clearly, systematically, and in a detailed way; writing skills – students can write a comprehensible, well-sustained and organized texts of up to 250 words on a given topic; translation skills – students can recognize potential problems in translation process and consider various options for dealing with them. Students should also be able to show a solid knowledge of linguistic structures and occasionally recognize and correct their own mistakes. General linguistic competence acquired is B2+ towards C1 level.		
<b>Course content/structure</b> Lectures are focused on translation and they cover the following topics: translation techniques and strategies, types of translation, major differences between English and Serbian as regards vocabulary (including collocations, idioms, etc.) and grammar (speech – sequence of tenses, tenses, conditional clauses, subjunctive, passive, common linguistic structures), the use of technology in translation, cultural reflections in translation and representation of translators in cultural products. Lectures also include practical work on a variety of texts (S-E and E-S translation) in different genres, contexts, and media. <i>Practical work</i> builds on the contents of Contemporary English Language 1 by more intensive exercise of linguistic skills, speech production, and writing. Fluency is practiced in greater detail, and skills and strategies for independent learning and critical self-evaluation are further developed. Awareness is also raised of the cultural aspects of language use.		
<b>Literature</b> Vince, Michael. <i>First Certificate Language Practice: English Grammar and Vocabulary</i> . Oxford: Macmillan Ed, 2009. (selection) McCarthy, Michael and O'Dell, Felicity. <i>English Vocabulary In Use (Upper-intermediate)</i> . Cambridge University Press, 2007. (selection) Haines, Simon and Stewart, Barbara. <i>First Masterclass SB</i> , (Units 7-12). Oxford: Oxford University Press, 2015. McIntosh, Colin, Francis, Ben, and Poole, Richard. <i>Oxford Collocations Dictionary: For Students of English</i> . Oxford University Press, 2009. <i>Oxford Advanced Learner's Dictionary of Current English</i> . Oxford University Press, 2015. Online resources: <a href="http://www.thefreedictionary.com/">www.thefreedictionary.com/</a> , <a href="http://www.freecollocation.com/">www.freecollocation.com/</a> .		
Number of active teaching classes (weekly)	Lectures: 3	Practical classes: 3
<b>Teaching methods</b> Frontal instruction and interactive teaching, verbal-textual methods (spoken explanation, work with texts, discussion, individual and group presentations, pair work, research assignments, exercises); individual monitoring, advisory and tutorial work with students.		
<b>Knowledge evaluation (maximum 100 points)</b> <u>Pre-examination obligations:</u> Lecture and exercise attendance 10 Colloquium (translation) 20 Colloquium (writing) 20		



Colloquium (grammar & vocabulary) 20

Final exam:

Oral part of the exam (dictation, conversation, text analysis) 30

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Theory of Literature			
<b>Teacher:</b> Svetlana E. Tomić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Studying and understanding the main terms and problems in the Theory of Literature.			
<b>Educational outcomes (acquired knowledge):</b> By the end of the course, students will be able to identify the basic literary elements of the texts.			
<b>Course content</b> The meanings of the terms “theory“ and “literature“. Theory of Literature, History of Literature and Literary Criticism. The nature of literature; connotation and denotation. The functions of literature. Different ways of interpretations. Synchronic and Diachronic Perspectives. The classification of literature. Orality and literacy. Rhetorics and Stylistics. The impact of the ancient rhetoricians. Rhetorical figures. Lyric. The nature of poetry. Versification: meter, structure and grammar of the poetry. General characteristics of the epic poetry. Types of prose. The structure of prose. The development of a novel. Drama and its historical development . The raise of a tragedy; basic elements. The characteristics of a comedy and its types. The structure of a play.			
<b>Literature</b> Solar, Milivoj. Teorija književnosti & Rječnik književnoga nazivlja. Beograd: Sužbeni glasnik, 2012. Lešić, Zdenko. Teorija književnosti. Beograd: Zavod za udžbenike i nastavna sredstva, 2008. Pregledni rečnik komparatističke terminologije u književnosti i kulturi, ur. Bojana Stojanović-Pantović. Novi Sad: Akademska knjiga, 2011. Tartalja, Ivo. Teorija književnosti. Beograd: Zavod za udžbenike, 2008. Culler, Jonathan. Literary Theory: A Very Short Introduction. New York: Oxford University Press, 2000.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 1	
<b>Teaching methods</b> Lecturing, debates, book reports, student presentation, reading aloud, recitation, dramatization, video lessons, vocabulary list.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Exercise attendance	10	Oral part of the exam	60
Colloquium exam	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> American History and Society			
<b>Teacher:</b> Maja M. Čuk			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Introducing students to the general currents of American history, as well as to the social circumstances related to certain periods and their specific features; training students for structured and coherent presentation of acquired knowledge in writing.			
<b>Educational outcomes (acquired knowledge):</b> After passing the pre-exam and exam obligations, the student has acquired the knowledge of the main currents and topics of American history; is able to use the basic concepts related to the field of study; has acquired the necessary linguistic competence for discussion and written presentation of given topics.			
<b>Course content</b> <i>Lectures:</i> The American History and Society course examines the history of the United States, from the settlement of Native Americans to modern times. The course includes the following thematic units: Natives of the United States, their culture and way of life. The first explorers and settlers from Europe. English colonies in the United States. The War of Independence and the formation of a new nation. Expansion to the west and the concept of the frontier. The beginnings and development of slavery; the difference between the South and the North and the Civil War in the nineteenth century. Development of economy and industry after the Civil War. US participation in the First World War, the period of prosperity in the 1920s and the economic depression starting from the late 1920s. The position of Native Americans, African Americans, and immigrants in twentieth- and twenty-first-century America. World War II, the Cold War and the Vietnam War - US participation and influences on culture and society. Mass culture and globalization / Americanization of the world.  <i>Practical classes:</i> analysis and discussion of selected literary texts and film records, written exercises on given topics, oral presentations on selected topics.			
<b>Literature</b> 1. Boyer, Paul S. <i>American History: A Very Short Introduction</i> . Oxford: OUP, 2012. 2. O’Callaghan, Bryn. <i>An Illustrated History of the USA</i> . Harlow: Longman, 1990. 3. Falk, Randee. <i>Spotlight on the USA</i> . Oxford: OUP, 1993.			
<b>Number of active teaching classes (weekly)</b>	Lectures 1	Practical classes 2	
<b>Teaching methods:</b> interactive and frontal teaching, illustrative-demonstrative method, oral presentation, conversation. Classes are conducted in English.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	60
Exercise attendance	10	Oral part of the exam	-
Colloquium exam	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Syntax of the Contemporary Serbian Language			
<b>Teacher:</b> Svetlana E. Tomić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 4			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Studying and understanding the main terms and problems of the Syntax of the Contemporary Serbian Language.			
<b>Educational outcomes (acquired knowledge):</b> By the end of the course, students will be able to identify the basic elements of the syntax. Participants will be able to produce professional quality writing and communicate effectively.			
<b>Course content</b> The term “syntax“, the relationship between morphology and syntax, and their classifications. Condensation and nominalisation. The system of cases in Serbian language. Nominative and Vocative. Genitive. Dative. Accusative. Instrumental. Locative. Types of verbs and aspects. Transitive and intransitive verbs. Imperfective and perfective verbs. The system of tenses in Serbian language, word order and order of enclitics. Past and Perfect Tense, Aorist Tense, Present Tense, Future I and Future II. The Conditional and Imperative. Reflexive verbs. Impersonal verbs. Auxiliary verbs. Formation of the interrogative. Formation of the negative. Speech Act Theory. The types of sentences in Serbian language. Elements of sentences. A subject and a predicate. A noun phrase. An adjective or adjective phrase. A prepositional phrase. Adverbials. Types of clauses: a main clause and a subordinate clause. Sentence structure. Simple sentences. Complex sentences. Word order. Punctuation.			
<b>Literature</b> DAIS - Digital Archive of the Serbian Academy of Sciences and Arts <a href="https://dais.sanu.ac.rs/handle/123456789/905">https://dais.sanu.ac.rs/handle/123456789/905</a> Jezikofil, sajt za jezičku kulturu <a href="http://jezikofil.rs/">http://jezikofil.rs/</a> Simić, Radoje; Jovanović, Jelena. Srpska sintaksa I-II. Beograd: Jasen, 2002. Tanasić, Sreto. Sintaksa glagola, u: P. Piper i dr., Sintaksa savremenoga srpskog jezika: prosta rečenica. Beograd-Novi Sad, 2004. Stanojčić, Živojin; Popović, Ljubomir. Gramatika srpskoga jezika. Beograd: Zavod za udžbenike, 2010. Klajn, Ivan. Gramatika srpskog jezika. Beograd: Zavod za udžbenike, 2006. Piper, Predrag i Klajn, Ivan. Normativna gramatika srpskog jezika. Novi Sad: Matica srpska, 2013. Pešikan, Mitar; Jerković, Jovan i Pižurica, Mato. Pravopis srpskoga jezika. Novi Sad: Matica srpska, 2010.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 1	
<b>Teaching methods</b> Lecturing, debates, student presentation, book reports, reading aloud, video lessons, vocabulary list.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture and exercise attendance	20	Written part of the exam	20
	-	Oral part of the exam	40
Colloquium exam	-		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Psychology			
<b>Teacher:</b> Ivan Z. Stojilović			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Students should be introduced to basic psychological concepts in general psychology. Students should acquire knowledge about the origin, structure and nature of psychic life. Students should be introduced to the basic methodological principles and approaches of the psychological research. Enabling students to apply general psychological knowledge in direct professional practice.			
<b>Educational outcomes (acquired knowledge):</b> Students are introduced to the basic psychological concepts of general psychology. Acquired knowledge about the origin, structure and nature of psychic life. Students are able to apply general psychological knowledge in direct professional practice.			
<b>Course content/structure</b>			
<i>Lectures:</i> Subject, tasks and branches of psychology; methods and techniques of psychological research; organic bases of psychic life; personality development factors; mental processes (cognitive, affective, conative) and psychological traits; individual personality: development, structure and types.			
<i>Practical classes:</i> Application of certain methods and techniques; instructions for writing seminar papers; analysis of articles from scientific journals; analysis of exercise results; seminar paper writing; seminar paper defense.			
<b>Literature</b>			
Primary:			
1. Rot, Nikola. Opšta psihologija, (11-26, 26-45, 55-62). Beograd: Zavod za udžbenike i nastavna sredstva, 2004.			
2. Hrnjica, S. Opšta psihologija sa psihologijom ličnosti, (11-65, 130-150, 221-274, 277-323). Beograd: Naučna knjiga Nova, 2005.			
Additional:			
3. Hok, R. R. Četrdeset znanstvenih studija koje su promijenile psihologiju, (odabrana poglavlja). Naklada Slap, Jastrebarsko. 2004.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 2	
<b>Teaching methods:</b> Academic speaking, problem solving presentation, research methods, workshop work in small groups, discussion on a previously given topic, asking questions after lectures or assigned reading. Consultations are performed individually.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Practical classes	20	Oral part of the exam	30
Colloquium exam	40		
Seminar paper	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Sociology			
<b>Teacher:</b> Aleksandar Prnjat			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> The aim of the course is to acquaint students with the basic assumptions and concepts of sociology as a scientific discipline.			
<b>Educational outcomes (acquired knowledge):</b> After completing the course, students will learn the basic sociological concepts, assumptions and theories.			
<b>Course content</b> The theoretical part of the course consists of acquainting the students with the concepts and assumptions on which Sociology lies. The practical part of the course consists of discussions and presentations of term papers, through which the students will show whether they have mastered different sociological theories. Marriage and family. Governance and politics. Culture and society. Religion. Modern organizations. Race, Ethnicity and Migration. Theoretical Opinions in Sociology. Labor and Economy. Social interaction and Nonverbal Communication. Sociological aspects of poverty. Sociological aspects of education. Sociological aspects of Feminism. A moral point of view – Sociological theories of crime and criminal behavior.			
<b>Literature</b> A. Giddens, Sociology, Polity Press, Cambridge, 2001 E. Durkheim, The Elementary Forms of Religious Life, Oxford University Press, 2008 A. W. Small, The Meaning of Sociology, <i>American Journal of Sociology</i> Vol. 14, No. 1 (Jul., 1908), pp. 1-14 (14 pages), <a href="#">The University of Chicago Press</a> M. Haralambos, M. Holborn, Sociology, HaperCollins UK, 2008. A. Giddens, Central Problems in Social Theory: Action, Structure, and Contradiction in Social Analysis, University of California Press, 1979.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 2	
<b>Teaching methods</b> Lectures: methods of working with text, verbal methods and discussion methods. dialectic methods, workshops, written papers, and online discussion environments.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Exercise attendance	-	Oral part of the exam	50
Colloquium exam	20		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Contemporary English Language 3			
<b>Teacher:</b> Brankica J. Bojović			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 8			
<b>Precondition courses:</b> passed Contemporary English Language 2			
<b>Educational goal:</b> The aim of the course is to improve students' ability to understand written and spoken discourse, as well as their ability to express themselves in writing and orally in English. Expanding knowledge of certain language structures with special emphasis on grammatical topics covered so far.			
<b>Educational outcomes (acquired knowledge):</b> Students can understand more complex language structures and use them correctly in both speech and writing. Students have a good command of vocabulary and language structures and can correct occasional mistakes on their own. General language competence is at the C1 level.			
<b>Course content/structure</b> The content of CEL 3 deepens and supplements the knowledge acquired in the CEL 2 course by intensive practice of all language skills and systems. Fluency and accuracy are practiced at the C1 level of language proficiency. Special attention is paid to more complex grammatical structures, idiomatic expressions and phrasal verbs. The skills and strategies needed for independent learning and critical evaluation of one's own work and progress are being developed. Phonetics. Phoneme/Phone. International phonetic alphabet. Articulatory phonetics. Acoustic phonetics. Speech process. Speech system. Voice production system. Segmentation. Consonant articulation. Place of articulation. Manner of articulation. Simple and complex consonants. Vowel articulation. Monophthongs. Short and long vowels. Diphthongs. Basic parameters for vowel description. Suprasegmentals. Intonation. Intonation functions in English. Problems in the analysis of the form of intonation.			
<b>Literature</b> 1. Gude, Kathy and Stephens, Mary. <i>Cambridge English: Advanced Result: Student's Book with Online Practice</i> , (Units 1-6). Oxford: Oxford University Press, 2014. 2. Vince, Michael. <i>Advanced Language Practice</i> . Oxford: Macmillan Education, 2009. 3. McCarthy, Michael and O'Dell, Felicity. <i>English Vocabulary In Use (Advanced)</i> , 2nd edition, Cambridge: Cambridge University Press, 2011. 4. <i>Macmillan English Language Dictionary for Advanced Learners</i> . Oxford: Macmillan Education. 5. <i>Cambridge Advanced Learner's Dictionary</i> . 3rd edition, Cambridge: Cambridge University Press, 2008. 6. Eastwood, John. <i>Oxford Guide to English Grammar</i> . Oxford: Oxford University Press, 2002. 7. Ogden, Richard. <i>An Introduction to English Phonetics</i> . Oxford University Press USA, 2009. 8. Roach, Peter. <i>English Phonetics and Phonology</i> . Cambridge: Cambridge University Press, 2009.			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 3	
<b>Teaching methods:</b> Interactive teaching is applied in lectures and practicals, discussions. Consultations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Practical classes	10	Oral part of the exam	30
Colloquium exam	20		
Seminar paper			

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> English Literature until 1700			
<b>Teacher:</b> Maja M. Ćuk			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 8			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Introducing students to the main literary works and authors in Anglo-Saxon period, the Middle Ages and the Renaissance. The course encompasses the period from the arrival of Anglo-Saxons to the British Isle and the beginning of their literature until 1700.			
<b>Educational outcomes (acquired knowledge):</b> Upon completion of the course, students will acquire knowledge about the first written monuments of English literature and its development in the Middle Ages and the Renaissance. The knowledge on the most significant authors and works in the mentioned periods will be inevitable for studying English literature in the subsequent centuries.			
<b>Course content</b> <i>Lectures:</i> Historical context and features of Anglo-Saxon literature. Anglo-Saxon elegies. Christian and pagan mythology in “The Dream of the Rood”. Anglo-Saxon heroic poetry: <i>Beowulf</i> . Literature of Anglo-Norman period. Works of William Langland. Mythological motives in <i>Sir Gawain and the Green Knight</i> . Geoffrey Chaucer – <i>the Canterbury Tales</i> . Thomas Malory – <i>Le Morte d’Arthur</i> . Poetry of the early renaissance: Wyatt and Surrey. Poetry of the Late Renaissance: Sidney and Spenser. Shakespeare’s sonnets. <i>Utopia</i> by Thomas More.  <i>Practical classes:</i> presenting and analysing the works in the context of cultural, social and historical circumstances of the period, as well as discussing positive and negative aspects of the literary works with students.			
<b>Literature</b> 1. Kovačević, Ivanka i dr, <i>Engleska književnost 1</i> , Sarajevo: Svjetlost, 1991. 2. Puhalo, Dušan, <i>Istorija engleske književnosti od početaka do 1700. godine</i> , Beograd: Naučna knjiga, 1980. 3. Dekanić-Janoski, Sonja. <i>Kritička istorija stare engleske književnosti</i> . Beograd: Filološki fakultet, 1998.			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 3	
<b>Teaching methods:</b> Classes take the form of lectures and discussions with students. Classes are accompanied with reliable and relevant video and documentary illustrations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Exercise attendance	10	Oral part of the exam	30
Colloquium exam	20		
Seminar(s)	-		



<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Introduction to cultural studies			
<b>Teacher:</b> Aleksandar Prnjat			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> The aim of this course is to acquaint students with the basic concepts needed to understand culture, as well as to introduce students to different theoretical approaches to culture.			
<b>Educational outcomes (acquired knowledge):</b> Students will learn how to recognize different cultural phenomena, to interpret and consider them with the help of critical thinking.			
<b>Course content</b> The theoretical part of the course consists of acquainting the students with the concepts and assumptions on which cultural studies lie. The practical part of the course consists of discussions and presentations of term papers, through which the students will show whether they have mastered basic concepts and theories of cultural studies. The concept of culture. Human activity and culture. Culture and society. Cultural aspects of Religion. Norms. Dichotomy models in culture. Subculture. Folk and national culture. Global and local cultures. Mapping the culture. Culture and modernization. Institutions, symbols and myths. Lifestyles and culture.			
<b>Literature</b> C. Barker, Cultural Studies: Theory and Practice, SAGE, 2017 L. Grossberg, C. Nelson, P. Treichler, Cultural Studies, Routledge, 1992 D. Walton, Introducing Cultural Studies, SAGE, 2008 J. Storey, Cultural Theory and Popular Culture: An Introduction, Routledge, 2018 S. During, Cultural Studies: A Critical Introduction, Routledge, 2005			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 2	
<b>Teaching methods</b> Lectures: methods of working with text, verbal methods and discussion methods. dialectic methods, workshops, written papers, and online discussion environments.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Exercise attendance	-	Oral part of the exam	50
Colloquium exam	20		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Spanish Language 1			
<b>Teacher:</b> Andrijana S. Đordan			
<b>Course status:</b> Elective			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Develop Spanish language competence – sublevel A1-1 of level A1, CEFR			
<b>Educational outcomes (acquired knowledge):</b> Acquisition of language competence at sublevel A1-1 of level A1 of the Common European Framework of Reference for Modern Languages (mastering the basic language skills of reception and production)			
<b>Course content</b> <i>Lectures:</i> Introductory lecture - basic information about the Spanish language, Hispanic literatures and civilizations. Alphabet, reading rules, basic and ordinal numbers. Grammatical gender and members; matching adjectives and nouns. Verb morphology and use of verb forms: indicative of the present three conjugations, the verbs ser and estar and irregular verbs. Demonstrative adjectives, qualifiers, possessive adjectives and pronouns, indefinite adjectives and pronouns, interrogative pronouns, comparison of adjectives. Question words ¿Cómo / Cuánto / Dónde / Qué / Quién. Contrast hay / está-n; very much. Prepositions en and a with movement verbs. Direct and indirect object. <i>Practical classes:</i> Communication situations: presentation and introduction, post office, restaurant, theater, bus station, etc. Reading authentic Spanish texts intended for a given level. Practicing basic correspondence. Interactive multimedia exercises: grammar and lexical exercises on examples of Spanish music. Introduction to Hispanic culture and art through authentic video material. Training to search Spanish websites. Training in the use of the Spanish keyboard on a computer and the use of appropriate tools (multimedia dictionaries, spelling checkers, etc.).			
<b>Literature</b> Equipo Prisma, <i>Prisma comienza: Método de español para extranjeros: nivel A1. Prisma del alumno</i> , Madrid, Edinumen, 2007 (Unidades 1- 6) Equipo Prisma, <i>Prisma comienza: Método de español para extranjeros: nivel A1. Prisma de ejercicios</i> , Madrid, Edinumen, 2007 (Unidades 1- 6) Ortega, J.C., <i>La Peña</i> , Madrid, Edinumen: Lecturas graduadas de español, 2007 Blázquez Lozano, M. J. y Villegas Galán, M. A., <i>Universo gramatical</i> , Madrid, Edinumen, 2010 Николић, В., <i>Шпански речник (шпанско-српски, српско-шпански)</i> , Никшић, Јасен, 2014 <a href="http://dle.rae.es/">http://dle.rae.es/</a>			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 1	
<b>Teaching methods</b> The basic form of work and study are lectures (theoretical classes) and exercises (practical classes), and auxiliary presentations and consultations. Several methods of foreign language teaching are combined, and the basis is a communicative method.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Attendance	10	Written part of the exam	70
		Oral part of the exam	
Colloquium exam	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Creative Writing			
<b>Teacher:</b> Svetlana E. Tomić			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 8			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Acquisition of theoretical knowledge and practical skills on different models of creative writing, reading and interpretation. Mastering different types of creative writing: from factual and analytical forms of journalistic expression to fictional and essayistic reviews.			
<b>Educational outcomes (acquired knowledge):</b> Students master practical and methodological prerequisites for professional performance of journalistic, literary and teaching work. Students should master the methods of creative writing in dispersive activities (from journalism to artistic creation). The main goal is for students to learn what a creative approach to a certain subject means, and to be able to write creatively in different genres.			
<b>Course content</b> <i>Lectures:</i> Introduction to Creative Writing. Origins and development of the subject, dilemmas and disputes. Illusions and myths about writing. Examples from the practice of domestic and foreign writers. Introduction to creative thinking. Strategies for improving creative thinking. <i>Practical classes:</i> Analysis and discussion of selected literary passages. Writing a seminar paper, similarities and differences with writing a thesis. Discussion of the rules of academic writing. Writing a CV, a resume and a cover letter. Analysis of the relationship between necessary and redundant parts. Essay writing, theoretical and practical considerations. Writing a short story: basic concepts, redundancies, measuring, deleting, altering. Writing newspaper articles, news, reports, interviews. Poetry writing. Writing monologues and dialogues.			
<b>Literature</b> 1. Brend, Dorotea. <i>Kreativno pisanje</i> . Beograd: Babun, treće izdanje, 2011. 2. <i>Kako pisci pišu</i> , prir. Slaviša Lekić Beograd: Službeni glasnik, 2006. 3. May, Steve. <i>Doing Creative Writing</i> . Rutledge, 2007. 4. Beck, Heather. <i>Teaching Creative Writing</i> . Palgrave Macmillan, 2012. 5. Benke, Karen. <i>Rip the Page!: Adventures in Creative Writing</i> . Boston: Trumpeter Books, 2010.			
<b>Number of active teaching classes (weekly)</b>		Lectures 2	Practical classes 2
<b>Teaching methods:</b> Verbal-textual, interactive, illustrative-demonstrative.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	60
Exercise attendance	10	Oral part of the exam	-
Colloquium exam	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> SPANISH LANGUAGE 2			
<b>Teacher:</b> Andrijana S. Đordan			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> successfully passed Spanish language 1			
<b>Educational goal:</b> Develop Spanish language competence – sublevel A1-2 of level A1, CEFR			
<b>Educational outcomes (acquired knowledge):</b> Acquisition of language competence at sublevel A1-2 of level A1 of the Common European Framework of Reference for Modern Languages (mastering the basic language skills of reception and production).			
<b>Course content</b> <i>Lectures:</i> Adverbs también / tampoco. Constructions estar / seguir + gerundio; ir a / pensar / preferir / querer / poder / hay que / tener que / deber + infinitivo. Verb morphology and use of verb forms: pretérito perfecto, imperativo afirmativo, pretérito indefinido, pretérito perfecto. Adverbs for time. Conjunctions of textual cohesion (y, pero, es decir, one example place). Relative sentences. Ser / ester difference. Direct object pronouns <i>Practical classes:</i> Communication situations: shopping, free time, weather conditions, city. Reading newspaper articlesPractice correspondence (informal and formal). Interactive multimedia exercises: grammar and lexical exercises on examples of Spanish music. Introduction to Hispanic culture and art through authentic video material. Training to search Spanish websites. Training in the use of the Spanish keyboard on a computer and the use of appropriate tools (multimedia dictionaries, spelling checkers, etc.).			
<b>Literature</b> Equipo Prisma, <i>Prisma comienza: Método de español para extranjeros: nivel A1. Prisma del alumno</i> , Madrid, Edinumen, 2007 (Unidades 7 -12) Equipo Prisma, <i>Prisma comienza: Método de español para extranjeros: nivel A1. Prisma de ejercicios</i> , Madrid, Edinumen, 2007 (Unidades 7-12) Oscar, J.L. <i>Amnesia</i> , Madrid, Edinumen: Lecturas graduadas de español, 2007 Blázquez Lozano, M. J. y Villegas Galán, M. A. <i>Universo gramatical</i> , Madrid, Edinumen, 2010 Николић, В., <i>Шпански речник (шпанско-српски, српско-шпански)</i> , Никшић, Јасен, 2014 <a href="http://dle.rae.es/">http://dle.rae.es/</a>			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 1	
<b>Teaching methods</b> The basic form of work and study are lectures (theoretical classes) and exercises (practical classes), and auxiliary presentations and consultations. Several methods of foreign language teaching are combined, and the basis is a communicative method.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Attendance	10	Written part of the exam	50
	-	Oral part of the exam	20
Colloquium exam	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Literary Theories			
<b>Teacher:</b> Svetlana E. Tomić			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Learning about the most influential literary theories of the twentieth-century. Understanding different critical approaches to literature. Learning key theoretical terms. Applying close readings of literary texts.			
<b>Educational outcomes (acquired knowledge):</b> By the end of the course, students will be able to identify and describe the major literary movements of the 20th century, to illustrate how different literary theories explain texts differently. Participants will be able to apply different critical theories to literature.			
<b>Course content</b> Theory as genre. The overall development of literary theories and their relevant influence on modern literary criticism. The main problems and challenges. Jonathan Culler: the relationship between theory and literature. Feminist Theory (Showalter, Butler). Psychoanalysis (Freud, Jung, Lacan). New Historicism/Cultural Materialism (White, Greenblatt). Post-Colonial Theory. Russian Formalists (Shklovsky, Jakobson, Eichenbaum, Tynianov): the literariness of literature, verbal “devices“, questions of form and technique, different types of organizing language. Prague Structuralism (Mukaržovsky); French Structuralism (Barthes). French literary theorists and their contribution to the theory of the novel. New Criticism (Richards, Eliot, Empson, Brooks). Bakhtin: chronotope, heteroglossia, creative understanding, theory of genre, theory of a novel, dialogism, carnivalization, staging of different voices or discourses in the novel, methodologies for reading fiction. Post-Structuralism.			
<b>Literature</b> Bužinjska, Ana i Pavel Markovski, Mihal. Književne teorije XX veka. Beograd: Službeni glasnik, 2009. Lešić, Zdenko; Kapičić Osmanagić, Hanifa; Kantić Bakaršić, Marina i Kulenović, Tvrtko. Suvremena tumačenja književnosti. Sarajevo: Sarajevo Publishing, 2006. Lešić, Zdenko. Nova čitanja: Poststrukturalistička čitanka. Sarajevo: Buybook, 2003. Pregledni rečnik komparatističke terminologije u književnosti i kulturi, ur. Bojana Stojanović-Pantović. Novi Sad: Akademska knjiga, 2011. Buchanan, Ian. Dictionary of Critical Theory. New York: Oxford University Press, 2010.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 2	
<b>Teaching methods</b> Lecturing, debates, book reports, student presentation, individual projects, reading aloud, recitation, dramatization, video lessons, vocabulary list.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture and Exercise attendance	10	Written part of the exam	15
	-	Oral part of the exam	60
Colloquium exam	-		
Seminar(s)	15		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Contemporary English Language 4			
<b>Teacher:</b> Brankica J. Bojović			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 8			
<b>Precondition courses:</b> passed Contemporary English Language 3			
<b>Educational goal:</b> The aim of the course is to further develop students' ability to understand written and spoken discourse, to develop cultural competence as well as the ability of analytical and critical thinking. Active vocabulary and proper use of grammatical structures are brought to a higher level than SEJ 3.			
<b>Educational outcomes (acquired knowledge):</b> Students can understand longer complex texts in different registers and analyze them. Students have a good command of vocabulary and language structures and can correct occasional mistakes on their own. They recognize and understand different cultural aspects of language use. Students can understand and recognize all the grammatical structures and apply them correctly in spoken and written discourse. General language competence is at the C1 level.			
<b>Course content/structure</b> The content of CEL 4 deepens and supplements the knowledge acquired in the CEL 3 course by intensive practice of all language skills and systems. Attention is paid to more complex grammatical structures, idiomatic expressions and phrasal verbs. Descriptive grammar of the English language: nominals, pronouns, determiners, adjectives, numerals, verbs, adverbs, prepositions, conjunctions, exclamations, punctuation; deixis and anaphora, coherence and cohesion.			
<b>Literature</b> 1. Gude, Kathy and Stephens, Mary. <i>Cambridge English: Advanced Result: Student's Book with Online Practice</i> , (Units 7-12). Oxford: Oxford University Press, 2014. 2. Vince, Michael. <i>Advanced Language Practice</i> . Oxford: Macmillan Education, 2009. 3. McCarthy, Michael and O'Dell, Felicity. <i>English Vocabulary In Use (Advanced)</i> , 2nd edition, Cambridge: Cambridge University Press, 2011. 4. <i>Macmillan English Language Dictionary for Advanced Learners</i> . Oxford: Macmillan Education. 5. <i>Cambridge Advanced Learner's Dictionary</i> . 3rd edition, Cambridge: Cambridge University Press, 2008. 6. Berry, Roger. <i>English Grammar. A resource book for students</i> , 1st edition, Routledge, 2012. 7. Ђорђевић, Радмила. <i>Граматика енглеског језика</i> . Београд: Чигоја, 2007. 8. Хлебџ, Борис. <i>Енциклопедијски речник српско енглески</i> , Београд: Завод за уџбенике, 2014.			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 3	
<b>Teaching methods:</b> Interactive teaching is applied in lectures and practicals, discussions. Consultations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Practical classes	10	Oral part of the exam	30
Colloquium exam	20		
Seminar paper			

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> English Classicism and Sentimentalism			
<b>Teacher:</b> Maja M. Ćuk			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> passed English Literature until 1700 exam			
<b>Educational goal:</b> Introducing students to the main literary movements in the 17 <sup>th</sup> and the 18 <sup>th</sup> century and the most recognized authors and works in the period. The course encompasses the period from the Renaissance until the Romanticism.			
<b>Educational outcomes (acquired knowledge):</b> The course will enable students to analyse poetry and prose writing from classicism and sentimentalism in a thorough way.			
<b>Course content</b> <i>Lectures:</i> Characteristics of metaphysical poetry: poetry of John Donne. Cavalier poetry: Ben Jonson and Robert Herrick. Works of Andrew Marvell. Mythological motives in John Milton’s writing. Literature in the Restoration period: John Dryden. Poetry in the 17th century: John Bunyan. Characteristics of Classicism: Alexander Pope’s poetry. Satire in Jonathan Swift’s works. Daniel Defo and Robinson Crusoe as the archetypes in contemporary literature. Essay in classicism: Addison and Steele. Sentimentalism and Pre-Romanticism: Samuel Richardson. Henry Fielding – life and work. Laurence Stern’s works in the context of postmodernism.  <i>Practical classes:</i> presenting and analysing the works in the context of cultural, social and historical circumstances of the period, as well as discussing positive and negative aspects of the literary works with students.			
<b>Literature</b> 1. Kovačević, Ivanka i dr, <i>Engleska književnost 1</i> , Sarajevo: Svjetlost, 1991. 2. Kovačević, Ivanka i dr, <i>Engleska književnost 2</i> , Sarajevo: Svjetlost, 1991. 3. Puhalo, Dušan, <i>Istorija engleske književnosti od početaka do 1700. godine</i> , Beograd: Naučna knjiga, 1980. 4. Puhalo, Dušan, <i>Istorija engleske književnosti XVIII veka i romantizma</i> , Beograd: Trebnik, 2003.			
<b>Number of active teaching classes (weekly)</b>	Lectures 3		Practical classes 3
<b>Teaching methods:</b> Classes take the form of lectures and discussions with students. Classes are accompanied with reliable and relevant video and documentary illustrations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Exercise attendance	10	Oral part of the exam	30
Colloquium exam	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies		
<b>Course:</b> Pedagogy		
<b>Teacher:</b> Gordana P. Budimir-Ninković		
<b>Course status:</b> Mandatory		
<b>Number of ECTS:</b> 5		
<b>Precondition courses:</b> None		
<b>Educational goal:</b> The aim of the course is that students master the basics of pedagogical science, pedagogical concepts and laws and to enable them to use pedagogical sources independently and critically and understand the phenomenon of upbringing and education. Enabling students to learn independently, infer and think critically, as well as to correctly observe and explain the pedagogical phenomena. Developing interest in the study of pedagogical content and research on pedagogical phenomena. Developing love for the vocation of the educator. Gaining a positive professional attitude towards pupils in the process of educational work in primary and secondary schools.		
<b>Educational outcomes (acquired knowledge):</b> General pedagogical culture of a teacher; the ability to achieve the best and the most successful educational work with primary and secondary school pupils by applying the acquired practical knowledge, skills and abilities. Students are able to analyze and improve their own pedagogical competence in working with students and parents. They are able to design, implement and evaluate the cooperation of the school with the environment and the cooperation of teachers with parents.		
<b>Course content/structure</b> <p>The concept and subject of pedagogy. Education as the broadest pedagogical concept and process. The importance of education and upbringing. Education and society: moral crisis, education and culture, education for tolerance and multiculturalism, education and work, education and socio-emotional development, educational and individual development, education and children's rights, education and maturity, education and civilisational heritage, education and ecology. The relation between upbringing and education. Personality development factors. Historical overview of the development of education and pedagogy. The most famous pedagogues and their works. System of pedagogical disciplines. The relation between pedagogy and other sciences. The aim and tasks of education. Versatile personality development. Intellectual education. Aesthetic education. Psychical education. Work education. Moral education. Principles of education and upbringing. General methods and means of upbringing and education. Upbringing system. Basic factors of the education and upbringing system. Education system. Personality and profession of the educator. Education in free time. Lifelong learning.</p>		
<b>Literature</b> <p>Primary:</p> <ol style="list-style-type: none"> <li>1. Budimir-Ninković, Gordana. Pedagogija. Kragujevac: Fakultet pedagoških, 2016.</li> <li>2. Budimir-Ninković, Gordana. Pedagoška hrestomatija. Kragujevac: Fakultet pedagoških nauka, 2015.</li> </ol> <p>Additional:</p> <ol style="list-style-type: none"> <li>3. Budimir-Ninković, Gordana. Pedagoški Praktikum. Kragujevac: Pedagoški fakultet, 2009.</li> <li>4. Komenski, Jan Amos. Materinska škola, Beograd: Prosveta, 1946.</li> <li>5. Lok, Džon. Misli o vaspitanju. Beograd: Kultura, 1950.</li> <li>6. Grej, Džon. Deca su iz raja. Beograd: Esoterija, Moć knjige, 2001.</li> <li>7. Vaspitanje za demokratiju. Zbornik radova. Urednik S. Joksimović. Beograd: Institut za pedagoška istraživanja, 2005.</li> <li>8. Scientific journals, pedagogical encyclopedias and pedagogical lexicons. Internet sources in which the problems in education are discussed.</li> </ol>		
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 1
<b>Teaching methods:</b> Lectures, practical classes, discussion with students, the analysis of seminar papers		



and testing the knowledge acquired during classes. Consultations.

**Knowledge evaluation (maximum 100 points)**

<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	50
Practical classes	-	Oral part of the exam	-
Colloquium exam	30		
Seminar paper	10		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Shakespeare's Plays			
<b>Teacher:</b> Tijana B. Parezanović			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Introducing students to the dramatic works of William Shakespeare, the main topics in his plays, critical interpretations of his works in the subsequent periods, and in particular, the role of Shakespeare's plays (and Shakespeare himself) in the contemporary world and the impact of Shakespeare's themes at the present age. Besides, the aim of the course is to introduce students to the theories of drama and to analyse Shakespeare's work in the context of a few relevant theories.			
<b>Educational outcomes (acquired knowledge):</b> After passing the pre-exam and exam obligations, the student will develop a competency to read and understand Shakespeare's writing; the student will be able to draw a parallel between Shakespeare's works and the contemporary adaptations in other media; the student will be able to apply the gained knowledge in discussion, and written and oral presentation; the student will be able to synthesize knowledge from literary analysis, social history and theoretic thought, as well as apply it critically in analysis of the text.			
<b>Course content</b> <i>Lectures:</i> The known facts about Shakespere's life and mythologizing of the author. Shakespeare in the context of Elizabethan age, London theatre and travelling theatre companies. The record and classification of Shakespere's dramatic works. Shakepeare's historical plays: Richard II and Richard III. Shakespeare in the context of New Historicism. Shakespeare's mature comedies as Frye's plays of the green world: <i>As You Like It</i> and <i>A Midsummer Night's Dream</i> . Mature Comedies, problem plays and the dark side of laughter ( <i>Measure for Measure</i> , <i>The Merchant of Venice</i> ). Theory of tragedy by Aristotle, Hegel, Nietzsche and other authors. The main characteristics of Shakespeare's four great tragedies: <i>Hamlet</i> , <i>Othello</i> , <i>Macbeth</i> , <i>King Lear</i> (similar plots, supernatural elements, natural forces, insanity). Bradley's interpretation of great tragedies. Other interpretations of the four great tragedies (by psychoanalysis, new historicism, feminism, and so forth). Main characteristics of Shakespeare's romances and postcolonial interpretation of <i>The Tempest</i> . Shakespere in the world literature, other arts and popular culture. <i>Practical classes:</i> reading and interpreting the selected texts and excerpts from the play (Shakespere's original text, as well as film and other intermedia's adaptations).			
<b>Literature</b> 1. Бечановић-Николић, Зорица. <i>У трагању за Шекспиром</i> . Београд: Досије студио, 2013. 2. Dixon, Andrew. <i>The Rough Guide to Shakespeare</i> . London: Rough Guides, 2009. <i>Додатна литература:</i> 3. Drakakis, John. <i>Alternative Shakespeares</i> . London and New York: Routledge, 2005. 4. Garber, Marjorie. <i>Shakespeare and Modern Culture</i> . New York: Pantheon Books, 2008. 5. Knight, Wilson. <i>The Wheel of Fire</i> . London and New York: Routledge, 2005.			
<b>Number of active teaching classes (weekly)</b>	Lectures 1	Practical classes 2	
<b>Teaching methods:</b> interactive and frontal teaching, illustrative-demonstrative method, oral presentation, conversation. Classes are conducted in English.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	20
Exercise attendance	20	Oral part of the exam	30
Colloquium exam	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies		
<b>Course:</b> English Romantic Literature		
<b>Teacher:</b> Tijana Parezanović		
<b>Course status:</b> Mandatory		
<b>Number of ECTS:</b> 6		
<b>Precondition courses:</b> English Classicism and Sentimentalism		
<b>Educational goal</b> Introducing students to the basic ideas of Romantic worldview, as well as to the specific nature of English Romanticism as an artistic, cultural, philosophical, and social movement; enabling students to read and interpret Romantic texts, and to apply the acquired knowledge about the Romantic era to the analysis of Romantic heritage in modern and contemporary society and literature.		
<b>Educational outcomes (acquired knowledge):</b> After students have successfully passed the exam, they will be able to: independently read and analyse different texts in English from the Romantic era; express a sustained and informed critical opinion in written form and provide a contextualised oral analysis of Romantic texts; approach the Romantic ideas as fundamental to contemporary society; apply the acquired knowledge of English literary Romanticism to the analysis of social and literary texts and phenomena.		
<b>Course content/structure</b> Historical, social, and political roots of literary romanticism. Literature in the Romantic era (poetry, novel, familiar essay). Nature as the main literary concept and its numerous manifestations. Pre-Romantics: graveyard poets, excursion poets. William Blake's mythology. Robert Burns's nationalism, folklore, and pantheism. <i>Lyrical Ballads</i> and William Wordsworth's poetics of nature and memory. Samuel Taylor Coleridge's quest myth and supernatural elements. John Clare's explorations of the human nature. Women's voices in Felicia Hemans's poetry. The younger generation of the Romantic poets: Byron and Byronic heroes. Percy Bysshe Shelley's ideas of freedom. John Keats's poetic imagination. The tropes of Romantic novels in Jane Austen's <i>Northanger Abbey</i> . The birth of posthumanism in Mary Shelley's <i>Frankenstein</i> . <i>Practical part of the course</i> covers detailed analysis, close reading, translation, and interpretation of a selection of Romantic poetry.		
<b>Literature</b> Chandler, James, ed. <i>The Cambridge History of English Romantic Literature</i> . Cambridge: CUP, 2008. (selection) Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i> , Vol. 2. W. W. Norton & Company, 2006. (selection) Raimond, Jean, and J. R. Watson. <i>A Handbook to English Romanticism</i> . St Martin's Press, 1992. (selection) Novels: <i>Northanger Abbey</i> by Jane Austen, <i>Frankenstein</i> by Mary Shelley Online sources: British Library, <a href="#">Discovering Literature: Romantics and Victorians - The British Library (bl.uk)</a> ; <a href="#">The Romantics   British Literature Wiki (udel.edu)</a> ; Poetry Foundation: <a href="#">Poetry Foundation</a>		
Number of active teaching classes (weekly)	Lectures: 2	Practical classes: 2
<b>Teaching methods</b> Frontal instruction and interactive teaching, verbal-textual methods (spoken explanation, work with texts, discussion, individual and group presentations, close reading).		
<b>Knowledge evaluation (maximum 100 points)</b> <u>Pre-examination obligations:</u> Lecture attendance 10 Exercise attendance 10 Colloquium 50 (20+30) <u>Final exam:</u> Oral part of the exam 30		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> English morphology			
<b>Teacher:</b> Valentina V. Budinčić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Acquiring basic knowledge about the subject of study and the most important concepts and terms of morphology as a linguistic discipline. Introducing students to the basic theoretical and methodological framework of language analysis at the morphological level.			
<b>Educational outcomes (acquired knowledge):</b> Students are able to recognize and analyze morphological units and structures, to apply them correctly in spoken and written discourse, as well as to place the acquired knowledge in the context of related language disciplines.			
<b>Course content/structure:</b> Morphology as a linguistic discipline. Morphological typology. Morpheme, morph, allomorph. Word. Basis and root words. Types of words. Lexeme. Derivation. Affixes. Prefixation and suffixation. Infixes. Immediate constituents. Derivatives. Flexion paradigm. Grammatical categories. Compounds. Acronyms. Blendings. Borrowings. Calques. False friends. Neologisms.			
<b>Literature</b> 1. Milojević, Jelisaveta. <i>Word and Words of English. English Morphology A-Z</i> , Belgrade: Papirus, 2000. 2. Milojević, Jelisaveta. <i>Essentials of English Morphology</i> . Belgrade: Papirus, 2003. 3. Plag, Ingo. <i>Word-formation in English</i> , Cambridge: Cambridge University Press, 2002. 4. Eastwood, John. <i>Oxford learner's grammar</i> . Oxford: Oxford University Press, 2005. 5. <i>Macmillan English Language Dictionary for Advanced Learners</i> . Oxford: Macmillan Education. (било које издање)			
<b>Number of active teaching classes (weekly)</b>	Lectures 2		Practical classes 1
<b>Teaching methods:</b> Lectures, presentations, individual work, group work, homework.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Practical classes	10	Oral part of the exam	20
Colloquium exam	30		
Seminar paper	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Nineteenth-Century American Literature			
<b>Teacher:</b> Maja M. Ćuk			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Introduction to the main topics and movements in American literature from the period of colonization to the 20th century; introduction to the ideological background of literary and other texts of the eras of romanticism and realism in the United States.			
<b>Educational outcomes (acquired knowledge):</b> Upon completion of the Nineteenth-Century American Literature course, students will acquire knowledge about the specific features of this period in American literature and be able to independently read and analyze significant works from the 19th century.			
<b>Course content</b> <i>Lectures:</i> Literature of the periods of colonization and American Revolution. Pre-Romanticism: Washington Irving and James Fenimore Cooper. Transcendentalism in American literature: Ralph Waldo Emerson and Walt Whitman. Romantic fiction: Nathaniel Hawthorne and Herman Melville. Romantic poetry: Emily Dickinson and Edgar Allan Poe. Harriet Beecher Stowe. Realism: Mark Twain. Henry James and Charlotte Perkins Gilman  <i>Practical classes:</i> As part of pre-examination activities, students are required to present some of the selected works from 19th century American literature in the form of oral presentations or seminar papers.			
<b>Literature</b> 1. Vukčević, Radojka. <i>A History of American Literature</i> . Beograd: Filološki fakultet, 2010. 2. O'Callaghan, Bryn. <i>An Illustrated History of the USA</i> . London: Pearson Education Limited, 2006. 3. Selected reading. Presentations and electronic material from lectures and practicals.			
<b>Number of active teaching classes (weekly)</b>	Lectures 1	Practical classes 2	
<b>Teaching methods:</b> Classes take the form of lectures and discussions with students. Classes are accompanied with reliable and relevant video and documentary illustrations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	60
Exercise attendance	10	Oral part of the exam	-
Coloquium exam	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Canadian Literature and Culture			
<b>Teacher:</b> Maja M. Ćuk			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Introducing students to the relevant literary works in Canada and the characteristics of Canadian cultural identity. The course presents the development of Canadian literature from the first settlers until the present age.			
<b>Educational outcomes (acquired knowledge):</b> Upon completion of the Canadian Literature and Culture course, students will acquire knowledge about the specific features of this aspect of Anglo-American literature, as well as the similarities and differences with other forms of literature in English Language.			
<b>Course content</b> <i>Lectures:</i> Canadian cultural identity. Literature of the first settlers (Susanna Moodie). Mythopoeic poets. Northrop Frye. Literature and culture of Native Americans. Francophone writing. Works of Margaret Atwood. Short story (Alice Munro). Dramatic literature in Canada. Immigrant literature in Canada. Postmodern tendencies in Canadian literature. The relation between Canadian, American and British Literature.  <i>Practical classes:</i> As part of pre-examination activities, students are required to present some of the selected works from Canadian literature and culture in the form of oral presentations or seminar papers.			
<b>Literature</b> 1. Kröller, Eva-Marie (edt.). <i>The Cambridge Companion to Canadian Literature</i> , Cambridge: Cambridge University Press, 2004. 2. Keith, J. W. <i>Canadian Literature in English</i> (Rev. Ed.), Ontario: The Porcupine’s Quill. 2006. 3. Ћук, Маја. <i>Маргарет Етвуд и мит: нови свет у боји древних предања</i> , Београд: Факултет за стране језике, 2014.			
<b>Number of active teaching classes (weekly)</b>	Lectures 1	Practical classes 2	
<b>Teaching methods:</b> Classes take the form of lectures and discussions with students. Classes are accompanied with reliable and relevant video and documentary illustrations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	60
Exercise attendance	10	Oral part of the exam	-
Coloquium exam	-		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Contemporary English Language 5			
<b>Teacher:</b> Melina M. Nikolić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 8			
<b>Precondition courses:</b> passed Contemporary English Language 4 exam			
<b>Educational goal:</b> : The aim of the course is to further improve all language systems and skills in students through lectures and appropriate types of exercises. Achieving a higher level of student competence within all language skills through exercises for the adoption of language structures, pronunciation, vocabulary, syntax, writing styles, communication skills, translation.			
<b>Educational outcomes (acquired knowledge):</b> The application of the acquired knowledge in written and spoken communication, as well as the ability to understand, analyze and interpret different language styles and literary genres are the basic features of this course. In accordance with the goal of the course and applied activities, students are expected to have a high level of communicative and linguistic competence. Students should have a good command of all language systems and skills and be able to translate literary texts in writing and orally. The general language competence corresponds to the C1 level of the Common Frame of Reference for Foreign Languages.			
<b>Course content</b> The content of CEL 5 deepens and supplements the knowledge acquired in the CEL 4 course by intensive practice of all language skills and systems. Content includes improving all language skills, fluency and accuracy in speaking and writing, and translation techniques. Special attention is paid to collocations, idiomatic expressions, phrasal verbs, hypothetical use of verb tenses, relative, noun and adverbial clauses, use of modals, inversion, linguistic registers, etc. Typical mistakes that students make in writing and speaking are considered, and tasks are given through which these mistakes are corrected.			
<b>Literature</b> 1. Norris, Roy and French, Amanda. <i>Ready for Advanced SB</i> , (Units 1-7). London: Macmillan Education, 2014. 2. Vince, Michael. <i>Advanced Language Practice</i> . Oxford: Macmillan Education, 2009. 3. McCarthy, Michael and O'Dell, Felicity. <i>English Vocabulary in Use. Advanced</i> . Cambridge: Cambridge University Press, 2002. 4. <i>Macmillan English Language Dictionary for Advanced Learners</i> . Oxford: Macmillan Education. (било које издање) 5. Hornby, A, S.. <i>Oxford Advanced Learner's Dictionary</i> . Oxford: Oxford University Press. (било које издање) 6. Hlebec, Boris. <i>Enciklopedijski rečnik srpsko engleski</i> , Beograd: Zavod za udžbenike, 2014.			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 3	
<b>Teaching methods</b> Interactive teaching is applied in lectures and practicals, discussions. Consultations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Exercise attendance	10	Oral part of the exam	30
Coloquium exam	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> SPANISH LANGUAGE 3			
<b>Teacher:</b> Andrijana S. Đordan			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Develop Spanish language competence – sublevel A2-1 of level A2, CEFR			
<b>Educational outcomes (acquired knowledge):</b> Acquisition of language competence at sublevel A2-1 of level A2 of the Common European Framework of Reference for Modern Languages (mastering the basic language skills of reception and production)			
<b>Course content</b> <i>Lectures:</i> Verb morphology and use of verb forms: pretérito indefinido; perfect perfect (us in Spain and Hispanic America). Constructions volver + a + infinitive; That + noun + tan / more + adjective! Contrast ser / esta. Verbs of movement with prepositions a, de, en. Shorter (apocorized) forms of the adjective bueno, malo, primero, tercero, grande. Comparative, superlative. Coherence and cohesion of the text: y, pero, es decir, en primer lugar. Pronouns for direct and indirect object; indefinite pronouns and adjectives. Expressing surprise; temporal expressions; frequency expressions and adverbs. Indirect speech <i>Practical classes:</i> Communication situations: free time, nightlife of young people in Spain, social relations, at the post office / bar / theater, at the bus station, etc .; historical facts, internet. Reading newspaper articles. Practice basic correspondence (informal and formal). Interactive multimedia exercises: grammar and lexical exercises on examples of Spanish music. Introduction to Hispanic culture and art (through film, literature and relevant available content). Monitoring Spanish-language media on the Internet.			
<b>Literature</b> Equipo Prisma, <i>Prisma continúa: Método de español para extranjeros: nivel A2. Prisma del alumno</i> , Madrid, Edinumen, 2007 (Unidades 1 -6) Equipo Prisma, <i>Prisma continúa: Método de español para extranjeros: nivel A2. Prisma de ejercicios</i> , Madrid, Edinumen, 2007 (Unidades 1-6) Rodríguez Sordo, M. <i>El secreto de Diana</i> , Madrid, Edinumen: Lecturas graduadas de español, 2009 Blázquez Lozano, M. J. y Villegas Galán, M. A. <i>Universo gramatical</i> , Madrid, Edinumen, 2010 Николић, В., <i>Шпански речник (шпанско-српски, српско-шпански)</i> , Никшић, Јасен, 2014 (двојезични речник) <a href="http://dle.rae.es/">http://dle.rae.es/</a>			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 1	
<b>Teaching methods</b> The basic form of work and study are lectures (theoretical classes) and exercises (practical classes), and auxiliary presentations and consultations. Several methods of foreign language teaching are combined, and the basis is a communicative method.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Attendance	10	Written part of the exam	40
		Oral part of the exam	20
Colloquium exam	30		
Seminar(s)	-		



<b>Study program:</b> ANGLISTICS Bachelor Studies
---

<b>Type and level of studies:</b> ANGLISTICS Bachelor Studies
---

<b>Course:</b> INTRODUCTION TO LANGUAGE AND SOCIETY STUDIES			
<b>Teacher:</b> Andrijana S. Đordan			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> The goal of the course is to provide students with an introduction to the field of complex relations between language and society, defining the research field, key concepts, relations with other branches of language studies, representing main aspects of language and society relationship.			
<b>Educational outcomes (acquired knowledge):</b> Students can clearly define the research field of language and society studies, master the conceptual and terminological apparatus, know the basic characteristics and segments of the complex relationship between language and society and know how to place it in the broader context of language studies.			
<b>Course content</b> <i>Lectures:</i> Introduction to language and society studies - field of research, basic concepts, related disciplines; Summary of research methods in language and society studies; Language and social power - language, social stratification, ideology, power; Language and context - verbal repertoire, sociolinguistic register and style, ethnography of communication; Language policy and planning - status, corpus, educational; Serbian and European context; Language and ethnicity - the concept of ethnicity; globalization and glocalization; Languages in contact - bilingualism, multilingualism, English as a global lingua franca, replacement, revitalization and death of language; Languages and cultural models - language, society, oral literature and cultural models; Language and gender - terminological explanations, historical context, current standardization.  <i>Practical classes:</i> Presentations and seminar papers on topics in the field of language and society studies.			
<b>Literature</b> Montgomery, Martin. (2008). <i>An Introduction to Language and Society</i> . London: Routledge. Filipović, Jelena. (2009). <i>Moć reči: Ogledi iz kritičke sociolingvistike</i> . Beograd: Zadužbina Andrejević. Meyerhoff, Miriam. (2006). <i>Introducing sociolinguistics</i> . London: Routledge. Bugarski, Ranko. (2002). <i>Lica jezika – sociolingvističke teme</i> . Beograd: XX vek. Bugarski, Ranko. (2009). <i>Nova lica jezika – sociolingvističke teme</i> . Beograd: XX vek. Bugarski, Ranko.(1986). <i>Jezik u društvu</i> . Beograd: XX vek.			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 1	
<b>Teaching methods:</b> interactive and frontal teaching, illustrative-demonstrative method, oral presentation, conversation, analysis of seminar papers.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	40
Exercise attendance		Oral part of the exam	-
Colloquium exam	20		
Seminar(s)	30		

<b>Course name:</b> Contemporary English Language 6			
<b>Professor :</b> Valentina V. Budinčić			
<b>Course status:</b> Obligatory			
<b>Number of ECTS credits:</b> 7			
<b>Enrolment requirements:</b> passed Contemporary English Language 5 exam			
<b>Course objectives:</b> The aim of the course is to further improve all language systems and skills in students through lectures and appropriate types of exercises. Achieving a higher level of student competence within all language skills through exercises for the adoption of language structures, pronunciation, vocabulary, syntax, writing styles, communication skills, translation.			
<b>Learning outcomes:</b> The application of the acquired knowledge in written and spoken communication, as well as the ability to understand, analyze and interpret different language styles and literary genres are the basic features of this course. In accordance with the goal of the course and the applied activities, students are expected to have a high level of communicative and linguistic competence. Students should have a good command of all language systems and skills, as well as be able to translate literary texts in writing and orally. The general language competence corresponds to the C1 level of the Common Frame of Reference for Foreign Languages.			
<b>Course content</b> The content of CEL 6 deepens and supplements the knowledge acquired in the CEL 5 course by intensive practice of all language skills and systems. Content includes improving all language skills, fluency and accuracy in speaking and writing, and translation techniques. Special attention is paid to collocations, idiomatic expressions, phrasal verbs, hypothetical use of verb tenses, relative, noun and adverbial clauses, use of modals, inversion, linguistic registers, etc. Typical mistakes that students make in writing and speaking are considered, and tasks are given through which these mistakes are corrected.			
<b>References</b> 1. Norris, Roy and French, Amanda. <i>Ready for Advanced SB</i> , (Units 8-14). London: Macmillan Education, 2014. 2. Vince, Michael. <i>Advanced Language Practice</i> . Oxford: Macmillan Education, 2009. 3. McCarthy, Michael and O'Dell, Felicity. <i>English Vocabulary in Use. Advanced</i> . Cambridge: Cambridge University Press, 2002. 4. <i>Macmillan English Language Dictionary for Advanced Learners</i> . Oxford: Macmillan Education. (било које издање) 5. Hornby, A, S.. <i>Oxford Advanced Learner's Dictionary</i> . Oxford: Oxford University Press. (било које издање) 6. Хлебец, Борис. <i>Енциклопедијски речник српско енглески</i> , Београд: Завод за уџбенике, 2014.			
<b>Number of classes</b>		Lectures 3	Practical classes 3
<b>Teaching methods:</b> Interactive teaching is applied in lectures and practicals, discussions. Consultations.			
<b>Knowledge assessment (maximum number of points: 100)</b>			
<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lectures – activity	10	Written exam	30
Practicals – activity	10	Oral exam	30
Midterm exam(s)	20		
Seminar(s)	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies		
<b>Course:</b> Victorian Literature and Culture		
<b>Teacher:</b> Tijana Parezanović		
<b>Course status:</b> Mandatory		
<b>Number of ECTS:</b> 6		
<b>Precondition courses:</b> English Romantic Literature		
<b>Educational goal</b> Introducing students to the period of Queen Victoria's reign and the changes in literature and culture that this era brought; introducing students to the ideological background of literary and other texts that reflected the social and historical views of the Victorian era as an era of progress on the one hand, and an era of doubt on the other; enabling students to understand the influence of Victorian literature and culture on the 20 <sup>th</sup> and 21 <sup>st</sup> century British and world literature.		
<b>Educational outcomes (acquired knowledge):</b> After students have successfully passed the exam, they will have fundamental knowledge about the literature and culture of the Victorian era (1832-1900); they will be able to independently read and critically interpret Victorian texts and contemporary texts about the Victorian era; they will have the competencies needed to provide an informed and critically-based discussion and written presentation on the literature and culture of the Victorian era; they will be able to synthesise knowledge from the fields of cultural and social history, theory, history and philosophy of literature, as well as apply the acquired knowledge to text analysis.		
<b>Course content/structure</b> Historical, social, and political overview of the Victorian era as an era of progress and an era of doubt; an overview of Queen Victoria's rule; establishment of the cults of the Empire and family. Development of science, technology, philosophy and critical thought; popular and elite culture; avantgarde culture and visual arts. Different trends in Victorian literature: its main representatives, genres, themes, and poetics. Poetry of Lord Alfred Tennyson. Poetry of Robert Browning. Poetry of Elizabeth Barrett Browning. Poetry of Christina Rossetti. Representations of children (the Bronte sisters). Representations of childhood (Lewis Carroll). Reflections of the cults of the Empire and family in literature: writing the Empire, writing about children (Rudyard Kipling); writing the city (Arthur Conan Doyle); writing the countryside, writing about women (Thomas Hardy). Fin de siècle aestheticism: Oscar Wilde. Ne-Victorian fiction and contemporary views on Victorian literature and culture. <i>Practical part of the course</i> focuses on reading and interpreting a selection of Victorian and ne-Victorian texts (novels, short stories, articles, films, graphic novels, poems, paintings, photographs).		
<b>Literature</b> Moran, Maureen. <i>Victorian Literature and Culture</i> . Continuum, 2006. Petković, Danijela. <i>The Critical Aspects of neo-Victorian Fiction</i> . Filozofski fakultet u Nišu, 2020. Tucker, Herbert F. <i>A New Companion to Victorian Literature and Culture</i> . Wiley Blackwell, 2014. (selection) Novels: <i>Wuthering Heights</i> by Emily Bronte, <i>Alice's Adventures in Wonderland</i> by Lewis Carroll, <i>The Picture of Dorian Gray</i> by Oscar Wilde Online sources: <a href="http://udel.edu/~britlit/">The Victorians   British Literature Wiki (udel.edu)</a> ; British Library, <a href="http://bl.uk/learn-to-learn/romanticism-and-victorianism/">Discovering Literature: Romantics and Victorians - The British Library (bl.uk)</a> ; Poetry Foundation: <a href="http://poetryfoundation.org/">Poetry Foundation</a> ; The Victorian Web: <a href="http://www.victorianweb.org/">The Victorian Web (www.victorianweb.org)</a>		
Number of active teaching classes (weekly)	Lectures: 2	Practical classes: 2
<b>Teaching methods</b> Frontal instruction and interactive teaching, verbal-textual methods (spoken explanation, work with texts, discussion, individual and group presentations, close reading).		
<b>Knowledge evaluation (maximum 100 points)</b> <u>Pre-examination obligations:</u> Lecture attendance 10 Exercise attendance 10 Term paper 30		

Colloquium 20

Final exam:

Oral part of the exam 30

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> English syntax			
<b>Teacher:</b> Valentina V. Budinčić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> none			
<b>Educational goal:</b> The aim of the course is the acquisition of the basic knowledge about the subject and the most important concepts and terms of syntax as a linguistic discipline. Introducing students to the basic theoretical and methodological framework of language analysis at the syntactic level.			
<b>Educational outcomes (acquired knowledge):</b> Students are able to analyze various syntactic units and structures, to apply them correctly in spoken and written discourse, as well as to incorporate the acquired knowledge within the context of other linguistic disciplines.			
<b>Course content/structure</b> Syntax as a linguistic discipline. Principles of parsing/syntactic analysis. Basic syntactic units and their combinations. Sentence. The simple sentence and the complex sentence. Coordination. Subordination. Surface and deep sentence structure. Phrase. Types of phrases. Clause. Elements of the clause. Endocentric and exocentric language constructions. Word order. Inversion. Ellipsis. Congruence. Lexical and functional paradigm. Transformational syntax. Immediate constituent analysis.			
<b>Literature</b> Mišeska, Tomić Olga. <i>Syntax and syntaxes</i> . Beograd: Savremena administracija, 1987. Miller, Jim. <i>An introduction to English Syntax</i> , Edinburg: Edinburg University Press, 2002. Mišković-Luković, Mirjana. <i>A concise introduction to the x-bar theory of English phrase structure</i> . Kragujevac: Filum, 2011.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 1	
<b>Teaching methods:</b> Lectures, presentations, individual work, group work, homework.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Practical classes	10	Oral part of the exam	20
Colloquium exam	30		
Seminar paper			

<b>Study program:</b> ANGLISTICS Bachelor Studies		
<b>Course:</b> Translation Basics		
<b>Teacher:</b> Tijana Parezanović		
<b>Course status:</b> Elective		
<b>Number of ECTS:</b> 6		
<b>Precondition courses:</b> None		
<b>Educational goal</b> Introducing students to the development of translation studies, basic concepts, techniques, and theories of translation, as well as specific issues related to distinct types of translation practice; enabling students to translate independently; developing students' awareness of linguistic, cultural, and narrative impact of translation.		
<b>Educational outcomes (acquired knowledge):</b> After they have successfully passed the exam, students will be able to: independently and successfully make decisions in performing specific translation tasks and produce satisfactory translations; use practical work on different types of texts and translation to improve their knowledge of English and Serbian language structures; critically consider and evaluate the quality of published translations; sustain their discussion on translation process and products.		
<b>Course content/structure</b> History of translation, translation studies and related disciplines, legal framework of translation practice. Linguistic approaches to translation; strategies and techniques; differences between languages. Translation ethics: domestication and foreignization, roles in translation process. Text typology and skopos of translation; adapting translation to target culture. Translation and culture: perspectives on translators; levels of culture and strategies of translating cultural elements. Interpreting (types and strategies), interpretative theory and its application to other branches of translation studies. Technology and translation; machine translation and CAT tools; diachronic perspective on translation. Market and translation: localization and globalization, working in audio-visual media. Aspects of literary translation; translating speech representation and narrative voices. Overview of translation theories and new tendencies in the field; exploring empathy in translation. <i>Practical part of the course</i> covers work on a variety of texts in different media and of different genres (prose fiction, poetry, advertisements, academic papers, audio recordings, comic books, journal articles, legal texts, etc.), as well as analysis and evaluation of published translations. Practical work includes translation from English into Serbian and from Serbian into English.		
<b>Literature</b> Baker, Mona. <i>In Other Words: A Coursebook on Translation</i> , 3 <sup>rd</sup> ed., Routledge, 2018. Bassnett, Susan. <i>Translation Studies</i> . Routledge, 2005. Snell-Hornby, Mary. <i>The Turns of Translation Studies</i> . John Benjamins Publishing Company, 2006. Venuti, Lawrence. <i>Translation Studies Reader</i> . Routledge, 2004. Online resources: Anthony Pym, <a href="http://usuaris.tinet.cat/apym/welcome.html">usuaris.tinet.cat/apym/welcome.html</a> , <a href="https://www.youtube.com/playlist?list=PL835F930889F12D2A">www.youtube.com/playlist?list=PL835F930889F12D2A</a> ; marielebert.wordpress.com/2016/11/02/translation/; Conference Interpreting, <a href="http://orcit.eu/resources-shelf-en/story_html5.html">orcit.eu/resources-shelf-en/story_html5.html</a> ;		
Number of active teaching classes (weekly)	Lectures: 1	Practical classes: 2
<b>Teaching methods</b> Frontal instruction and interactive teaching, verbal-textual methods (spoken explanation, work with texts, discussion, individual and group presentations, close reading).		
<b>Knowledge evaluation (maximum 100 points)</b> <u>Pre-examination obligations:</u> Exercise attendance 10 Practical work (translation) 30 Colloquium 30 <u>Final exam:</u> Oral part of the exam 30		

<b>Study program:</b> ANGLISTICS Bachelor Studies		
<b>Course:</b> Australian Literature and Culture		
<b>Teacher:</b> Tijana Parezanović		
<b>Course status:</b> Elective		
<b>Number of ECTS:</b> 6		
<b>Precondition courses:</b> None		
<b>Educational goal</b> Introducing students to the history, culture, literature, and society of Australia, through thematic units which offer a crucial pattern of this country's development; developing students' ability to approach a variety of phenomena and topics related to Australia's cultural history and contemporary society, from an interdisciplinary perspective.		
<b>Educational outcomes (acquired knowledge):</b> After students have successfully passed the exam, they will be able to: present basic knowledge of Australia's society, history, culture, and literature; apply this knowledge to the analysis of various social and cultural phenomena related to Australia; express informed opinion of these phenomena, discuss, speak, and write about them. Additionally, students will acquire the general competence for a critical reflection on the position of Britain's former settler colonies in the modern world, and they will also be able to analyse how the questions of colonialism, national identity, difference, and multiculturalism are reflected in various texts.		
<b>Course content/structure</b> European explorations and the "discovery" of Australia. Mythical imagination and dangerous crossing; establishing a penal colony. The Gold Rush, bush mythology and bushrangers; construction of stereotypes (The Bulletin). White vanishing mythology and White Australia policy. First World War participation and the Anzac mythology. Aboriginal mythologies and spirituality; the Dreamtime; the Stolen Generations and aboriginal people as the tortured other. The question of authenticity and cases of literary hoaxes. Second World War and Australia's international relationships (the UK, the USA). The history of immigration and the position of immigrants. Art and society in the 20 <sup>th</sup> -century and present-day Australia. <i>Practical part of the course</i> focuses on reading, interpreting, and contextualizing a selection of works, including poems by Kenneth Slessor, Andrew Banjo Paterson, Judith Wright, David Malouf; short stories by Henry Lawson, Peter Carey, Patrick White, Elizabeth Jolley, Alec S. Patrić; visual art of Shaun Tan, Peter Weir, Norman Lindsay, Sidney Nolan; cultural phenomena such as Ern Malley, the Anzac Book, or the life of B. Wongar, journal entries, newspaper articles, etc.		
<b>Literature</b> Birns, Nicholas and Rebecca McNeer, eds. <i>A Companion to Australian Literature since 1900</i> . Rochester, New York: Camden House, 2007. Lyons, Martyn, and Penny Russell. <i>Australia's History: Themes and Debates</i> . University of New South Wales Press Ltd, 2005. Parezanović, Tijana. <i>Terra Australis: Mitopoetika pripadanja</i> . Alfa BK Univerzitet, 2019. Wilding, Michael, and Nataša Kampmark. <i>Priče iz bezvremene zemlje: antologija savremene australijske proze</i> . Agora, 2012. Online resources: <a href="http://www.austlit.edu.au/">www.austlit.edu.au/</a>		
Number of active teaching classes (weekly)	Lectures: 1	Practical classes: 2
<b>Teaching methods</b> Frontal instruction and interactive teaching, verbal-textual methods (spoken explanation, work with texts, discussion, individual and group presentations, close reading).		
<b>Knowledge evaluation (maximum 100 points)</b> <u>Pre-examination obligations:</u> Exercise attendance 10 Term paper 30 Colloquium 30 <u>Final exam:</u> Oral part of the exam 30		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> SPANISH LANGUAGE 4			
<b>Teacher:</b> Andrijana S. Đordan			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Develop Spanish language competence – sublevel A2-2 of level A1, CEFR			
<b>Educational outcomes (acquired knowledge):</b> Acquisition of language competence at sublevel A2-2 of level A2 of the Common European Framework of Reference for Modern Languages (mastering the basic language skills of reception and production)			
<b>Course content</b> <i>Lectures:</i> Verb morphology and use of verb forms: pretérito imperfecto; contrast - too perfect / too indefinite / too imperfect; imperfect future; simple condition; affirmative imperative, negative imperative; present subject. Frequency contributions. Contributions during: antes / ahora; before / from / from / from / from. Constructions: soler + infinitive ;, ester (imperfect) + gerundio; si + present present + future imperfect;. Introduction to the differences in the use of indicatives and subjunctives.  <i>Practical classes:</i> Communication situations: household chores, education, history, inventions and discoveries, politics, press, advertisements, transport, fairy tales, in the pharmacy. Reading newspaper articles. Practice correspondence (formal and informal). Interactive multimedia exercises: grammar and lexical exercises on examples of Spanish music. Hispanic culture and art (through music, film and seminar papers on Hispanic countries and their selected characteristics). Internet content search related to Hispanic cultures Active use of appropriate multimedia content (dictionaries, virtual classrooms, etc.)			
<b>Literature</b> Equipo Prisma, <i>Prisma continúa: Método de español para extranjeros: nivel A2. Prisma del alumno</i> , Madrid, Edinumen, 2007 (Unidades 7-12) Equipo Prisma, <i>Prisma continúa: Método de español para extranjeros: nivel A2. Prisma de ejercicios</i> , Madrid, Edinumen, 2007 (Unidades 7-12) Díaz Ballesteros, P. <i>El paraguas blanco</i> , Madrid, Edinumen: Lecturas graduadas de español, 2009 Blázquez Lozano, M. J. y Villegas Galán, M. A. <i>Universo gramatical</i> , Madrid, Edinumen, 2010 Николић, В., <i>Шпански речник (шпанско-српски, српско-шпански)</i> , Никшић, Јасен, 2014 <a href="http://dle.rae.es/">http://dle.rae.es/</a>			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 1	
<b>Teaching methods</b> The basic form of work and study are lectures (theoretical classes) and exercises (practical classes), and auxiliary presentations and consultations. Several methods of foreign language teaching are combined, and the basis is a communicative method.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Attendance	10	Written part of the exam	40
		Oral part of the exam	20
Colloquium exam			
Seminar(s)	30		



<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> INTRODUCTION TO HISPANIC CULTURE			
<b>Teacher:</b> Andrijana S. Đordan			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> The course aims to bring students closer to the basic concepts and terms of Spanish and Hispanic cultures in general, placed in a European and world context.			
<b>Educational outcomes (acquired knowledge):</b> After completing the course, students master the basic concepts and terms in the field of Hispanic studies and are introduced to the relevant historical and cultural features of the Hispanic world.			
<b>Course content</b>			
<i>Lectures:</i>			
The notion of Hispanism. Hispanism in the world and in our country;			
Spain - nation and language. The language situation in Spain and the Spanish language in the world.			
Language policy;			
Spain from the Middle Ages to the present day;			
History of Hispanic countries;			
Television, press, radio, electronic media in Spain and Hispanic America;			
The most important cultural institutions and literary awards of the Hispanic world;			
Fine arts in Spain - beginnings, Middle Ages, Renaissance, Baroque, XVIII, XIX and XX centuries;			
Art in Hispanic America;			
Spanish and Hispanic film;			
History of music in Spain and Hispanic America;			
Popular culture and the Hispanic world			
<i>Practical classes:</i>			
Presentations and seminar papers on topics in the field of Hispanic cultures; projection of films and various videos in accordance with the content of the subject.			
<b>Literature</b>			
Солдатић, Далибор и Донић, Жељко. (2011). <i>Свет хиспанистике: Увод у студије</i> . Београд: Завод за уџбенике.			
Алварес, Фе Бахо и Хил Пећароман, Хулио. (2003). <i>Историја Шпаније</i> . Београд: Clío. (превела са шпанског Биљана Буквић)			
R. Tamames y S. Quesada. (2001). <i>Imágenes de España</i> . Madrid: Edelsa.			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 1	
<b>Teaching methods:</b> Verbal-textual, interactive, illustrative-demonstrative.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	40
Exercise attendance		Oral part of the exam	-
Colloquium exam	20		
Seminar(s)	30		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Contemporary English Language 7			
<b>Teacher:</b> Melina M. Nikolić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 8			
<b>Precondition courses:</b> passed Contemporary English Language 6			
<b>Educational goal:</b> The aim of the course is to further improve all language systems and skills through lectures and various types of exercises. A higher level of student competence is achieved through a variety of meaningful activities through which language structures, pronunciation, vocabulary, writing styles, communication skills, as well as listening and reading skills are practiced and acquired. The use of pragmatic, cognitive and metacognitive strategies in analyzing, interpreting and translating texts, using grammatical constructions and analyzing written and spoken discourse is particularly emphasized.			
<b>Educational outcomes (acquired knowledge):</b> Students are able to apply the acquired knowledge in written and spoken communication, understand, analyze and interpret different language styles and literary genres, express themselves spontaneously, fluently and accurately, as well as to distinguish fine nuances of meaning in very complex situations. Students have thoroughly mastered all language skills, they can translate written and oral literary texts and professional texts from various fields. The general language competence corresponds to the C2 level of the Common Frame of Reference for Foreign Languages.			
<b>Course content/structure</b> The content of CEL 7 deepens and supplements the knowledge acquired in the CEL 6 course by intensive practice of all language skills and systems. In addition to improving the language system, skills, fluency and accuracy in speech and writing, in this course students also master translation techniques by practicing the skills of oral and written translation of various and appropriate texts. Special attention is paid to the synthesis of acquired knowledge and skills as well as academic terminology and its use from a pragmatic perspective.			
<b>Literature</b> 1. Gude, Kathy, Duckworth, Michael and Rogers, Louis. <i>Proficiency Masterclass</i> . (Units 1-6) Oxford: Oxford University Press, 2012. 2. McCarthy, Michael and O'Dell, Felicity. <i>Academic Vocabulary in Use. Advanced</i> . Cambridge: Cambridge University Press, 2008. 3. Rundell, M. <i>Macmillan English Language Dictionary for Advanced Learners</i> . Oxford: Macmillan Education. (било које издање) 4. <i>Oxford Learner's Dictionary of Academic English</i> . Oxford: Oxford University Press, 2014. 5. <i>New Oxford Thesaurus of English</i> . Oxford: Oxford University Press, 2000. 6. Хлебец, Борис. <i>Енциклопедијски речник српско енглески</i> , Београд: Завод за уџбенике, 2014.			
<b>Number of active teaching classes (weekly)</b>		Lectures 2	Practical classes 4
<b>Teaching methods:</b> Interactive teaching is applied in lectures and practicals, discussions. Consultations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Practical classes	10	Oral part of the exam	30
Colloquium exam	20		
Seminar paper			

<b>Study program:</b> ANGLISTICS Bachelor Studies		
<b>Course:</b> British Literary Modernism		
<b>Teacher:</b> Tijana Parezanović		
<b>Course status:</b> Mandatory		
<b>Number of ECTS:</b> 6		
<b>Precondition courses:</b> Victorian Literature and Culture		
<b>Educational goal</b> Introducing students to the literature, as well as social, historical, and cultural circumstances and influences of the first half of the 20 <sup>th</sup> century; enabling students to read modernist texts independently and approach the basic premises of modernism critically, as well as consider the impact of modernity and modernism on contemporary life and culture.		
<b>Educational outcomes (acquired knowledge):</b> After students have successfully passed the exam, they will have basic knowledge about the historical background of modernism, literary production and key themes and concepts of modernism; they will be able to express critically informed opinion in a coherent way, in both oral and written form; they will have the competencies to perform basic individual research with a view to assuming a critical approach in reading and analysing modernist texts; they will be able to apply their knowledge of this period to the analysis of modern and contemporary products of literature and culture.		
<b>Course content/structure</b> Historical, social, cultural, artistic, and philosophical background of modernity and modernism (wars, colonization, travel, new social order, mass culture, etc.). Forms of literary modernism (elitist, social, reversed). Short stories: David Herbert Lawrence, James Joyce, Elizabeth Bowen, E.M. Forster, Agatha Christie. Novels by Virginia Woolf, Joseph Conrad, George Orwell, and Graham Greene. The poetry of T.S. Eliot, W.H. Auden, D.H. Lawrence, Stephen Spender, W.B. Yeats. <i>Practical part of the course</i> covers close reading, analysis and translation, as well as discussion of selected texts, with special reference to the criticism of colonialism and the dissolution of the imperial system of values, the role of mythology and significance of primitivism in modernist literature, narrative techniques such as free direct and indirect discourse, literary representations of space and time, the crisis of modern society brought about by World War I and World War II, women's authorship, the development of dystopian fiction. In addition to the selection of modernist texts, practical part of the course also includes more authentic material such as contemporary journal articles, films and documentary recordings, photographs, etc.		
<b>Literature</b> Gillies, Marry Ann, and Aurelea Mahood. <i>Modernist Literature: An Introduction</i> . Edinburgh University Press, 2007. Tew, Philip and Alex Murray. <i>The Modernism Handbook</i> . London: Continuum, 2009. Novels: <i>The Heart of Darkness</i> by Joseph Conrad, <i>Mrs Dalloway</i> by Virginia Woolf, <i>Animal Farm</i> by George Orwell, <i>The Third Man</i> by Graham Greene. Online sources: <a href="http://udel.edu/~twentieth/">The Twentieth Century   British Literature Wiki (udel.edu)</a> ; British Library, <a href="http://discoveringliterature.org/">Discovering Literature: 20th century - The British Library (bl.uk)</a>		
Number of active teaching classes (weekly)	Lectures: 2	Practical classes: 2
<b>Teaching methods</b> Frontal instruction and interactive teaching, verbal-textual methods (spoken explanation, work with texts, discussion, individual and group presentations, close reading, creative output).		
<b>Knowledge evaluation (maximum 100 points)</b> <u>Pre-examination obligations:</u> Lecture attendance 10 Exercise attendance 10 Practical work (reading diary) 30 Colloquium 20 <u>Final exam:</u> Oral part of the exam 30		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Business English language 1			
<b>Teacher:</b> Valentina V. Budinčić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Developing listening, speaking, reading and writing skills in English at the B2-C1 level according to the Common European Framework of Reference for Languages. Achieving language competence within different professional textual genres. Mastering the language structures necessary to communicate with experts from different business areas.			
<b>Educational outcomes (acquired knowledge):</b> Students master the skills of reading, writing, listening and speaking at the B2-C1 level of the Common European Framework of Reference for Languages and at that level use professional terminology and grammar units covered in the textbook. Students are trained to communicate in English in a business environment.			
<b>Course content/structure:</b> Theoretical classes: Grammar structures according to the units in the textbook: adverbs, emphasising your point, articles, countable and uncountable nouns, defining and non-defining clauses, -ing forms and infinitives, modal perfect  Vocabulary in accordance with the topics from the textbook: First Impressions, Training, Energy, Marketing, Employment trends, Business ethics.  Practical classes: Practicing receptive and productive language skills. Reading and understanding authentic texts from different areas of business. Writing: formal and informal register, effective e-mails, layout and structure of reports, presentation slides, avoiding conflict in e-mails, meetings and action points. business skills: networking, clarifying and confirming, decision-making, making an impact in presentations, resolving conflict, ethical problem-solving			
<b>Literature</b> 1. Iwona Dubicka & Margaret O’Keeffe. <i>Market Leader Advanced. Course Book</i> , (Units 1-6). London: Longman, 2011. 2. Iwona Dubicka & Margaret O’Keeffe. <i>Market Leader Advanced. Work Book</i> , (Units 1-6). London: Longman, 2011. 3. Jovković, Ljiljana. <i>English for Business Purposes</i> . Beograd: Utilia, 2002. 4. Bill, Mascull. <i>Business vocabulary in use: Advanced</i> . Cambridge: Cambridge University Press, 2005. 5. Duckworth, Michael. <i>Business Grammar &amp; Practice</i> . Oxford: Oxford University Press, 2003. 6. <i>A Dictionary of Business</i> . Cambridge: Cambridge University Press, 2001. 7. Flinders, Steve. <i>Test your professional English. Business (general)</i> . London: Penguin Books, 2007. 8. Sweeney, Simion. <i>Test your professional English. Management</i> , London: Penguin Books, 2007.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 1	
<b>Teaching methods:</b> Lectures, exercises, interactive classes, individual work, group work, presentations, homework.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Practical classes	10	Oral part of the exam	20
Colloquium exam	30		
Seminar paper	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> The basics of English language teaching			
<b>Teacher:</b> Melina M. Nikolić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Introducing students to teaching skills, basic principles, methods, approaches and techniques used in foreign language teaching, as well as to the theories of acquisition and learning of both native and foreign languages and their implications and influence on English language teaching. Preparation for practical training of students for the future teaching profession is the primary goal of the course.			
<b>Educational outcomes (acquired knowledge):</b> Students have mastered the principles, methods and approaches used in foreign language teaching and are able to apply the acquired skills in future work and professional career. They are able to plan and organize English language classes successfully and to apply new technologies in the classroom. They skillfully organize activities and tasks that are appropriate to the age of the students and the level of knowledge in teaching a foreign language.			
<b>Course content</b> <i>Theoretical teaching:</i> Defining the subject. Defining the terms: language system and language skills. Sociolinguistic aspects of language use. Development and types of curricula (approach to work and selection). Communicative competence of teachers. Competence and individuality of a native speaker and a foreign language speaker. Definition and types of motivation. Reasons for and goals of learning English (interests, inclinations, attitudes, motivation). Teaching English. Types of interaction in class. Language theories and teaching methods (behaviorism, mentalism, humanistic approach, direct method, physical response, suggestopedia, natural approach). Ways of adopting new vocabulary. Presentation and adoption of grammar. Presentation and adoption of vocabulary. Glossary of terminology of English language teaching methodology. Round table discussions. <i>Practical classes:</i> Integrative exercises with practical examples. Drills and exercises: information-gap, problem-solving, brain-compatible.			
<b>Literature</b> 1. Brown H. Douglas. <i>Principles of Language Learning and Teaching</i> , NY: Addison Wesley Longman Inc. [selected chapters], 2000. 2. Harmer Jeremy. <i>The Practice of English Language Learning</i> , Harlow, Pearson Education Limited, 2007. 3. Larsen-Freeman Diane. <i>Techniques and Principles in Language Teaching</i> , Oxford, Oxford Univeristy Press, 1986. 4. Scrivener Jim. <i>Learning Teaching</i> , Oxford, Macmillan Publishers Limited, 2005. 5. Gass, M. Susan & Selinker, Larry. <i>Second Language Acquisition. An introductory course</i> . New York and London: Routledge. [selected chapters], 2008. 6. National Standards for Foreign Language Education, A Collaborative Project of ACTFL, AATF, AATG, AATI, AATSP, ACL, ACTR, CLASS and NCJLT-ATJ, <a href="http://www.actfl.org/i4a/pages/index.cfm?pageid=3392">http://www.actfl.org/i4a/pages/index.cfm?pageid=3392</a> 7. Kleut, J. <i>Regional tuning – towards the European Higher Education Area</i> . Belgrade: Centre for Education Policy of the Alternative Academic Educational Network, 2006. 8. Standards for Foreign Language Learning, Preparing for the 21st Century <a href="http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf">http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf</a>			
<b>Number of active teaching classes (weekly)</b>	Lectures 3	Practical classes 1	
<b>Teaching methods</b> Interactive teaching is applied in lectures and practicals, discussions. Consultations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Exercise attendance	-	Oral part of the exam	50

Colloquium exam	20		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> American Cultural Studies			
<b>Teacher:</b> Tijana V. Parezanović			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> The aim of the course is to acquaint students with important elements of contemporary American culture. In addition to the necessary knowledge of historical facts, geography and social organization, students acquire knowledge of the concepts that form the core of American culture and lifestyle. These concepts cover the fields of general culture, language, literature, visual arts, music and film, tradition, customs and ancient cultural heritage.			
<b>Educational outcomes (acquired knowledge):</b> Students gain a broad knowledge of American culture, the influence of American culture on broader cultural events, and the connections between American culture and other cultures. After the course, students are acquainted with the main currents of American culture, have mastered the basic concepts related to the field of study and raised language competence to a level that allows them to consider the given topics.			
<b>Course content</b> <i>Lectures:</i> This course explores the phenomena of contemporary American culture and society and considers relevant factors of American cultural identity. The characteristics of individual American regions, as well as their historical and social significance for American culture as a whole, are analyzed. The subject of cultural analysis is gender, class and racial relations, indigenous culture, immigrant culture and interculturalism, as well as phenomena such as industrialization, consumerism, mass culture and technology, and their importance for the formation of "American values". Special attention is paid to film, theater, literature, music and visual arts as important indicators of the predominant ideas of different periods. <i>Practical classes:</i> Application of theoretical knowledge about American culture to the understanding of cultural phenomena through the analysis of selected literary works, films, theater performances, music and visual arts.			
<b>Literature</b> 1. Falk, Randee. <i>Spotlight on the USA</i> . Oxford: Oxford University Press, 1994. 2. Bigsby, Christopher (ed.). <i>The Cambridge Companion to Modern American Culture</i> . Cambridge: Cambridge University Press, 2006. 3. Laten, Paul (ed.). <i>A Companion to American Literature and Culture</i> . Chichester: John Wiley and Sons, 2010. 4. Temperley, Howard and Bigsby, Christopher (eds.). <i>A New Introduction to American Studies</i> . New York: Routledge, 2006.			
<b>Number of active teaching classes (weekly)</b>		Lectures 1	Practical classes 2
<b>Teaching methods:</b> Classes take the form of lectures and analysis with the participation of students. Classes are accompanied by relevant video and audio materials and Power Point presentations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	60
Exercise attendance	10	Oral part of the exam	-
Colloquium exam	-		
Seminar(s)	20		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> American Popular Culture			
<b>Teacher:</b> Tijana V. Parezanović			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Introducing students to the basic definitions, theories and approaches to popular culture, as well as selected works that belong to the corpus of American popular culture; training students for independent analysis of works of popular culture and for argumentative expression of opinions about them in written and oral form.			
<b>Educational outcomes (acquired knowledge):</b> After passing the pre-exam and exam obligations, the student will acquire basic knowledge of contemporary theories of popular culture and be able to apply that knowledge to the analysis of various phenomena of American popular culture; the student will master the competencies needed to contextualize the emergence of popular culture in a broader social framework and present an argumentative opinion about them in written and oral form.			
<b>Course content</b> <i>Lectures:</i> The course is based on reading American cultural history and the development of American society through the phenomena of popular culture. Popular culture is approached in a broader sense, which includes popular (music, film, etc.), everyday lifestyle (style, living space, etc.) and mass culture (media, propaganda, etc.). The first thematic segment of the course is dedicated to the definition and theoretical contextualization of popular culture (within the work of the Frankfurt School and the Birmingham Center for Contemporary Cultural Studies), as well as the introduction of basic concepts of hegemony, discourse, ideology and power. The second thematic segment deals with different approaches to popular culture, and the ways in which American popular culture shapes social issues of ethnicity, race, gender, class, sexuality. Within this segment, lectures will be complemented by the analysis of different types of texts and images and the production of the meaning that comes from them. Within the third thematic segment, classes focus on the development of popular culture in the United States in the twentieth century, through the presentation of lifestyles and areas popular during the first decade of the twentieth century, the twenties, the Great Depression, World War II, Cold War and Vietnam War, end of the twentieth and beginning of the twenty-first century, with special reference to the products of popular culture motivated by September 11, 2001. The emphasis in the third segment of the course is on the mechanisms by which products of popular culture shape social awareness of historical and political events.  <i>Practical classes:</i> interpretation of selected texts of popular culture and mass media (films, comics, commercials, music, television series, reality shows, etc.)			
<b>Literature</b> 1. Fisk, Džon. <i>Popularna kultura</i> . Trans. Zoran Paunović. Belgrade: Klio, 2001. 2. Storey, John. <i>Cultural Theory and Popular Culture: An Introduction</i> . London: Pearson Longman, 2006. 3. Batchelor, Bob. <i>American Pop: Popular Culture Decade by Decade</i> . Westport, London: Greenwood Press, 2009.			
<b>Number of active teaching classes (weekly)</b>	Lectures 1	Practical classes 2	
<b>Teaching methods:</b> interactive and frontal teaching, illustrative-demonstrative method, oral presentation, conversation, text work (immanent critique). Classes are conducted in English.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	40
Exercise attendance	10	Oral part of the exam	20
Colloquium exam	-		
Seminar(s)	20		



<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Contemporary English Language 8			
<b>Teacher:</b> Melina M. Nikolić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 8			
<b>Precondition courses:</b> passed Contemporary English Language 7			
<b>Educational goal:</b> The aim of the course is to further improve all language systems and skills through lectures and various types of exercises. A higher level of student competence is achieved through a variety of meaningful activities through which language structures, pronunciation, vocabulary, writing styles, communication skills, as well as listening and reading skills are practiced and acquired. The use of pragmatic, cognitive and metacognitive strategies in analyzing, interpreting and translating texts, using grammatical constructions and analyzing written and spoken discourse is particularly emphasized.			
<b>Educational outcomes (acquired knowledge):</b> Students are able to apply the acquired knowledge in written and spoken communication, understand, analyze and interpret different language styles and literary genres, express themselves spontaneously, fluently and accurately, as well as to distinguish fine nuances of meaning in very complex situations. Students have thoroughly mastered all language skills, they can translate written and oral literary texts and professional texts from various fields. The general language competence corresponds to the C2 level of the Common Frame of Reference for Foreign Languages.			
<b>Course content/structure</b> The content of CEL 8 deepens and supplements the knowledge acquired in the CEL 7 course by intensive practice of all language skills and systems. In addition to improving the language system, skills, fluency and accuracy in speech and writing, in this course students also master translation techniques by practicing the skills of oral and written translation of various and appropriate texts. Special attention is paid to the synthesis of acquired knowledge and skills as well as academic terminology and its use from a pragmatic perspective.			
<b>Literature</b> 1. Gude, Kathy, Duckworth, Michael and Rogers, Louis. <i>Proficiency Masterclass</i> . (Units 7-12) Oxford: Oxford University Press, 2012. 2. McCarthy, Michael and O'Dell, Felicity. <i>Academic Vocabulary in Use. Advanced</i> . Cambridge: Cambridge University Press, 2008. 3. Rundell, M. <i>Macmillan English Language Dictionary for Advanced Learners</i> . Oxford: Macmillan Education. (било које издање) 4. <i>Oxford Learner's Dictionary of Academic English</i> . Oxford: Oxford University Press, 2014. 5. <i>New Oxford Thesaurus of English</i> . Oxford: Oxford University Press, 2000. 6. Хлебџ, Борис. <i>Енциклопедијски речник српско енглески</i> , Београд: Завод за уџбенике, 2014.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 4	
<b>Teaching methods:</b> Interactive teaching is applied in lectures and practicals, discussions. Consultations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Practical classes	10	Oral part of the exam	30
Colloquium exam	20		
Seminar paper	-		

<b>Study programme:</b> ANGLISTICS Bachelor Studies		
<b>Course:</b> Methodology of English language teaching		
<b>Teacher:</b> Brankica J. Bojović		
<b>Course status:</b> Mandatory		
<b>Number of ECTS:</b> 6		
<b>Precondition courses:</b> Introduction to Methodology of English language teaching		
<b>Educational goal:</b> To enable students to apply strategies in learning English. Strategies and all language skills (direct and indirect). H. Gardner's multiple intelligence method. Learning English and types of tasks with language pedagogy.		
<b>Educational outcomes (acquired knowledge):</b> Students master the principles, methods and approaches used in foreign language teaching and are trained to apply the acquired skills in future work and professional activity. They are able to successfully plan and organize English language classes, to adapt input information with new technologies. They skillfully organize activities and tasks that are appropriate for the age of the students and the level of knowledge in teaching a foreign language.		
<p><b>Course content/structure:</b></p> <p>Course content includes individual teaching skills and integrated language teaching skills as a system (grammar, vocabulary, pronunciation, discourse), class organization skills, pair or group work, teacher speech, student speech, giving instructions and setting tasks, class work with more or less students, types of motivation, meaningful learning, listening and tasks, principles, styles and learning strategies, individual and contextual factors in language acquisition, pilot research ventures, intercultural and communicative language competence, high level and quality of participation in practical and seminar part.</p> <p>Theoretical teaching: Scaffolding approach in learning English. Tasks in second language acquisition and language pedagogy. Tasks and practical exercises. Four language skills, tasks and exercises. Observation. Class in elementary and high school. Gardner's theory of multiple intelligences. Intercultural competence in an international school. Language awareness L2. Language learner autonomy. Discourse and school classroom. Professional development of teachers and strategies in researching foreign language teaching.</p>		
<p><b>Literature:</b></p> <ol style="list-style-type: none"> <li>1. Ellis Rod. <i>Task-Based Language Learning and Teaching (Oxford Applied Linguistics)</i> [selected chapters], 2003.</li> <li>2. Oxford Rebecca. L. <i>Language learning Strategies, What every teacher should know</i>, Boston, Heinle and Heinle publishers [selected chapters], 1990.</li> <li>3. Gardner Howard. <i>Frames of Mind: The Theory of Multiple Intelligences</i>, Basic Books, New York 1983.</li> <li>4. Douglas Dan. <i>Understanding Language Testing</i>, London, Hodder Education [selected chapters], 2010.</li> <li>5. "Language-learning strategies: theory and perception" <a href="http://eltj.oxfordjournals.org/cgi/reprint/55/3/247">http://eltj.oxfordjournals.org/cgi/reprint/55/3/247</a></li> <li>6. "What the 'Good Language Learner' Can Teach Us" <a href="http://www.jstor.org/stable/3586011">http://www.jstor.org/stable/3586011</a></li> <li>7. "The Role of Styles and Strategies in Second Language Learning," Rebecca Oxford <a href="http://www.ericdigests.org/pre-9214/styles.htm">http://www.ericdigests.org/pre-9214/styles.htm</a></li> <li>8. Defining and Organizing Language Learning Strategies <a href="http://www.nclrc.org/guides/HED/chapter2.html">http://www.nclrc.org/guides/HED/chapter2.html</a></li> <li>9. Journals: Applied Linguistics: Language learning; Studies in Second Language Acquisition, TESOL Quarterly</li> </ol>		
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 2
<b>Teaching methods:</b> Lectures, exercises, interactive classes, individual work, group work, presentations, homework.		
<b>Knowledge evaluation (maximum 100 points)</b>		

<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Practical classes	10	Oral part of the exam	20
Colloquium exam	30		
Seminar paper	-		

<b>Study program:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> American Literature in the 20th century			
<b>Teacher:</b> Maja M. Ćuk			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> passed Literature of British Modernism exam			
<b>Educational goal:</b> Introduction to the main topics and movements in American literature in the 20th century; introduction to the ideological background of literary and other texts of the eras of modernism and postmodernism in the United States.			
<b>Educational outcomes (acquired knowledge):</b> The student will be able to independently read and analyze significant works from the contemporary American literature. The student will master the competencies needed to discuss the literature and culture of modernism and postmodernism with critical thinking and argumentation.			
<b>Course content</b> <i>Lectures:</i> Modernism in American literature. Francis Scott Fitzgerald – life and work. American poetry from 1914. to 1945. Ernest Hemingway – life and work. William Faulkner – life and work. Modern American drama. Contemporary American poetry. Postmodernism in American Literature. Thomas Pinchon. Afro-American literature. Writing of immigrants. Feminism in American literature.  <i>Practical classes:</i> Analysing excerpts from the most significant works in contemporary American literature.			
<b>Literature</b> 1. Vukčević, Radojka. <i>A History of American Literature</i> . Beograd: Filološki fakultet, 2010. 2. Beach, Christopher. <i>The Cambridge Introduction to 20<sup>th</sup> Century American Poetry</i> . Cambridge: CUP, 2003. 3. Selected reading. Presentations and electronic material from lectures and practicals.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 2	
<b>Teaching methods:</b> Classes take the form of lectures and practical classes, discussions and debates. Classes are accompanied with reliable and relevant video and documentary illustrations.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre- examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	70
Exercise attendance	-	Oral part of the exam	-
Colloquium exam	-		
Seminar(s)	20		

<b>Study programme:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Business English language 2			
<b>Teacher:</b> Valentina V. Budinčić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 5			
<b>Precondition courses:</b> Business English language 1			
<b>Educational goal:</b> Further development of listening, speaking, reading and writing skills in English at B2-C1 level according to the Common European Framework of Reference for Languages. Achieving language competence within different professional textual genres. Mastering the language structures and terminology necessary for communicating with experts from the business world.			
<b>Educational outcomes (acquired knowledge):</b> Students master the skills of reading, writing, listening and speaking at the B2 / C1 level of the Common European Framework of Reference for Languages and at that level use the vocabulary and grammar units covered in the textbook. Students master professional terminology and are able to communicate in a business environment.			
<b>Course content/structure:</b> Theoretical classes: Grammatical structures according to the units in the textbook: multiword verbs, ellipsis, rhetorical questions, rhetorical devices, cleft sentences, instructive texts Vocabulary in accordance with the topics from the textbook: finance, consultants, online business, doing business online, new business, project management.  Practical classes: Practicing receptive and productive language skills. Reading and understanding authentic texts from different areas of business. Writing: email, summary, mission statements, proposal, report. Business skills: managing questions, negotiation, brain storming and creativity, presentations: thinking on your feet, chasing payment, teleconferencing			
<b>Literature</b> 1. Iwona Dubicka & Margaret O’Keeffe. <i>Market Leader Advanced, Course Book</i> , (Units 7-12). London: Longman, 2011. 2. Iwona Dubicka & Margaret O’Keeffe. <i>Market Leader Advanced, Work Book</i> , (Units 7-12). London: Longman, 2011. 3. Jovković, Ljiljana. <i>English for Business Purposes</i> . Beograd: Utilia, 2002. 4. Bill, Mascull. <i>Business vocabulary in use: Advanced</i> . Cambridge: Cambridge University Press, 2005. 5. Duckworth, Michael. <i>Business Grammar &amp; Practice</i> . Oxford: Oxford University Press, 2003. 6. <i>A Dictionary of Business</i> . Cambridge: Cambridge University Press, 2001. 7. Brieger, Nick. <i>Test your professional English. Law</i> . London: Penguin Books, 2007. 8. Sweeney, Simon. <i>Test your professional English. Marketing</i> . London: Penguin Books, 2007.			
<b>Number of active teaching classes (weekly)</b>	Lectures 2	Practical classes 1	
<b>Teaching methods:</b> Lectures, exercises, interactive classes, individual work, group work, presentations, homework.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	30
Practical classes	10	Oral part of the exam	20
Colloquium exam	30		
Seminar paper	-		

<b>Study programme:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> History of the English Language			
<b>Teacher:</b> Melina M. Nikolić			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Introducing students to the basic characteristics of the English language from the aspect of its historical changes in spelling, phonology, morphology, vocabulary and semantics.			
<b>Educational outcomes (acquired knowledge):</b> After they have successfully passed the pre-examination and exam obligations, students will be able to notice the difference between archaic and modern English, as well as between American and British English, on the one hand, and other variants of the English language that are used worldwide.			
<b>Course content/structure:</b>			
<i>Lectures:</i> Basic characteristics of the Germanic branch of languages. The place of the English language in West Germanic language group. An overview of the development of the English language during the three basic historical periods, with reference to the specific historical and socio-political circumstances under which changes in English have occurred. <i>Spelling:</i> The most important changes in the English grapheme system during Old English, Middle English and Early Modern English.			
<i>Phonology:</i> Consonant and Vowel Systems of Old English, Middle English and Early Modern English. <i>Morphology:</i> Nouns, pronouns, verbs, adjectives, adverbs in Old English, Middle English and Early Modern English. <i>Syntax:</i> Word order and phrase and construction types in Old English and Middle English and basic syntactic features of Early Modern English. <i>Vocabulary:</i> Celtic, Scandinavian, Latin, French, Italian influence. The influence of other Germanic as well as Slavic and Oriental languages. Semantic changes. Creating the standard English language. <i>English language varieties:</i> Standard American English. Differences between British and American English.			
<i>Practical classes:</i> Interpretation of Old English and Middle English texts. Reading, translation and grammatical analysis.			
<b>Literature:</b>			
1. Crystal, D.: The Stories of English, London: Penguin Books, 2005.			
2. Korać, G.: An Outline of Middle English Grammar, Beograd: Narodna knjiga, 2002.			
3. Mugglestone, L.: The Oxford History of English, Oxford Univerisy Press, 2006.			
4. Trask, R.L.: Historical Linguistics, London: Arnold, 2003.			
<b>Number of active teaching classes (weekly)</b>	Lectures: 2	Practical classes: 1	
<b>Teaching methods:</b> Lectures, practical classes, visual presentations, discussions.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	60
Practical classes	10	Oral part of the exam	-
Colloquium exam	20		
Seminar paper	-		

<b>Study programme:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Introduction to Semantics			
<b>Teacher:</b> Brankica J. Bojović			
<b>Course status:</b> Elective			
<b>Number of ECTS:</b> 6			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> Acquiring basic elements of semantic analysis, with a focus on lexical semantics. Providing insight into the diversity and complexity of the phenomenon of semantics in the English language.			
<b>Educational outcomes (acquired knowledge):</b> Students will aquire the basic theoretical concepts of modern semantic analysis, apply theoretical and practical experience, as well as the methodology of semantic and pragmatic analysis of words and sentences. Students will adopt the basic theoretical settings of modern semantic analysis, apply theoretical and practical experiences, as well as the methodology of semantic and pragmatic analysis of words and sentences.			
<b>Course content/structure:</b>  Theoretical teaching: Semantics as a connecting discipline between linguistics and philosophy. Meaning and reference. Meaning and types of meaning. Sememes. Paradigmatic relations: polysemy. Stylistic figures, definition and significance. Metaphor and metonymy. Hyponymy, partonymy, paradigmatic manifestations. Relations of coordination: synonymy, antonymy, hyponymy, meronymy, lexical fields. Componential analysis. Semantic primes and semantic frames. Inferentiality and deixa. Contextual variations in the meaning of words. Temporality and aspect. Sentence relations. Syntagmatic relations: Collocative analysis.			
<b>Literature:</b> 1. Хлебев Борис, <i>English Semantics for University Students</i> , 2nd edition, Belgrade: Čigoja štampa, 2010. 2. Cruise D. Alan <i>Meaning in language. An Introduction to Semantics and Pragmatics</i> , 3rd edition, Oxford University Press, 2011. 3. Lakoff George and Johnson Mark. <i>Metaphors We Live By</i> , 2nd edition, Mc Chicago: University of Chicago Press, 2003. 4. McCarthy Michael and O'Dell Felicity, <i>English Vocabulary in Use, Advanced</i> , Cambridge University Press, 2010. 5. Lyons John, <i>Linguistic Semantics: An Introduction</i> , Cambridge: Cambridge University Press, 1995.			
<b>Number of active teaching classes (weekly)</b>		Lectures 2	Practical classes 1
<b>Teaching methods:</b> Teaching is provided through lectures, interactive work, preparation of seminar papers, taking a colloquium and an oral exam.			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance	10	Written part of the exam	-
Practical classes	-	Oral part of the exam	50
Colloquium exam	20		
Seminar paper	20		

<b>Study programme:</b> ANGLISTICS Bachelor Studies			
<b>Course:</b> Professional practice/internship			
<b>Teachers:</b> Brankica J. Bojović, Melina M. Nikolić, Valentina V. Budinčić			
<b>Course status:</b> Mandatory			
<b>Number of ECTS:</b> 2			
<b>Precondition courses:</b> None			
<b>Educational goal:</b> To introduce students to working conditions and teaching process in the selected educational institution.			
<b>Educational outcomes (acquired knowledge):</b> After completing the professional internship, the student is able to apply the acquired theoretical and methodological knowledge in the field of English language teaching. The student is able to successfully prepare and conduct English language classes at different levels and with different numbers of students, has the ability of self-evaluation and develops a critical attitude towards his/her own work.			
<b>Course content/structure:</b>  Professional practice is performed in the fourth year, during the eighth semester, and under the mentorship of a selected teacher. Professional practice is performed in an educational institution and includes internship and active work in teaching with groups of different ages (from preschool to high school). The practice/internship lasts 60 hours in total, during which the student compiles a student portfolio, which contains notes from the classes, plans for the classes and their evaluation. During the professional internship/practice, the student is introduced to both teaching and extracurricular (administrative and technical) segments of work in education.			
<b>Literature:</b> Selected literature from the English Language Teaching Methodology; materials used within the educational institution in which the student performs professional practice.			
<b>Number of active teaching classes: -</b>			Other classes <b>4</b>
Lectures:	Practical classes:	Other forms of teaching:	
Academic research:			
<b>Teaching methods:</b> Internship, planning and teaching, presentation of results, keeping written records of the teaching process, consulting work with mentors			
<b>Knowledge evaluation (maximum 100 points)</b>			
<b>Pre-examination obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Lecture attendance		Written part of the exam	
Practical classes – keeping records on professional practice	50	Oral part of the exam – defence of the student portfolio	50
Colloquium exam			
Seminar paper			