

**Faculty of Philology / LANGUAGE AND LITERATURE /**

<b>Course:</b>				
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
13638	Optional	2	10	5+0+0
<b>Programs</b>	LANGUAGE AND LITERATURE			
<b>Prerequisites</b>	/			
<b>Aims</b>	Understand modern approaches and problems in the teaching of literature, then effective strategies, methods and techniques functional for achieving goals and outcomes in this area and apply what has been learned in scientific research work			
<b>Learning outcomes</b>	After passing this exam, the student will be able to: 1. Understand and apply multidisciplinary approaches, as well as different strategies, methods and teaching techniques in the field of literature 2. Explain the importance of reading literacy and motivation for reading in the teaching of literature 3. Proposes the innovation of the corpus of student readings according to their interests 4. Directs students written language production in the field of literature 5. Explains the importance of media, media and information literacy for the teaching of literature 6. Applies what has been learned in scientific and research work.			
<b>Lecturer / Teaching assistant</b>	/			
<b>Methodology</b>	Lectures, presentations, research work, analysis and discussion			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Introduction to the subject. Explanation and allocation of tasks.			
I week exercises	Program analysis; fields of interest			
II week lectures	Multidisciplinary approach in the teaching of literature and correlation as an essential principle			
II week exercises	Correlation in the teaching of literature - analysis and discussion			
III week lectures	Literature and other types of art			
III week exercises	Film and literature			
IV week lectures	Contemporary strategies, methods and teaching techniques in the teaching of literature			
IV week exercises	Reading strategies			
V week lectures	Reading and reading literacy - the role of literature teaching in the development and improvement of reading competence			
V week exercises	Reflective and critical reading of a literary text			
VI week lectures	Motivation for reading as a special challenge of the digital era			
VI week exercises	Screening of literary works. Digital text, hypertext			
VII week lectures	Study of literary works of different genres and types in class - argumentative and detailed analysis of literary works (narrative techniques, characters, thematic-ideological preoccupations, etc.)			
VII week exercises	Interpretation of narrative prose			
VIII week lectures	Challenges in the interpretation of the dramatic work in the classroom			
VIII week exercises	Theatrical and literary approach to the dramatic text - advantages and disadvantages			
IX week lectures	Seminar paper: defining the topic, methods, literary and critical corpus			
IX week exercises	Seminar paper: structure, methodology, literature			
X week lectures	Seminar paper: presentation of works in progress			
X week exercises	Seminar paper: analysis and discussion of the work done			
XI week lectures	Speculative fiction (epic fiction, science fiction, dystopia, utopia, horror) and student interests in classes			
XI week exercises	Analysis of works from the corpus of speculative fiction			
XII week lectures	Comparative study of literature in class			
XII week exercises	Presentations of examples of comparative study of literature in high school			

XIII week lectures	Written language production - creation of texts based on literary and artistic texts					
XIII week exercises	Approaches in the teaching of writing - comparative analysis					
XIV week lectures	Media, media and information literacy in literature teaching					
XIV week exercises	Interpretation of media text Media in teaching literature					
XV week lectures	Presentation and analysis of seminar papers					
XV week exercises	Final activities, summarizing the results					
<b>Student workload</b>	Weekly 9 credits x 40/30 = 12 hours Structure: 5 hours of lectures 0 hours of exercises 7 hours of individual student work (preparation for laboratory exercises, colloquiums, doing homework) including consultations In the semester Classes and final exam: (12 hours) x 16 = 192 hours Necessary preparation before the beginning of the semester (administration, registration, certification): 2 x (12 hours) = 24 hours Total workload for the course: 9 x 30 = 270 hours Additional work for exam preparation in the make-up exam period, including taking a remedial exam from 0 - 30 hours. Load structure: 192 hours (teaching) + 24 hours (preparation) + 30 hours (additional work)					
<b>Per week</b>			<b>Per semester</b>			
<b>10 credits x 40/30=13 hours and 20 minuts</b> 5 sat(a) theoretical classes 0 sat(a) practical classes 0 excercises <b>8 hour(s) i 20 minuts</b> of independent work, including consultations			Classes and final exam: <b>13 hour(s) i 20 minuts x 16 =213 hour(s) i 20 minuts</b> Necessary preparation before the beginning of the semester (administration, registration, certification): <b>13 hour(s) i 20 minuts x 2 =26 hour(s) i 40 minuts</b> Total workload for the subject: <b>10 x 30=300 hour(s)</b> Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) <b>60 hour(s) i 0 minuts</b> Workload structure: <b>213 hour(s) i 20 minuts (courses), 26 hour(s) i 40 minuts (preparation), 60 hour(s) i 0 minuts (additional work)</b>			
<b>Student obligations</b>			Lectures, consultations, continuous preparation for the processing of planned topics, preparation of research (seminar) work.			
<b>Consultations</b>			Optionally			
<b>Literature</b>			Grosman, M. (2010): In defense of reading, the reader and literature in the 21st century. Zagreb: Algoritam, Traduki; D. (2005): Methodology of literary education, Zagreb: Školska knjiga. Nikolić, M. (2009): Methodology of teaching Serbian language and literature, Belgrade: Institute for textbooks; Ilić, P. (1998): Serbian language and literature in teaching theory and practice, Novi Sad: Petrovački, Lj., Štasni, G. (2010). Methodological systems in the teaching of Serbian language and literature. Novi Sad: Faculty of Philosophy; Wolf, M. (2019): Reader, come home, the readers brain in a digital world. Zagreb: Ljevak; Visinko, K. (2010). Linguistic expression in the teaching of the Croatian language. Writing. Zagreb: School book. Visinko, K. (2014): Reading, teaching and learning. Zagreb: School book; Solar, M. (2012): Theory of literature with a dictionary of literary terms. Belgrade: Official Gazette; Lešić, Z. (2008): Theory of literature. Belgrade: Official Gazette; Lazar, G. (1993): Literature and Language Teaching. Cambridge: Cambridge UP. Thomas SC Farrell (2008) Classroom Management, Alexandria, VA.			
<b>Examination methods</b>			Seminary work; presentation of work (25 points), selection, analysis and presentation of the thematic unit of choice (25 points). Final exam: up to 50 points.			
<b>Special remarks</b>			Teaching is conducted in Montenegrin, Serbian, Bosnian and Croatian languages.			
<b>Comment</b>			/			
<b>Grade:</b>	F	E	D	C	B	A
<b>Number of points</b>	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points