



Communication and Media
UNIVERSITY OF SPLIT



COURSE CATALOGUE

Undergraduate level courses

2026/2027

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GENERAL INFORMATION		
<i>Lead instructor</i>	Jelena Jurišić, PhD, Assistant Professor	
<i>Course name</i>	Theories of Media and Communication	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	1.	
<i>Semester</i>	1.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30 + 0 + 30
COURSE DESCRIPTION		
1.1. Course aims		
<p>The aim of the course is to provide students with an overview of the study of communication and media, including basic concepts and theories, from the beginnings of scientific research in communication and mass communication to the present day. Students will also be introduced to key terms and terminology in communication studies. Knowledge will be acquired through lectures and seminar classes, where fundamental scientific texts will be analyzed with the aim of fostering critical observation, comprehension, and understanding of today's communication and media environment.</p>		
1.2. Course enrolment requirements		
Enrolment in the first semester.		
1.3. Intended course learning outcomes		
<p>Students will get basic knowledge about communication and media, as well as the most important theories and models. They will be able to define, understand, and explain communication in all its forms, including media communication. Students will be able to critically evaluate communication and media theories and argue their stance, which will be facilitated by discussions in seminar classes. Through reading, summarizing, and presenting scientific articles and excerpts from selected books, as well as presenting their seminar papers, students will develop their speaking and presentation skills. They will also develop academic writing skills and the ability to interpret extensive material in their seminar papers.</p>		
1.4. Course content		
<ol style="list-style-type: none"> 1. Communication Studies - definitions, the course, overview of key concepts; Defining communication and its forms (article by M. Mataušić); 2. Forms of communication - oral, written, and electronic - development and role throughout history (article by H. Innis); 3. Communication - historical development, personal and social significance; Communication theories - an overview of key communication theories; 4. Communication models: Shannon, Weaver, Schramm, Laswell (articles by Westley and MacLean, and W. Lippmann, W. Schramm, and H. Laswell from Schramm, 1960); 5. Roles of communication in social interaction – theories of framing, agenda-setting, and the spiral of silence (articles by McCombs and Shaw, in Schramm 1960, as well as Noelle-Neumann and the film "Close Captioned Media Consumption: Noam Chomsky and the Media"); 6. Types of communication - intrapersonal, interpersonal, verbal, non-verbal, social, and mass communication; 		

7. The communicator - role and significance, overview of theories; communication process (article by Lunenburg); Communication relationship; Principles of good communication; Text, subtext, and context in communication.

MIDTERM EXAM 1

8. Mass communication and mass media - definitions, key concepts; Introduction to theories of mass communication and media; historical development (article "The Process of Social Change" in Durhampeters J., Simonson, P. (eds.), pp. 21-24); future of theories and research (article by M. Deuza);

9. Theories of ideology (liberalism and Marxism) on media; literary critics' critical approach by F. and Q. Leavis; critical theory of the Frankfurt School - three contributions to theories (articles by Adorno and Horkheimer, and Loenthal in Durhampeters J., Simonson, P. (eds.), pp. 188-205; article by H. Hromazic); theorists of manipulation (article by H. Marcuse in Durhampeters J., Simonson, P. (eds.), pp. 485-494);

10. Sociological approach to the study of media and mass communication - Schramm, Lazarsfeld, Merton, Laswell, Berleson, Wirth (articles in Durhampeters J., Simonson, P. (eds.), pp. 230-243, 249-262, 358-363, 440-464); Functionalism; functional theory of mass media by M. DeFleur; media system dependency theory; article by Ball-Rokeach and DeFleur in Durhampeters J., Simonson, P. (eds.);

11. Postmodernism - Toronto School, media ecology (selected articles by Innis, McLuhan, and A. Mira);

12. Economic theories of media - representatives, theories, followers; Media monopoly - theory of responsibility and balance (article by H. Shiller, in Durhampeters J., Simonson, P. (eds.), pp. 480-484; theory of fairness - B. Bagdikian (1985); propaganda model by Chomsky and Herman;

13. The relationship between politics and media - theory of media responsibility - Four Theories of the Press (Part 3), Hutchins Commission - article in Durhampeters J., Simonson, P. (eds.), pp. 218-221; Normative theories (McQuail); Politicized media model of communication – Hallin and Mancini;

14. Futuristic media theories - Bell, Khan, Toffler, Brzezinski, Touraine, Giddens, Virilio; Media convergence theories - new media, social media, digital media, networked society (articles by Castells and Van Dijck).

MIDTERM EXAM 2

1.5. Modes of delivery (mark the appropriate boxes with an X)	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input checked="" type="checkbox"/> e-learning
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1.6. Student obligations

Regular attendance and completion of assigned tasks.
 The pace of completing assignments for Erasmus students and taking midterm exams will be agreed with the professor.

1.7. Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	

Portfolio		Midterm exam	X				
1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met							
Each midterm exam accounts for 25% of the grade, as well as class participation (participation in discussions, presenting the assigned text, and preparing and presenting a group project), and the seminar paper.							
1.9. Required readings and number of copies relative to the number of students currently taking the course							
Title		Number of copies		Number of students			
Durhampeters J., Simonson, P., eds. (2004) Mass Communication and American Social Thought: Key Texts (1919-1968), Oxford, Rowman & Littlefield Publishers Inc.		PDF					
McQuail, D., Deuze, M. (2020) McQuail's Media and Mass Communication Theory, SAGE, 7.ed. (selected pages)		PDF					
Schramm, W., ed. (1960) Mass Communication: The book of Readings, ed. 2., Urbana, University of Illinois Press (selected articles)		PDF					
		PDF					
<i>Supplementary readings</i>							
<p>Littlejohn, S., Foss, K., Oetzel, J. Theories of human communication, Waveland Press Inc., 20 16, 11 ed.;</p> <p>KUNCZIK, M. – ZIPFEL, A., Uvod u publicističku znanost i komunikologiju, Friedrich Ebert Stiftung, Zagreb, 1998.</p> <p>The articles of the seminars (besides Schramma i Durhampetersa & Simonsona):</p> <p>Westley, B., MacLean, S. A Conceptual Model for Communication Research, Journalism and Mass Communication Quarterly, 1957, str. 31-37.</p> <p>Lunenburg, F. (2010) Communication: The Process, Barriers, and Improving Effectiveness, Schooling, 2010, v.111, no. 1.</p> <p>Hromažić, H. (2010) Recepcija masovnih medija i njihova utjecaja u širem kontekstu kritičke teorije društva, u Sarić, Z., Kritičke teorije, str. 158-170.</p> <p>Mataušić, M. (ur.), Komunikacijske znanosti. Znanstvene grane i nazivlje, Hrvatski studiji, Zagreb 2007, str. 9-34.</p> <p>Deuze, M. (2021) Challenges and Opportunities for the Future of the Media and Mass Communication Theory and Research: Positionality, Integrative Research and Public Scholarship, Central European Journal of Communication, 2021, (28), str. 5-26.</p> <p>INNIS, H. The bias of communication, The Canadian journal of economics and political science, 1949, V XV, No. 4., str. 457-476.;</p> <p>DEFLEUR, M. A (1966) Mass Communication and Social Change, Social Forces - str. 314-326;</p> <p>BAGDIKIAN, B. (1985) The U.S. Media: The Super market or Assembly Line?, Journal of Communication, 97-109;</p> <p>Castells, M. (2007) Communication, Power and Counter-power in the Network Society, International Journal of Communication 1 (2007), 238-266</p> <p>Mir, Andrey: https://human-as-media.com/about/ (chosen articles)</p> <p>Film:</p> <p>Close Captioned Media Consumption: Noam Chomsky and the Media (https://www.youtube.com/watch?v=BQXsPU25B60)</p>							

<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>
Monitoring of activities in seminars and individual approach to each student through mentoring provides a comprehensive insight into their work and acquired competencies. The assessment of knowledge through the written test (midterm exam) and the evaluation of the seminar presentation and written seminar paper, in which students apply their knowledge by presenting it in the form of an academic paper and critically evaluating it while expressing themselves on a freely chosen written topic.

GENERAL INFORMATION		
<i>Lead instructor</i>	Paula Jurišić, lecturer	
<i>Course name</i>	English Language I	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	1.	
<i>Semester</i>	1.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
Developing language skills (reading comprehension, writing, speaking, and listening) in the context of media. Cultivating skills and strategies necessary for independent learning and critical evaluation of one's work and progress. Enhancing media literacy and linguistic awareness.		
<i>1.2. Course enrolment requirements</i>		
Enrolment in the first semester.		
<i>1.3. Intended course learning outcomes</i>		
Upon completing the course, students will be able to: - Independently comprehend different types of media-related texts, adjusting reading methods and speed to various reading purposes. - Use an extensive active vocabulary related to media. - Apply basic conventions for writing various types of media texts. - Define key concepts in media communication and identify characteristics of different types of media texts in English. - Plan and organize a brief critical review of a chosen media text. - Develop the ability to analyze and critically evaluate media text content in English, focusing on style, tone, and language use across various formats.		
<i>1.4. Course content</i>		
1) Introduction to the course content: Media literacy; characteristics of traditional and new media; forms, styles, and registers. 2) Introduction to writing skills: How to develop orthographic competence. Writing skills: Orthographic competence and independent error correction. 3) Media discourse and language: Analysis of language used in different types of media (newspapers, television, internet). Formal and informal discourse in media.		

4) Rules of verbal and non-verbal communication:
Cultural differences in communication.

5) Vocabulary acquisition: (collocations, synonyms, paraphrasing, methods for selecting vocabulary) through texts related to different types of media.

6) English in political communication:
Analysis of the language of political speeches, campaigns, and debates. The impact of language on shaping public opinion.

7) Organization and planning of written expression.

8) Selection and development of appropriate form and style: Newspapers as a medium: news article (headline writing, various types of news articles).

9) Selection and development of appropriate form and style:
Newspapers as a medium: interview.

10) Selection and development of appropriate form and style: Magazines (types of magazines, writing techniques for different magazine formats).

11) Speaking skills: Selecting appropriate form and style; non-verbal communication.

12) Selection and development of appropriate form and style: Radio and television as media (radio and television news, reporting within these media).

13) Selection and development of appropriate form and style.

14) New media: (blogs, podcasts, etc.)

15) Review of course content:
resentations on topics of choice in the field of communication and media.

1.5. Modes of delivery (mark the appropriate boxes with an X)

- | | |
|---|--|
| <input checked="" type="checkbox"/> lectures | <input checked="" type="checkbox"/> independent work |
| <input type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network |
| <input checked="" type="checkbox"/> practicals | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> remote learning | <input type="checkbox"/> supervision |
| <input type="checkbox"/> field work | <input type="checkbox"/> other |
| | _____ |

1.6. Student obligations

Regular attendance and active participation in classes.
Timely completion of homework.
Adherence to ethical and academic standards set by the university.
Special requirements for part-time students:
Attendance is mandatory (up to 30% absence is allowed).
Absences beyond 30% (up to 50%) must be compensated with additional work.
More than 50% absence results in the inability to sign and sit for the exam, requiring re-enrollment the following academic year.

1.7. Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	X
Portfolio		Midterm exam	X				

1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

Activity in class: 20%
Quality of independent tasks (short, pre-agreed presentations in class): 10%
Exam or pre-exam quiz: 70%

1.9. Required readings and number of copies relative to the number of students currently taking the course		
Title	Number of copies	Number of students
Hicks, W. <i>English for Journalists</i> , Routledge, New York, 2013.	PDF	
Potter, D. <i>Handbook of Independent Journalism</i> , US Department of State, 2006.	PDF	
Chandler, D., & Munday, R. <i>A Dictionary of Media and Communication</i> , OUP, Oxford, 2020.	PDF	
Crystal, David. <i>The Cambridge Encyclopedia of the English Language</i> , 3rd ed., Cambridge University Press, 2018.	PDF	
Supplementary readings		
Caramella, N. and Lee, E., <i>Cambridge English for the Media</i> , Cambridge University Press. Cambridge, 2008.		
Holmes, Janet. <i>An Introduction to Sociolinguistics</i> . 5th ed., Routledge, 2017.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Student survey on the quality of teaching and the work of lecturers at the university level; student self-assessment of achieved learning outcomes; collaborative evaluation by lecturers and students on the implementation and quality of the teaching process; student performance in completing syllabus-assigned tasks; individual consultations.		

GENERAL INFORMATION		
Lead instructor	Nebojša Lujanović, PhD, Assistant Professor	
Course name	Media, Culture, Identity	
Study programme	Communication and Media	
Course status	Elective	
Year	1.	
Semester	1.	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
<p>In the context of communication, media, and contemporary technology, media can be discussed not only as a sphere of information but also as one of formation. So, this course is designed around that key premise. It is explored from various perspectives—technological, cultural, sociological, and philosophical—to identify the potential risks and side effects of shaping identity in the digital world, while also understanding the core processes and their potential in modern communication.</p> <p>Initially, students will become acquainted with the fundamental processes that dominate contemporary culture, which serves as the context for the formation of digital identities. The postmodernist relativization, fragmentation, and instability of the culture are further compounded by</p>		

the imperatives of contemporary technology concerning individual action and communication, outlining the field where the issue of digital identities is situated.

The focus then shifts to identity itself as a construct, in line with contemporary constructivist theories that take the aforementioned context into account, revealing a new dimension of identity as a phenomenon. Along with general insights into the mechanisms, structures, and functions of identity, this includes an introduction to some of the dominant identity theories in modern humanities.

Finally, the course will address virtual identities as extensions of "real" ones, examining the principles they adhere to (given their presence in networked spaces and alignment with modern media and technological tools) and the mechanisms by which they operate in virtual environments. Highlighted topics within this spectrum include issues such as the private sphere, intimacy, destabilization, and related implications.

1.2. Course enrolment requirements

Enrolment in the first semester.

1.3. Intended course learning outcomes

Upon completing this course, students will be able to:

- Identify the mechanisms of identity formation within a complex media context
- Analyze dominant processes in digital environments, including their potential and harmful effects
- Acquire skills for managing the presentation of complex entities for communication, economic, and other purposes, as well as strategic positioning in the networked sphere
- Develop the ability to critically interpret contemporary media that exploit virtual identities as resources
- Approach identity constructions filling contemporary media spaces with analytical insight
- Understand the dynamics of the relationship between real and virtual identities, as well as the risks of blurring the boundaries between them

1.4. Course content

This course introduces student, on individual meetings and discussions, to postmodernism as the broader cultural and theoretical framework for understanding identity, media, and digital life. It examines how celebrity culture, tabloid spectacle, participation, and online co-creation reshape the media environment and transform the social world through digital networks. Special attention is given to theories of identity, the tension between essentialism and constructivism, and the ways identity is formed, distributed, and negotiated in digital media and virtual communities. The course also explores online intimacy, self-presentation, virtual identity, and the question of whether digital environments destabilize or enable the realization of the self.

1.5. Modes of delivery (mark the appropriate boxes with an X)

- | | |
|---|--|
| <input checked="" type="checkbox"/> lectures | <input checked="" type="checkbox"/> independent work |
| <input type="checkbox"/> seminars and workshops | <input checked="" type="checkbox"/> multimedia and network |
| <input checked="" type="checkbox"/> practicals | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> remote learning | <input type="checkbox"/> supervision |
| <input type="checkbox"/> field work | <input type="checkbox"/> other |
| | _____ |
| | ___ |

1.6. Student obligations

The student is required to complete at least four individual meetings with the mentor, during which the assigned topic and relevant literature will be discussed. At the end of the semester, the student will present their research and analysis based on the application of the theoretically discussed concepts to specific examples. The course concludes with an oral presentation of the completed work in a final individual meeting with the mentor.

1.7. Monitoring student work (mark the appropriate boxes with an X)							
Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report	X	Practical work	X
Portfolio							
1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met							
<p>The evaluation is based on the following:</p> <ul style="list-style-type: none"> • personal motivation and initiative on meetings • quality of discussion • quality of final oral presentation of the research 							
1.9. Required readings and number of copies relative to the number of students currently taking the course							
Title		Number of copies		Number of students			
Chris Barker. Cultural studies; theory and practice (Chapter 6. Enter postmodernism. And chapter 7. Issues of subjectivity and identity). SAGE Publications, London, 2008.		PDF					
Christakis, N. A., & Fowler, J. H. (2009). Connected: The surprising power of our social networks and how they shape our lives. Little, Brown and Company.		PDF					
Hall, S., Evans, J., & Nixon, S. (Eds.). (2013). Representation (2nd ed.). SAGE.		PDF					
Couldry, N., & Hepp, A. (2017). The mediated construction of reality. Polity Press.		PDF					
Supplementary readings							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
Student survey, consultations, and direct communication with students during classes.							

GENERAL INFORMATION		
Course instructor	Patricia Sučić, lecturer	
Course name	Italian language I	
Study programme	Communication and Media	
Course status	Obligatory	
Year	1.	
Semester	1.	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
Mastering the basic morphological and syntactic structures of the Italian language in written/audio/audio-visual media. Reading and understanding various authentic media texts while acquiring basic terminology related to the field of media and communication.		
1.2. Course enrolment requirements		
Enrolment in the first semester.		
1.3. Intended course learning outcomes		
<p>Students will be able to:</p> <ul style="list-style-type: none"> - explain and identify the basic morphological and syntactic structures of the Italian language, - analyse and understand simple texts from the field of media and communication in the Italian language, - demonstrate and apply basic knowledge of morphosyntactic and expressive elements of the spoken Italian language, - develop skills in written and oral communication in the Italian language. 		
1.4. Course content		
<p>1. Italian pronunciation and spelling V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication.</p> <p>2. Definite articles V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication</p> <p>3. Nouns and adjectives: agreement in gender and number V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication</p> <p>4. The present indicative (<i>presente indicativo</i>) of verbs <i>essere</i> and <i>avere</i> V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication</p>		

5. Indefinitive articles. Cardinal numbers. Telling time.
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

6. The present indicative of regular verbs of the first conjugation
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

7. The present indicative of regular verbs of the second and the third conjugation; The /SC verbs
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

8. Revise
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

9. The modal verbs (*potere, dovere, volere + sapere*)
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

10. Irregular verbs of the first conjugation (*fare, andare, dare and stare*)
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

11. Some irregular verbs (*dire, salire, rimanere, uscire, riuscire...*); Ordinal numbers
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

12. Possessive adjectives and pronouns
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

13. The definite article before family names
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

14. Form of courtesy *Lei*
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

15. Revise
 V. Work on authentic (written/audio/audio-visual) texts and acquisition of terminology related to the field of media and communication

1.5. Modes of delivery (mark the appropriate boxes with an X)

- | | |
|---|---|
| <input checked="" type="checkbox"/> lectures | <input type="checkbox"/> independent work |
| <input type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network |
| <input checked="" type="checkbox"/> practicals | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> remote learning | <input type="checkbox"/> supervision |
| <input type="checkbox"/> field work | <input type="checkbox"/> other |
| | _____ |

1.6. Student obligations							
<p>All students are required to attend lectures and exercises and actively participate in solving various tasks. They are required to pass either two preliminary exams or a final written exam.</p> <p>Part-time students may miss up to 30% (and up to a maximum of 50%) of the hours. Lectures missed must be made up by additional work in agreement with the course instructor. In case a student has not attended more than 50% of the lectures, he/she will lose the right to gain course signature and take the exam in the current academic year and must re-enrol in the course the following academic year.</p>							
1.7. Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Two preliminary exams	X				
1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met							
<p>Participation in classes – 10%</p> <p>Practical work/exercises – 20%</p> <p>Success in the written exam – 70%</p>							
1.9. Required readings and number of copies relative to the number of students currently taking the course							
<i>Title</i>		<i>Number of copies</i>		<i>Number of students</i>			
J. Jernej, Konverzacijska talijanska gramatika, Školska knjiga, Zagreb, 2012		PDF					
M. Deanović - J. Jernej, Talijansko-hrvatski rječnik, Školska knjiga, Zagreb, 2012.		PDF					
M. Deanović - J. Jernej, Hrvatsko-talijanski rječnik, Školska knjiga, Zagreb, 2012		PDF					
Supplementary readings							
<p>S. Nocchi, Grammatica pratica della lingua italiana, Alma edizioni, Firenze, 2014.</p> <p>- authentic materials</p>							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
<ul style="list-style-type: none"> - class attendance, class activity, success in task completion - student survey on the quality of teaching and teachers at the university level - passed exam and other obligations fulfilled determined by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process. 							

GENERAL INFORMATION		
<i>Lead instructor</i>	Jelena Jurišić, PhD, Assistant Professor	
<i>Course name</i>	Broadcasting Student Internship I, II, III, IV	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Elective	
<i>Year</i>	1./2.	
<i>Semester</i>	1./2./3./4.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	0 + 60 + 0
COURSE DESCRIPTION		
1.1. Course aims		
<p>The aim of Broadcasting Student Internship is to provide students with the opportunity to learn about the broadcasting medium through practical work at Radio Kampus. Students gain knowledge about the broadcasting medium, as well as the preparation and production of broadcasting shows and programs, by working with a mentor and through independent assignments.</p>		
1.2. Course enrolment requirements		
<p>Enrolment in the first semester. A maximum of 5 students are allowed to enroll in this practical course. Interested students must submit a motivation letter and attend an interview with the course coordinator and the editor-in-chief of Radio Kampus. Enrolment in Broadcasting Student Internship II, III, or IV does not require completion of the previous levels, but students who have completed earlier levels will have priority during the selection process.</p>		
1.3. Intended course learning outcomes		
<p>Students acquire fundamental knowledge about radio as a medium. Students acquire fundamental knowledge of broadcasting program production. Students develop the skills needed for the preparation and production of broadcasting shows. Students enhance public speaking skills required for public performance. Students develop the ability to critically evaluate media content.</p>		
1.4. Course content		
<p>Broadcasting Student Internship is conducted as practical training at Radio Kampus, as well as in the field during research, information gathering, and recording statements for radio shows.</p>		
1.5. Modes of delivery (mark the appropriate boxes with an X)	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> supervision <input checked="" type="checkbox"/> work on Radio Kampus
1.6. Student obligations		
<p>Students coordinate their weekly schedule of activities and tasks with the editor-in-chief of Radio Kampus and maintain a Work Journal, where they document their weekly activities. The total</p>		

workload for students in this practicum is 60 working hours per semester, of which 40 hours are dedicated to direct work at the Radio Kampus premises and fieldwork according to the schedule agreed upon with the editor-in-chief. The remaining 20 hours are spent drafting concepts for broadcasting segments and writing synopses for broadcasting shows. The same applies to part-time students.

1.7. Monitoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	X
Portfolio							

1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

At the end of the semester, the editor-in-chief of Radio Kampus signs the students' Work Record and evaluates their activity and acquired skills with a score from 0 to 10 across the following categories: regularity, preparation, production, creativity, and independence.

1.9. Required readings and number of copies relative to the number of students currently taking the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Chantler, Paul; Stewart, Peter (2013) <i>Basic Radio Journalism</i> . New York & London: Focal Press.	PDF	
Sturkey, Guy (2013) <i>Radio in context</i> . London: Bloomsbury Publishing	PDF	

Supplementary readings

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Monitoring of activities and work at Radio Kampus, with an individual approach to each student through mentoring, provides a comprehensive insight into their work and acquired competencies. The evaluation of practical tasks, in which students apply their knowledge in the production of broadcasting content or shows, checks whether the learning outcomes outlined in this syllabus have been achieved.

GENERAL INFORMATION		
<i>Lead instructor</i>	Nebojša Lujanović, PhD, Assitant Professor	
<i>Course name</i>	Media, Information, and Digital Literacy	
<i>Study programme</i>	Communication and media	
<i>Course status</i>	Obligatory	
<i>Year</i>	1.	
<i>Semester</i>	2.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30 + 0 + 30
COURSE DESCRIPTION		
1.1. Course aims		
<p>The goal of the course is to familiarize students with the theoretical and empirical dimensions of the structure and dynamics of contemporary media, information, and digital systems. The lectures will cover three main areas in which the fundamental concepts and social processes that define the media-information sphere presented by digital media will be addressed.</p> <p>Throughout the course, students will become familiar with the complex relationship between media, society, and technology, with an emphasis on the role of information in the new digital environment. They will be introduced to the mechanisms of structuring and presenting messages in various formats, their dependence on the medium and the audience they are aimed at. The course will also focus on ideological and economic implications, although it will touch upon the sociological, psychological, anthropological, and political dimensions of contemporary media. Finally, students will also explore the various possibilities, not just the dangers, of new media, in terms of creative technologies and dominant digital tools.</p> <p>Overall, the course aims to equip students with fundamental knowledge and skills that would enhance their media literacy as a complex set of tools necessary to navigate the contemporary media environment.</p>		
1.2. Course enrolment requirements		
Enrolement in the second semester.		
1.3. Intended course learning outcomes		
<p>Students will:</p> <ul style="list-style-type: none"> - Acquire skills in using tools and technologies to access media. - Understand and critically evaluate various aspects of media and media content. - Be able to communicate in various media and digital contexts. - Develop skills in critically reflecting on media content, which is essential for sound judgment. - Know how to use information and communication technologies. - Critically assess information sources. 		
1.4. Course content		
<p>This course introduces students, on individual meetings, to the key concepts of media, society, and literacy, with a focus on how media messages are structured and how meaning is produced in contemporary media culture. It explores the relationship between media, youth, ideology, advertising, ethics, human rights, and the public sphere, while also examining psychoanalytic perspectives on media content such as sex and violence. Particular attention is given to digital tools, digital media culture, and the role of creative technologies in contemporary communication. In</p>		

its final part, the course highlights both the opportunities and the challenges of digital media technology in shaping social life and media practices.

1.5. Modes of delivery (mark the appropriate boxes with an X)

- | | |
|--|--|
| <input checked="" type="checkbox"/> lectures | <input type="checkbox"/> independent work |
| <input checked="" type="checkbox"/> seminars and workshops | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> practicals | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> remote learning | <input type="checkbox"/> supervision |
| <input type="checkbox"/> field work | <input type="checkbox"/> other |

1.6. Student obligations

The student is required to complete at least four individual meetings with the mentor, during which the assigned topic and relevant literature will be discussed. At the end of the semester, the student will present their research and analysis based on the application of the theoretically discussed concepts to specific examples. The course concludes with an oral presentation of the completed work in a final individual meeting with the mentor.

1.7. Monitoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report	X	Practical work	X
Portfolio		Midterm exam					

1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

- The evaluation is based on the following:
- personal motivation and initiative on meetings
 - quality of discussion
 - quality of final oral presentation of the research

1.9. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
Hobbs, R. (2017). Create to learn: Introduction to digital literacy. Wiley.	PDF	
Chris Barker. Cultural studies; theory and practice (chapter 11. Digital media culture). SAGE Publications, London, 2008.	PDF	
Hobbs, R. (2021). Media literacy in action. Rowman & Littlefield.	PDF	

Supplementary readings

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Student surveys, consultations, and direct communication with students during classes.

GENERAL INFORMATION		
<i>Lead instructor</i>	Viktorija Car, PhD, Full Professor	
<i>Cours name</i>	Media Construction of Reality	
<i>Study programme</i>	Communication and Media	
<i>Cours status</i>	Obligatory	
<i>Year</i>	1.	
<i>Semester</i>	2.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30 + 0 + 30
COURSE DESCRIPTION		
1.1. Course aims		
<p>The aim of the course is to introduce students to the fundamental theoretical and epistemological concepts of social reality and the role of the media in creating an image of it. Students will be introduced to the concepts of media framing and media narrative as fundamental elements of a media text that construct an image of someone or something. The aim of the course is also to provide students with the knowledge necessary for understanding and critically evaluating media content.</p>		
1.2. Course enrolment requirements		
Enrolled in the second semester.		
1.3. Intended course learning outcomes		
<p>Students acquire basic knowledge about the historical development of media, media technologies and media organizations. Students will be able to define, understand and explain the components of the media system within social, cultural, economic and political history. Students will be able to critically evaluate the role of the media in society and the changes they have influenced. Students acquire basic knowledge about the development of journalism and the social changes caused by the information revolution. Students acquire skills to critically evaluate the role of the media in a democratic society.</p>		
1.4. Course content		
<p>Course topics: Croatian Wikipedia – how Wikipedia participated in the reinterpretation of Croatian history Media in social space - Lefebvre's triadic model What is social reality: theoretical-epistemological assumptions Media construction of social reality vs. "media as a mirror of society" How the audience assigns meaning to media content Media frames: Media humanization of the criminal: Byron's hero as a symbol of resistance to the system Media narratives Disinformation and polarization of society "Fake news" – a phenomenon of the 21st century</p>		
1.5. Modes of delivery (mark the appropriate boxes with an X)	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network

		<input type="checkbox"/> practicals	<input type="checkbox"/> laboratory																
		<input type="checkbox"/> remote learning	<input type="checkbox"/> supervision																
		<input type="checkbox"/> field work	<input type="checkbox"/> other _____																
1.6. Student obligations																			
Erasmus students follows this course through individual advising hours with a mentor.																			
1.7. Monitoring student work (mark the appropriate boxes with an X)																			
Class attendance		Participation in class	<table border="1"> <tr> <td>Seminar</td> <td>X</td> <td>Experimental work</td> <td></td> </tr> <tr> <td>Written exam</td> <td></td> <td>Oral exam</td> <td>X</td> </tr> <tr> <td>Project</td> <td></td> <td>Continuous assessment of knowledge</td> <td></td> </tr> <tr> <td>Portfolio</td> <td></td> <td>Mid-term exam</td> <td>X</td> </tr> </table>	Seminar	X	Experimental work		Written exam		Oral exam	X	Project		Continuous assessment of knowledge		Portfolio		Mid-term exam	X
Seminar	X	Experimental work																	
Written exam		Oral exam	X																
Project		Continuous assessment of knowledge																	
Portfolio		Mid-term exam	X																
			Essay																
			Student report																
			Research																
			Practical work																
1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met																			
Students have to complete oral half-term exam based on the Couldry and Hepp (2016). The other part of the obligations are two seminars – analysis of two mediated social or political topics (oral presentation).																			
1.9. Required readings and number of copies relative to the number of students currently taking the course																			
<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>																	
Couldry, Nick i Hepp, Andreas (2016) The Mediated Construction of Reality. Cambridge: Polity.	PDF																		
	PDF																		
Supplementary readings																			
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences																			
Monitoring activities at seminars and individual approach to each student through personal advising gives a complete insight into their work and acquired competencies. By evaluating knowledge in an oral exam (mid-term exam) and by evaluating a seminar task in which students apply knowledge in such a way as to present it in the form of an academic oral presentation and critically evaluate it by expressing themselves in a freely chosen project form.																			

GENERAL INFORMATION		
<i>Lead instructor</i>	Viktorija Car, PhD, Full Professor	
<i>Course name</i>	Visual Expression	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	1./3.	
<i>Semester</i>	2./5.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
The aim of the course is to introduce students to various visual media through which visual communication is achieved; to develop critical awareness and visual sensitivity to events, and to analyse contemporary art and the semiotic relationship between image and meaning. The aim of this course is also to train students to communicate ideas and socially engaged topics by creating content in visual media.		
1.2. Course enrolment requirements		
Enrolled in the fifth semester.		
1.3. Intended course learning outcomes		
After completing the course, students will be able to: 1) Describe and define basic concepts from the theory of visual communication, semiotics and semiology. 2) Understand and explain the components of visual media and visual communications in the contemporary media environment, 3) Acquire basic knowledge about the role of technology, digitalization and visual media in the contemporary public communication space, 4) Critically evaluate media visual content and analyse different aspects of the content of a visual media message, 5) Apply the acquired knowledge and present their own or someone else's artistic work through semiotic analysis;		
1.4. Course content		
1. Introduction to the basic concepts of visual communication 2. Development of visual media and their role in society 3. Frame – a fundamental parameter of visual media in the context of media framing theory 4. Photography: plans and angles 5. Photography: composition 6. Photojournalism – expressing through photo-story 7. Conceptual photography 8. Video: types of shots 9. Video: basic editing links 10. Socially engaged video 11. Journalistic video forms 12. Meaning, connotation and empathy in video communication 13. Ethics of visual expression 14.-15. Student presentations		
1.5. Modes of delivery (mark the appropriate boxes with an X)	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent work

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other <hr/> <hr/>
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1.6. Student obligations

Individual advising hours with a mentor. Respecting deadlines for submitting exercises.

1.7. Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio							

1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

During the semester, students will receive assignments for 9 exercises (9 x 10 points). For each photo, students can receive 0-2 points, and for a video, 0-10 points. The deadlines for each exercise are fixed and it is not possible to make up the exercise later. Students can receive a total of 90 points for the exercises, and 10 points for regular attendance at individual meetings
 Grades: 0-59 insufficient; 60-69 sufficient; 70-79 good, 80-89 very good; 90-100 excellent.

1.9. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
Modern Photography https://en.wikibooks.org/w/index.php?title=Modern_Photography/Printable_version&printable=yes	WikiBooks	

Supplementary readings

Umberto Eco, A Theory of Semiotics, Indiana University Press, Bloomington 1991.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Continuous monitoring of student work through exercises, providing instructions for each exercise. Evaluation of teaching through student evaluation of teaching through regular surveys.

GENERAL INFORMATION		
<i>Lead instructor</i>	Paula Jurišić, lecturer	
<i>Course name</i>	English Language II	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	1.	
<i>Semester</i>	2.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
The content of the English Language II course builds upon and complements English Language I with intensive work on developing speaking and writing skills in the context of media. Further development of skills and strategies necessary for independent learning and critical evaluation of one's work and progress, as well as cultural aspects of language use.		
1.2. Course enrolment requirements		
Enrolment in the second semester.		
1.3. Intended course learning outcomes		
<p>Upon completing the course, students will:</p> <p>Be able to analyze various media contexts.</p> <p>Develop vocabulary (collocations, synonyms, and paraphrasing) through an analytical approach to texts related to communication and media.</p> <p>Acquire the skill of oral presentation and conveying messages on a selected topic or area clearly.</p> <p>Master the conventions of written media/text in English (structuring and organizing text on a given topic).</p> <p>Identify and apply stylistic devices and rhetorical tools in writing and analyzing media content, understanding their impact on readers and audiences.</p> <p>Acquire analytical and evaluative techniques for approaching media content in English (films, TV, online videos), with an emphasis on the use of specific terminology and jargon in film critique and analysis.</p>		
1.4. Course content		
<p>1) Revisiting and expanding concepts: media literacy; traditional and new media in time and space; forms, styles, and registers. Further development of linguistic awareness.</p> <p>2) Understanding cultural aspects of language use. Strategies to avoid the negative influence of the native language on written and spoken English.</p> <p>3) Further vocabulary enrichment: collocations, synonyms, paraphrasing through texts related to communication and media.</p> <p>4) Advanced communication strategies in media How to structure more complex messages for various media platforms Application of stylistic devices and rhetorical tools in media.</p> <p>5) Analysis of media campaigns Linguistic and communication strategies of major media campaigns (e.g., political, social, humanitarian). Discourse analysis and campaign effectiveness.</p> <p>6) Developing written and oral expression skills through topics related to media: Media and critical thinking.</p> <p>7) Developing written and oral expression skills through topics related to media:</p>		

Media and propaganda.
 8) Developing written and oral expression skills through topics related to media: Media and education.
 9) Language in film critique and media content analysis
 How to analyze and critique media content (films, TV, online videos) with a focus on language and narration.
 Using specific jargon and terminology in media analysis.
 10) Language of crisis communication
 How to communicate in crisis situations (e.g., natural disasters, PR crises).
 Strategies and tone in crisis reporting.
 11) Developing written and oral expression skills through topics related to media: Media and consumer culture.
 12) Developing written and oral expression skills through topics related to media: Media and fashion.
 13) Developing written and oral expression skills through topics related to media: The importance and influence of social media on the lives of young people.
 14) Essay writing (acquiring fundamental concepts and skills necessary for academic writing).
 15) Review of course material.

1.5. Modes of delivery (mark the appropriate boxes with an X)	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other <hr/>
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1.6. Student obligations

Students are required to actively participate in discussions and debates in class and complete independent tasks and projects.
 Part-time students:
 Attendance is mandatory. They are allowed up to 30% absence.
 Absences beyond 30% (up to a maximum of 50%) must be compensated with additional work in agreement with the course holder.
 If absences exceed 50%, they lose the right to a signature and exam access for the current academic year and must re-enroll in the course in the following academic year.

1.7. Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	X
Portfolio		Midterm exam	X				

1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In line with the course learning outcomes and student obligations, the final grade is based on:
 Class activity (participation in discussions, writing, critical comments on peers' work) – 20%.
 Independent tasks (short, pre-agreed oral presentations in class) – 10%.
 Points achieved in the midterm or final exam – 70%.

1.9. Required readings and number of copies relative to the number of students currently taking the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Hicks, W., English for Journalists, Routledge, New York, 2013.	PDF	
Chandler, D. & Munday, R. A Dictionary of Media and Communication, OUP, Oxford, 2020.	PDF	
Potter, D. Handbook of Independent Journalism, Bureau of International Information Programs, US. Department of State, 2006.	PDF	
Supplementary readings		
Machin, David, and Andrea Mayr. How to Do Critical Discourse Analysis: A Multimodal Introduction. 2nd ed., SAGE Publications, 2012. Selected essays		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Student survey on the quality of teaching and the work of lecturers at the university level; student self-assessment of achieved learning outcomes; collaborative evaluation by lecturers and students on the implementation and quality of the teaching process; student performance in completing syllabus-assigned tasks; individual consultations.		

GENERAL INFORMATION		
<i>Course instructor</i>	Patricia Sučić, lecturer	
<i>Course name</i>	Italian language II	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	1.	
<i>Semester</i>	2.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
Mastering the morphological and syntactic structures of the Italian language. Acquiring basic terminology from the field of expertise while developing the ability to understand and paraphrase relevant authentic texts in the Italian language. Developing communication competence in the domain of general Italian language, and especially in the field of media, along with translating simpler texts from Italian to Croatian.		
1.2. Course enrolment requirements		
Enrolment in the second semester.		
1.3. Intended course learning outcomes		

Students will be able to:

- explain and determine the basic morphological and syntactic structures of Italian language,
- analyse and translate texts from the field of communication and media in the Italian language,
- demonstrate and apply the acquired knowledge of morphological and syntactic expressive elements of the Italian spoken language,
- develop written and oral communication skills in Italian. Summarize specific content in Italian.

1.4. Course content

1. Gerund; Form *stare + gerundio*

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication.

2. Present indicative of reflexive verbs; Reflexive pronoun

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication.

3. Impersonal SI (*SI impersonale*)

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication.

4. Impersonal SI of reflexive verbs

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication.

5. Compound perfect (*passato prossimo*); Regular past participle

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication.

6. Transitive verbs and intransitive verbs, how to choose auxiliary verbs *essere* or *avere*?

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication.

7. Irregular past participle

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication.

8. Revision

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication.

9. Simple prepositions (*preposizioni semplici*) DI, A, DA, IN

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication.

10. Simple prepositions (*preposizioni semplici*) CON, SU, PER, TRA, FRA

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.

11. The prepositions combined with the definite article (*preposizioni articolate*)

V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.

<p>12. Reflexive verbs in the compound perfect; Expressions of quantity; Uses of the partitive article (<i>articolo partitivo</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>13. Direct object pronouns; Agreement of the object pronouns with the participle V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>14. The verbs in compound perfect with both auxiliary verbs (<i>finire, cominciare...</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>15. Revision V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p>							
<p>1.5. Modes of delivery (mark the appropriate boxes with an X)</p>			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work		<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____		
<p>1.6. Student obligations</p>							
<p>All students are required to attend lectures and exercises and actively participate in solving various tasks. They are required to pass either two preliminary exams or a final written exam.</p> <p>Part-time students may miss up to 30% (and up to a maximum of 50%) of the course hours. Missed lectures must be made up by additional work in agreement with the course instructor. In the event they have not attended more than 50% of the lectures, they lose the right to course signature and take the exam in the current academic year and must re-enrol in the course the following academic year.</p>							
<p>1.7. Monitoring student work (mark the appropriate boxes with an X)</p>							
Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Two preliminary exams	X				
<p>1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met</p>							
<p>Participation in classes – 10% Practical work/exercises – 20% Success in the written exam – 70%</p>							
<p>1.9. Required readings and number of copies relative to the number of students currently taking the course</p>							

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
J. Jernej, Konverzacijska talijanska gramatika, Školska knjiga, Zagreb, 2012	PDF	
M. Deanović - J. Jernej, Talijansko-hrvatski rječnik, Školska knjiga, Zagreb, 2012.	PDF	
M. Deanović - J. Jernej, Hrvatsko-Zagreb, 2012talijanski rječnik, Školska knjiga,	PDF	
<i>Supplementary readings</i>		
S. Nocchi, Grammatica pratica della lingua italiana, Alma edizioni, Firenze, 2014. - authentic materials		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
<ul style="list-style-type: none"> - class attendance, class activity, success in task completion - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations determined by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process. 		

GENERAL INFORMATION		
<i>Lead instructor</i>	Viktorija Car, PhD, Full Professor	
<i>Course name</i>	Media Capture	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	2.	
<i>Semester</i>	3.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	5th
	Number of hours (L+P+S)	30 + 0 + 30
COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The aim of the course is to introduce students with the main mechanisms of media capture in the 21st century. It also aims to provide students with the knowledge necessary to understand and critically evaluate the main motives for owning and managing the media.		
<i>1.2. Course enrolment requirements</i>		
Enrolment in the third semester.		

1.3. Intended course learning outcomes								
<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> - define, explain and compare the mechanisms of media capture - define and explain the main motives for owning and managing the media - understand and critically evaluate power relations between media, politics, economy and the public - acquire skills for critically evaluating the role of the media in a democratic society and will be able to apply them to the Croatian media environment. 								
1.4. Course content								
Teaching is organized through individual mentoring sessions and independent study of the relevant literature. The course focuses on the main mechanisms of media capture in the 21st century, including ownership structures, financial incentives, censorship, cognitive capture, and the influence of digital technologies and audiences on contemporary media systems. Special attention is given to public service, non-profit, and commercial media in Croatia.								
1.5. Modes of delivery (mark the appropriate boxes with an X)				<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other <hr/>			
1.6. Student obligations								
Erasmus students follow this course through individual advising hours with a mentor.								
1.7. Monitoring student work (mark the appropriate boxes with an X)								
Class attendance		Participation in class		Seminar paper		Experimental work		
Written exam		Oral exam	X	Essay		Research		
Project		Continuous assessment of knowledge		Student report		Practical work	X	
Portfolio		Preliminary exam		Individual advising with a mentor	X			
1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met								
Students are required to complete an oral half-term exam based on the assigned literature by Schiffrin (2017) and Murdock (2005). The practical assignment consists of a critical analysis of a contemporary example of media capture, focusing on mechanisms such as ownership concentration, financial influence, political control, or corporate power in media systems. The specific topic and format of the assignment will be further developed in consultation with a mentor.								
1.9. Required readings and number of copies relative to the number of students currently taking the course								
Title		Number of copies		Number of students				
Schiffrin, Anya (ur.) (2017) In the Service of Power: Media Capture and the Threat to Democracy, CIMA, Washington, DC, pg.1-41 (first 4 chapters)		PDF						

Murdock, Graham (2005) Large corporations and the control of the communications industries, pg. 114-147, in:Gurevitch, Michael, Bennett, Tony, Curran, James i Woollacott, Janet (ur.) Culture, Society and the Media. London: Routledge.	PDF	
<i>Supplementary readings</i>		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
Monitoring the activities during the exercises and the individual approach to each student through advising gives a complete insight into their work and acquired competencies. By evaluating knowledge in an oral exam and evaluating a practical task in which students apply knowledge in such a way that they present an analysis of an example of mediatization and present it, it is checked whether the acquired learning outcomes are foreseen by this syllabus		

GENERAL INFORMATION		
<i>Lead instructor</i>	Paula Jurišić	
<i>Course name</i>	Creative Writing in English I	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	2.	
<i>Semester</i>	3.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
<p>Develop fundamental creative writing skills in English, including the ability to express ideas creatively through an understanding of narrative techniques and stylistic devices.</p> <p>Develop the ability to critically analyze and evaluate literary techniques, stylistic figures, and structures within one's own and others' creative works.</p> <p>Learn to structure a strong and compelling narrative.</p> <p>Develop the ability to apply basic principles of literary and critical text analysis in writing and editing one's own texts in English.</p> <p>Develop an understanding of the relationship between creative writing and media communication, with an emphasis on creating texts that meet the specific needs of a media audience.</p>		
<i>1.2. Course enrolment requirements</i>		
Enrolment in the third semester.		
<i>1.3. Intended course learning outcomes</i>		
<p>Upon the completion of the course students will be able to:</p> <ul style="list-style-type: none"> - Critically analyze and evaluate various stylistic and narrative techniques used in creative writing, including their potential aesthetic and communicative effects. - Apply theoretical approaches to creative writing in the context of their own work. - Develop independent research skills in thematic and stylistic approaches to creative writing, integrating various literary, sociocultural, and linguistic theories into their own writing. 		

- Apply creative writing theory and practice within the context of media communication, producing texts that meet the specific aesthetic and communicative demands of a target audience.

1.4. Course content

- 1) Introduction to Creative Writing: Theory and Practice
Definition of creative writing and the basic components of the creative process
The role of creative writing in academic and professional contexts
- 2) Fundamentals of Narration: Structure and Style
Overview of basic narrative structures
- 3) Stylistic Figures in Creative Writing
Analysis of symbols, metaphors, and other stylistic figures
The role of stylistic figures in achieving emotional impact
Practical application of stylistic figures in one's own work
- 4) Creative Analytics: A Critical Approach to Own and Others' Texts
Methods of self-evaluating one's own text
- 5) Creative Writing and Socially Relevant Themes
Exploring and developing social and cultural themes in creative texts
The role of writing in shaping social awareness and commentary
Considering the ethical dimensions of creative writing in social contexts
- 6) Writing for the Media: Blogging, Social Networks, and Journalism
Using creative writing in the media space
Differences between creative writing and journalistic writing
Writing for digital platforms: blogs, social media, and online journalism
- 7) Revising and Editing Creative Texts
Techniques for revising and editing texts
Structural and stylistic improvement of one's own work
- 8) Creative Writing in the Era of Digital Media
The impact of digital platforms on the style, form, and content of creative writing
Writing for an online audience: blogs, social media, e-books, and interactive content
Understanding the formats of digital media and adapting creative writing for online media
- 9) Media Theory and Creative Writing
Exploring media theories through creative writing: McLuhan, Baudrillard, Foucault
Critical approaches to analyzing media messages in writing
Writing as a medium for deconstructing dominant media narratives
- 10) Feminist Theory and Creative Writing
Feminist approaches to creative writing: deconstructing gender norms and stereotypes
Writing about women's experiences, struggles, and emancipation in literature and media
Critical analysis of media representations
- 11) Performance Theory and Creative Writing
Analysis of performative aspects in creative writing, the influence of performance theory (Butler, Goffman)
Writing about identities, norms, and social roles through performative elements
Reading texts as a form of social performance
- 12) Copywriting: Writing for Marketing and Media Platforms
Basics of copywriting: definition, techniques, and strategies
Writing for digital and print media: from advertisements to social media
The role of copywriting in shaping consumer desires and needs, analyzing practical examples

<p>13) Globalization, Capitalism, and Creative Writing Globalization and its impact on creative production: cultural homogenization and differences Writing about capitalism, consumer society, and their impacts on everyday life Creative writing as a tool for critiquing global and economic systems</p> <p>14) Creative Writing and Communication Theory (2 lectures) Critical analysis of the role of writing in creating public discourses and public opinion</p>							
<p>1.5. Modes of delivery (mark the appropriate boxes with an X)</p>		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____		
<p>1.6. Student obligations</p>							
<p>Continuous monitoring of students' work during lectures and seminars by means of seminar works, research and final exam.</p> <p>Full-time students are required to attend the classes. They are required to write seven texts in English on selected topics. The texts need to be graded with a positive grade. Students are allowed to miss up to 30% of all classes. In case they miss more than 30%, they will lose a right to signature and access to exam in the current year and they will need to enrol at the same course again next academic year.</p> <p>Part-time students are required to attend the classes. They are required to write five texts in English on selected topics. The texts need to be graded with a positive grade. Students are allowed to miss up to 30% of all classes. If they miss more than 30% (and up to 50%) of all classes, they have to make it up through additional work as agreed with the course leader. In case they miss more than 50%, they will lose a right to signature and access to exam in the current year and they will need to enrol at the same course again next academic year.</p>							
<p>1.7. Monitoring student work (mark the appropriate boxes with an X)</p>							
Class attendance	x	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	x
Project	x	Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Mid-term exam					
<p>1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met</p>							
<p>In accordance with the learning outcomes for the course and the students' obligations, the final grade is based on:</p> <ul style="list-style-type: none"> - class activities (participation in discussions, writing, critical comments on others' work) - 10% - quality of independent assignments (short, pre-agreed individual presentations in class) - 10% - points earned on the independent semester research project - 80% 							
<p>1.9. Required readings and number of copies relative to the number of students currently taking the course</p>							

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Morley, D, The Cambridge Introduction to Creative Writing. Cambridge: Cambridge University Pres, 2007	PDF	
McNair, Brian, Writing for Journalists. 3rd ed. Abingdon: Routledge, 2011	PDF	
Miller, Wendy Bishop, and Kerri O'Rourke, Bending Genre: Essays on Creative Nonfiction. Evansville: University of Evansville Press, 2003.	PDF	
Supplementary readings		
Dworkin, Kenneth, Uncreative Writing: Managing Language in the Digital Age. New York: Columbia University Press, 2011		
Egan, Rob, The Art of Noticing: 131 Ways to Spark Creativity, Find Inspiration, and Discover Joy in the Everyday. New York: Workman Publishing, 2019		
Heath, Chip, and Dan Heath. Made to Stick: Why Some Ideas Survive and Others Die. Random House, 2007.Đ		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Student survey on the quality of teaching and faculty performance at the university level; self-assessment of students on the achieved learning outcomes; collaborative evaluation by faculty and students of the implementation and quality of the teaching process; students' success in completing the tasks prescribed by the syllabus; individual consultations.		

GENERAL INFORMATION		
<i>Lead instructor</i>	Paula Jurišić, lecturer	
<i>Course name</i>	English Language III	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	2.	
<i>Semester</i>	3.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
The objectives of this course are to acquire media terminology and develop the ability to comprehend and paraphrase relevant texts in English. Students will also refine their skills in translating journalistic texts from Croatian to English. Thus, the purpose of the course is to equip students with the ability to write short pieces within their field of expertise and to enhance their speaking skills and public presentation abilities in English.		
1.2. Course enrolment requirements		

Enrolment in the third semester.

1.3. *Intended course learning outcomes*

Upon completing the course, students will be able to:

Identify basic concepts in translation and distinguish between literal and free translation, with an emphasis on the specifics of translating media texts.

Compare the structure, syntax, and style of journalistic articles in Croatian and English and analyze stylistic and rhetorical differences between the two languages.

Apply techniques for adapting cultural specifics, conveying contextual and cultural references, and accurately translating names, titles, and institutions.

Develop skills for concise and clear news translation, using appropriate techniques for conveying brief information, and understand the use of active and passive voice in news translation.

Analyze linguistic strategies used to shape audience perception and recognize the language of propaganda, fake news, and sensationalism.

Apply key rhetorical techniques in media presentations and structure effective public speeches in English.

Recognize and correctly use collocations and phrasal verbs in writing and speaking, with a focus on the media context.

Improve pronunciation and intonation when reading media texts in English and correctly pronounce specific words and phrases.

1.4. *Course content*

1) Introduction to Translating Media Texts

Basic concepts of translation.

Differences between literal and free translation.

Specifics of translating media and journalistic texts.

2) Analysis of Journalistic Style in Croatian and English

Comparison of the structure of journalistic articles in Croatian and English.

Differences in syntax and style between the two languages.

Stylistic and rhetorical differences in journalism.

3) Adaptation Techniques in Translation

Adapting cultural specifics.

How to convey contextual and cultural references in translation.

Translating names, titles, and institutions.

4) News Translation: Speed and Brevity

How to convey brief and concise information clearly.

Using active and passive voice in news translation.

5) Language of Media Manipulation

How language is used to shape audience perception.

Analysis of language in propaganda, fake news, and sensationalism.

6) Writing for Different Media Platforms

Differences in writing for print, online, and social media.

Adapting language to different formats and audiences.

7) Rhetoric and Public Speaking in Media

Key rhetorical techniques used in media presentations.

How to structure and deliver an effective public speech in English.

8) Conducting Interviews in English

Techniques for conducting interviews.

How to ask clear and relevant questions in English.

9) Advanced Understanding and Analysis of English Texts

Critical reading techniques.

Identifying main and secondary ideas in complex texts.

10) Use of Collocations and Phrasal Verbs in Media

The role of collocations and phrasal verbs in natural speech.

Practical exercises on using collocations in media contexts.

11) Vocabulary Development for Media and Journalistic Texts

Learning specific terminology and phrases related to journalism and media.

<p>How to enrich vocabulary to express complex ideas. 12) Pronunciation and Intonation in Media Contexts How to improve pronunciation and intonation when reading media texts. Pronunciation exercises for specific media-related words and phrases. 13) Listening and Understanding Audio and Video Media Content Listening exercises for media content such as news, podcasts, and interviews. Understanding accents, fast speech, and colloquial language. 14) Creating Written Content in English for Different Media Writing exercises for newspapers, websites, blogs, and social media. Developing stylistic and linguistic skills for different formats. 15) Review of Course Material</p>							
<p>1.5. Modes of delivery (mark the appropriate boxes with an X)</p>				<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____ _____		
<p>1.6. Student obligations</p>							
<p>Regular class attendance Participation in discussions Completion of independent tasks Part-time students are required to attend classes. They are allowed to miss up to 30% of class hours. Any absences beyond 30% (up to a maximum of 50%) must be compensated with additional work in agreement with the course instructor. If a student has attended less than 50% of the classes, they lose the right to a signature and access to the exam for the current academic year and must re-enroll in the course in the following academic year.</p>							
<p>1.7. Monitoring student work (mark the appropriate boxes with an X)</p>							
Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	X
Portfolio		Midterm exam	X				
<p>1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met</p>							
<p>According to the learning outcomes of the course and student responsibilities, the final grade is formed based on: Class activities (participation in discussions, writing, critical comments on others' work) – 20% Independent tasks (short, pre-agreed independent oral presentations in class) – 10% Points earned on the midterm exam (pre-exam) or final exam – 70%</p>							
<p>1.9. Required readings and number of copies relative to the number of students currently taking the course</p>							
Title		Number of copies		Number of students			
In the Presence of English: Media and European Youth, Margie Berns (Editor), Kees de Bot (Editor), Uwe Hasebrink Springer (Editor), Springer		PDF					

2007.		
Cambridge English for the Media, Nick Ceramella, Elizabeth Lee Cambridge University Press, 2008.	PDF	
Supplementary readings		
English for International Journalists, Mike Gandon, Routledge, 2013 English Learning in the Digital Age: Agency, Technology and Context, Shuang Zeng, Springer, 2018.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Student survey on the quality of teaching and instructor performance at the university level; self-assessment by students of the learning outcomes achieved; collaborative assessment by instructors and students of the implementation and quality of the teaching process; student success in completing tasks prescribed by the syllabus; individual consultations.		

GENERAL INFORMATION		
<i>Course instructor</i>	Patricia Sučić, lecturer	
<i>Course name</i>	Italian language III	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	2.	
<i>Semester</i>	3.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
The aim of course is to master the morphological and syntactic structures of Italian language. Students will also gain language competence in written and spoken expressions. They will improve the application of various methods of analysing authentic media texts, acquire professional terminology, and become familiar with the characteristics of the Italian language used in different types of media.		
1.2. Course enrolment requirements		
Enrolment in the third semester.		
1.3. Intended course learning outcomes		
After passing the course, students will be able to: <ul style="list-style-type: none"> - explain and identify the elements of the basic morphological and syntactic structures of the Italian language, - analyse and translate texts from compulsory literature in Italian, - apply acquired knowledge of morphosyntactic expressive elements of the Italian spoken language, - develop written and oral communication skills in Italian, 		

<ul style="list-style-type: none"> - process certain content in Italian, - explain the basic characteristics of Italian language used in different types of media. 	
<p>1.4. <i>Course content</i></p>	
<p>1. Indirect object pronouns V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>2. Direct and indirect object pronouns; Combined pronouns V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>3. <i>Piacere, succedere</i> and similar verbs in present and in compound perfect V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>4. Future indicative (<i>futuro semplice</i>) and future perfect (<i>futuro anteriore</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>5. Future indicative, irregular verbs V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>6. Grading and comparison of adjectives, regular forms V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>7. Revision V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>8. Imperfect indicative (<i>imperfetto indicativo</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>9. Uses of the imperfect and compound perfect (<i>imperfetto o passato prossimo</i>), perfect and imperfect aspect V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>10. Uses of the imperfect and compound perfect (<i>imperfetto o passato prossimo</i>), perfect and imperfect aspect V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>11. Present conditional (<i>condizionale presente</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>12. Past conditional (<i>condizionale passato</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>13. Uses of present conditional and past conditional V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>14. Particle CI and particle NE</p>	

<p>V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>15. Revision V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p>							
<p>1.5. Modes of delivery (mark the appropriate boxes with an X)</p>			<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work		<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____		
<p>1.6. Student obligations</p>							
<p>All students are required to attend lectures and exercises and actively participate in solving various tasks. They are required to pass either two preliminary exams or a final written exam.</p> <p>Part-time students may miss up to 30% (and up to a maximum of 50%) of the course hours. Lectures missed must be made up by additional work in agreement with the course instructor. In case students have not attended more than 50% of the lectures, they lose the right to gain course signature and take the exam in the current academic year and must re-enrol in the course the following academic year.</p>							
<p>1.7. Monitoring student work (mark the appropriate boxes with an X)</p>							
Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Two preliminary exams	X				
<p>1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met</p>							
<p>Participation in classes – 10% Practical work/exercises – 20% Success in the written exam – 70%</p>							
<p>1.9. Required readings and number of copies relative to the number of students currently taking the course</p>							
Title		Number of copies		Number of students			
J. Jernej, Konverzacijska talijanska gramatika, Školska knjiga, Zagreb, 2012		PDF					
M. Deanović - J. Jernej, Talijansko-hrvatski rječnik, Školska knjiga, Zagreb, 2012.		PDF					
M. Deanović - J. Jernej, Hrvatsko-Zagreb, 2012talijanski rječnik, Školska knjiga,		PDF					

<i>Supplementary readings</i>			
S. Nocchi, Grammatica pratica della lingua italiana, Alma edizioni, Firenze, 2014. - authentic materials			
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>			
<ul style="list-style-type: none"> - class attendance, class activity, success in task completion - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations determined by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process 			

GENERAL INFORMATION		
<i>Lead instructor</i>	Viktorija Car, PhD, Full Professor	
<i>Course name</i>	Media Internship I & II	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Elective	
<i>Year</i>	2.	
<i>Semester</i>	3./4.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	0+60+0
COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The goal of this practical course - Media Internship is to provide students with the opportunity to learn about media, communication and journalism through multi-day participation in media, communication or journalism conferences, seminars, workshops or festivals. In this way, students learn about media and communication through various forms of knowledge transfer, but also through direct communication with lecturers and experts - media professionals.		
<i>1.2. Course enrolment requirements</i>		
A maximum of 10 students may enrol in this practical course. Interested students write a motivation letter and attend an interview with the course instructor.		
<i>1.3. Intended course learning outcomes</i>		
After passing the course, students will: <ul style="list-style-type: none"> - acquire basic knowledge about the production of media or journalistic content - acquire the skills of preparing and producing various media forms and formats - develop the speaking skills necessary for professional public speaking - develop the ability to critically evaluate media content. 		
<i>1.4. Course content</i>		

Media Workshop is conducted as a practical course at a location where a specific conference, seminar, workshop or festival is being held. Students attend and participate in the entire program of the conference, seminar, workshop or festival, in a full-day schedule, depending on the program.

1.5. Modes of delivery (mark the appropriate boxes with an X)

- | | |
|---|--|
| <input type="checkbox"/> lectures | <input checked="" type="checkbox"/> independent work |
| <input type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network |
| <input checked="" type="checkbox"/> practicals | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> remote learning | <input type="checkbox"/> supervision |
| <input checked="" type="checkbox"/> field work | <input type="checkbox"/> other |

1.6. Student obligations

During their stay at a conference, seminar, workshop or festival, students write an Internship Diary in which they describe their daily activities and attach 10 photos for each day of activity. The total workload in this practical course during the semester is 90 student work hours, of which 60 hours relate to direct participation in the conference, seminar, workshop or festival, and 30 hours are spent by students preparing their own presentation, recording a video, depending on the program and planned student activities, writing announcements and preparing photos and videos for student media about the event, and writing a detailed report upon completion of the activity. The above obligations apply equally to full-time and part-time students.

1.7. Monitoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio							

1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

After returning from a conference, seminar, workshop or festival, within a week, students are required to submit an Internship Diary with a detailed report to the course leader, who will evaluate the student's activity and acquired skills in communication with the coordinator of the event.

1.9. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
Miller, C. (2024) Writing for Digital Media. Indianapolis: Palni Open Press.	10	10

Supplementary readings

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Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Monitoring of activities and work at a conference, seminar, workshop and individual approach to each student through mentoring provides a complete insight into their work and acquired competencies. By evaluating participation in the conference, seminar, workshop or festival program and practical tasks in which students apply knowledge in a practical way and present it to an audience, it is checked whether the acquired learning outcomes are foreseen by this syllabus.

GENERAL INFORMATION		
<i>Lead instructor</i>	Jelena Jurišić, PhD, Assistant Professor	
<i>Course name</i>	Credibility of Media Content	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	2.	
<i>Semester</i>	4.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30 + 0 + 30
COURSE DESCRIPTION		
<i>Course aims</i>		
The purpose of the media is to inform the public so that we know what is happening around us, form our opinions, make certain decisions, and participate in social life. This implies that we must trust such content, and therefore it must be credible. The goal of this course is to teach what makes media content credible, how it should be created, and how to verify it.		
<i>1.1. Course enrolment requirements</i>		
Enrolment in the fourth semester.		
<i>1.2. Intended course learning outcomes</i>		
<p>After completion of the course, students will:</p> <ul style="list-style-type: none"> - Acquire fundamental knowledge about the roles and tasks of the media in conveying and presenting reality. - Be able to define, understand, and explain key concepts and the difference between reality and media reality. - Be able to critically assess the most important theoretical concepts of media construction and argue their stance. - Develop their speaking and presentation skills through reading, summarizing, and presenting scientific articles and excerpts from selected books, as well as presenting their seminar papers. - Develop academic writing skills and the ability to interpret larger materials in their seminar papers. - Be capable of practically applying acquired knowledge and independently deconstructing reality in media publications. 		
<i>1.3. Course content</i>		
<p>1. Introduction to the course; overview of key concepts; 2-4. The roles of media in society; Media content - types, characteristics of production, diversity and meaning; exercise - identifying different media content and their roles; 5-7. Truth as the primary goal of media and journalism - theoretical, ethical, and professional assumptions; Philosophical concepts of truth; exercise - analysis of media publications; 8-9. Professional principles of journalism as a criterion for achieving truth in media content; exercise - writing and analyzing media publications; 10-11. Trust in the media - goal or a noose around the neck; Defining the concept, key theoretical concepts, purpose of research; exercise; 12-13. Trust in news - theoretical concepts, achieving and meaning for the audience; exercise - writing news, analysis of selected news;</p>		

<p>14-15. Media credibility - defining the concept, types of credibility, meaning and measurement; exercise;</p> <p>16-18. Information disorder - changes in journalism and media influenced by new technologies; exercise - media analysis;</p> <p>19-20. Social platforms and media; search algorithms; exercise - social media analysis;</p> <p>21-23. Misinformation - defining the concept, definitions, types; inaccurate and malicious reporting; exercise - identifying types of misinformation;</p> <p>24-26. Post-truth society, alternative facts, so-called fake news; exercise - recognizing so-called fake news;</p> <p>27-30. Fact-checking - purpose, methods, tools; exercise.</p>								
1.4. Modes of delivery (mark the appropriate boxes with an X)				<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____ _____			
1.5. Student obligations								
Students must regularly attend classes and complete assigned exercises. The pace of completing assignments for Erasmus students and taking midterm exams will be agreed with the professor.								
1.6. Monitoring student work (mark the appropriate boxes with an X)								
Class attendance	X	Participation in class	X	Seminar paper		Experimental work		
Written exam	X	Oral exam		Essay		Research		
Project		Continuous assessment of knowledge		Student report		Practical work	X	
Portfolio		Midterm exam	X					
1.7. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met								
Each midterm exam accounts for 30% of the grade, while 20% of the grade is based on student participation in class and their practical work.								
1.8. Required readings and number of copies relative to the number of students currently taking the course								
Title		Number of copies		Number of students				
Ireton, C., Posetti, J. (2020) <i>Journalism, "Fake News" & Disinformation: Handbook for Journalism Education and Training</i> . UNESCO: Paris		PDF						
Bob Franklin, Matt Carlson (2013) <i>Journalists, Sources, and Credibility: New Perspectives</i> . Routledge: London		PDF						
Adam Wierzbicki (2018) <i>Web Content Credibility</i> . Springer		PDF						
Susanne Fengler, Tobias Eberwein, Matthias Karmasin (2023) <i>The Global</i>		PDF						

<i>Handbook of Media Accountability.</i> London: Routledge		
Supplementary readings		
<p>McIntyre, L. (2018) Post-truth, MIT Press, Cambridge</p> <p>Holiday, R. (2012) Trust me, I'm lying. Confessions of a media manipulator. Portfolio/Penguin, New York.</p> <p>Davis, N. (2008) Flat Earth News. Vintage, London.</p> <p>Diakopoulos, N. (2019) Automating the News: How Algorithms are Rewriting the Media. Harvard University Press, Cambridge.</p> <p>Deuze, M., Prenger, M. (2019) Making Media: Production, Practices and Professions, Amsterdam University Press, Amsterdam.</p> <p>McBryer, J. (2021) Beyond Fake News: Finding the News in a World of Misinformation, Routledge, London.</p>		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
<p>Monitoring activities in seminars and providing individual guidance through mentorship offers a comprehensive insight into each student's work and acquired competencies. The evaluation of knowledge through written tests (midterms) and the assessment of seminar papers and project tasks, where students apply their knowledge by presenting it in the form of an academic paper (seminar paper) and critically evaluating it in a freely chosen visual media format.</p>		

GENERAL INFORMATION		
<i>Lead instructor</i>	Paula Jurišić	
<i>Course name</i>	Creative Writing in English II	
<i>Study programme</i>	Communication and media	
<i>Course status</i>	Compulsory	
<i>Year</i>	2.	
<i>Semester</i>	4.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
<p>Enhancing narrative and stylistic techniques – Developing more complex narrative structures, experimenting with voice, tone, and perspective in creative writing.</p> <p>Understanding the intermedial aspects of creative writing – Studying how creative writing adapts to different formats, including screenwriting, copywriting, digital narration, and multimedia forms of expression.</p> <p>Analysis and application of advanced literary and theoretical concepts – Critical consideration of genre conventions, semiotics of the text, and intertextuality in creative writing.</p> <p>Exploring the social and cultural dimensions of creative writing – Linking creative expression with socially engaged themes, identity, language politics, and contemporary social discourses.</p> <p>Understanding the publishing process, editorial interventions, and opportunities for professional development in the field of creative writing</p>		
1.2. Course enrolment requirements		

Enrolment in the fourth semester.

1.3. *Intended course learning outcomes*

Upon the completion of the course students will be able to:

- Apply complex narrative strategies, including multiple perspectives, experimental structures, and intertextual references.
- Analyze and interpret stylistic and formal features of various literary and media forms.
- Produce creative texts that reflect awareness of social, political, and cultural aspects of writing.
- Write with an understanding of the ideological, historical, and intercultural dimensions of creative expression.
- Develop the ability to adapt and experiment with creative texts across different media formats.
- Write and adapt content for journalism, copywriting, screenwriting, digital, and interactive media.
- Apply relevant concepts from literary theory, semiotics, narratology, and media theory in their own writing and text analysis.

1.4. *Course content*

1) Advanced Narrative Techniques and Style

Complex narrative structures – Experimenting with multiple perspectives, nonlinear narratives, and different timeframes

2) Intertextuality and Metanarration – Applying literary and theoretical concepts in the analysis and creation of new texts.

3) Semiotics of Creative Writing – Understanding the relationship between signs, meanings, and texts in literature and media

4) Ideology and Identity in Creative Writing – The influence of gender, race, class, and culture on literary production

5) Cultural Theory and Creative Writing – Applying theoretical frameworks (postcolonialism, feminism, critical theory) in the analysis and production of texts

6) Digital Culture and New Forms of Storytelling – Interactive fiction, hypertext, and transmedia storytelling

7) Screenwriting Techniques and Literary Text Adaptation – The basics of screenplay writing and adapting literary works for film and television

8) Experimental and Conceptual Writing – Exploring new forms of literary expression, including uncreative writing and digital writing

9) The Role of the Editor and Working with Feedback

10) Writing and the Power of Silence – The role of subtext, suggestion, and open endings in literary creation

11) Political Fiction and Dystopian Narratives

12) Propaganda, Disinformation, and Ethics of Writing in Media – A critical analysis of manipulative strategies and the responsibility of authors in public communication

13) Podcasting and Writing for Audio Formats – Shaping stories through scripts and dialogues for podcasts and radio documentaries

14) Reviewing Acquired Course Content (2 Lectures)							
1.5. Modes of delivery (mark the appropriate boxes with an X)		<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input checked="" type="checkbox"/> other _____ _____		
1.6. Student obligations							
<p>Continuous monitoring of students' work during lectures and seminars by means of seminar works, research and final exam.</p> <p>Full-time students are required to attend the classes. They are required to write seven texts in English on selected topics. The texts need to be graded with a positive grade. Students are allowed to miss up to 30% of all classes. In case they miss more than 30%, they will lose a right to signature and access to exam in the current year and they will need to enrol at the same course again next academic year.</p> <p>Part-time students are required to attend the classes. They are required to write five texts in English on selected topics. The texts need to be graded with a positive grade. Students are allowed to miss up to 30% of all classes. If they miss more than 30% (and up to 50%) of all classes, they have to make it up through additional work as agreed with the course leader. In case they miss more than 50%, they will lose a right to signature and access to exam in the current year and they will need to enrol at the same course again next academic year.</p>							
1.7. Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam		Oral exam		Essay		Research	X
Project	X	Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam					
1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met							
<p>In accordance with the learning outcomes for the course and the students' obligations, the final grade is based on:</p> <ul style="list-style-type: none"> - class activities (participation in discussions, writing, critical comments on others' work) - 10% - quality of independent assignments (short, pre-agreed individual presentations in class) - 10% - points earned on the independent semester research project - 80% 							
1.9. Required readings and number of copies relative to the number of students currently taking the course							
Title		Number of copies		Number of students			
Morley, D, The Cambridge Introduction to Creative Writing. Cambridge: Cambridge University Pres, 2007		PDF					

Jenkins, Henry. <i>Convergence Culture: Where Old and New Media Collide</i> . NYU Press, 2006	PDF	
Writing True: The Art and Craft of Creative Nonfiction. Houghton Mifflin, 2006	PDF	
Supplementary readings		
McKee, Robert, and Thomas Gerace. <i>Storynomics: Story-Driven Marketing in the Post-Advertising World</i> . Twelve, 2018		
Salmon, Christian. <i>Storytelling: Bewitching the Modern Mind</i> . Verso, 2017		
Heath, Chip, and Dan Heath. <i>Made to Stick: Why Some Ideas Survive and Others Die</i> . Random House, 2007		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Student survey on the quality of teaching and faculty performance at the university level; self-assessment of students on the achieved learning outcomes; collaborative evaluation by faculty and students of the implementation and quality of the teaching process; students' success in completing the tasks prescribed by the syllabus; individual consultations.		

GENERAL INFORMATION		
<i>Lead instructor</i>	Silvija Ugrina, senior lector	
<i>Courses name</i>	German language I	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	2.	
<i>Semester</i>	4.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.10.	<i>Course aims</i>	
The aim of the course is to familiarize students with the basics of the German language (level A1) in both business and private settings; to analyse and read texts in traditional and digital media; and to use basic grammatical structures such as verbs, pronouns, articles, and declensions, while utilizing online tools (Kahoot, Padlet, Wordwall, etc.) and online self-study techniques (the multilingual online dictionary PONS and the online lexicon Duden) for learning German.		
1.11.	<i>Course enrolment requirements</i>	
Enrolment in the fourth semester.		
1.12.	<i>Intended course learning outcomes</i>	
After completing and passing the course, students will be able to:		
<ul style="list-style-type: none"> • read texts in German correctly • understand simple texts from different fields • use basic language structures correctly 		

<ul style="list-style-type: none"> communicate in German in basic everyday situations, both in professional and private settings 								
1.13. <i>Course content</i>								
<ol style="list-style-type: none"> Greetings, Well-being (1 Lecture + 1 Practice) Personal information, jobs (1 Lecture + 1 Practice) Family (1 Lecture + 1 Practice) Shopping, furniture (1 Lecture + 1 Practice) Objects, products (1 Practice + 1 Lecture) Office & Technology (1 Lecture + 1 Practice) Leisure time, Compliments (1 Lecture + 1 Practice) Leisure time, Appointments (1 Lecture + 1 Practice) Food, Invitations (1 Lecture + 1 Practice) Travel, Means of transport (1 Lecture + 1 Practice) Daily Routine, Past events (1 Lecture + 1 Practice) Festivities, Past events (1 Lecture + 1 Practice) Giving and describing directions (1 Lecture + 1 Practice) Housing (1 Lecture + 1 Practice) In the city (1 Lecture + 1 Practice) 								
1.14. <i>Modes of delivery (mark the appropriate boxes with an X)</i>				<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other <hr/>			
1.15. <i>Student obligations</i>								
<p>Students are required to attend classes regularly and participate in both curricular and extracurricular (individual and group) activities that facilitate the acquisition of the learning outcomes specified in the course. They are required to pass a written exam (equivalent to the written exam are two successfully completed midterm exams) and an oral exam.</p> <p>Part-time students may miss up to 30% of class hours. Any absences exceeding 30% (up to a maximum of 50%) must be compensated for through additional work agreed upon with the course instructor. If a student is absent for more than 50% of class hours, they lose the right to obtain a signature, the right to take the exam in the current academic year, and must re-enroll in the course in the following academic year.</p>								
1.16. <i>Monitoring student work (mark the appropriate boxes with an X)</i>								
Class attendance	x	Participation in class	x	Seminar paper		Experimental work		
Written exam	x	Oral exam	x	Essay		Research		
Project		Continuous assessment of knowledge		Student report		Practical work		
Portfolio								
1.17. <i>Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met</i>								

In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:

1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%
2. activity in class, participation in discussions during class – 10%
3. a passing grade in the oral exam – 40%

1.18. *Required readings and number of copies relative to the number of students currently taking the course*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Evans, S., Pude, A., Specht, F.: Menschen. Deutsch als Fremdsprache A1. Kursbuch. München, Hueber 2012.	PDF	
Evans, S., Pude, A., Specht, F.: Menschen. Deutsch als Fremdsprache A1. Arbeitsbuch. München, Hueber 2012.	PDF	

Supplementary readings

Reimann, M.: Grundstufen Grammatik für Deutsch als Fremdsprache. München, Max Hueber Verlag, 2000. (ili dr. izdanja) PDF
 Billina, A., Brill, L. M., Techmer, M.: Deutsch üben: Wortschatz & Grammatik A1. München, Hueber Verlag, 2021. PDF
 Hansen-Kokoruš, Renate i dr., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb.
 Duden, Deutsches Universal Wörterbuch A-Z, (2019), Dudenverlag, Berlin

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- class attendance, class activity, successfully completing tasks
- student questionnaire on the quality of teaching and teachers at the university level
- passed exam and the fulfilment of the other obligations prescribed by the syllabus
- individual consultations
- students' self-assessment of the learning outcomes they achieved
- collaborative assessment of the implementation and quality of the teaching process

GENERAL INFORMATION

Course instructor Patricia Sučić, lecturer

<i>Course name</i>	Italian language IV	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Elective	
<i>Year</i>	2.	
<i>Semester</i>	4.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
The aim of the course is to master the morphological and syntactic structures of the Italian language and acquire linguistic competence in written and spoken expression. Also, the aim is to apply various methods of analysing authentic media texts while acquiring Italian terminology from the field of expertise, as well as the analysis and use of the Italian language used in different types of media.		
1.2. Course enrolment requirements		
Enrolled in the 4th semester. Passed exams for the three previous compulsory courses Italian language I, II and III.		
1.3. Intended course learning outcomes		
After passing the course, students will be able to: <ul style="list-style-type: none"> - explain and identify the elements of the basic morphological and syntactic structure of the Italian language, - analyse and translate texts from compulsory literature in Italian, - apply acquired knowledge of morphosyntactic expressive elements of the Italian spoken language, - develop written and oral communication skills in Italian, - process certain content in Italian, - explain the basic characteristics of Italian language used in different types of media. 		
1.4. Course content		
<p>1. Grading and comparison of adjectives, irregular forms V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>2. Relative pronoun CHE (il quale) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>3. Relative pronoun CUI V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>4. Pluperfect (<i>trapassato prossimo</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>5. Past tenses use (<i>compound perfect, imperfect, and pluperfect</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p>		

<p>6. Direct imperative (<i>imperativo diretto</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>7. Direct imperative + pronouns V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>8. Revision V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>9. Indirect imperative + pronouns (<i>imperativo indiretto</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>10. Present subjunctive (<i>congiuntivo presente</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>11. Expressions and conjunctions using the subjunctive mood V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>12. Present subjunctive, irregular verbs V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>13. Perfect subjunctive (<i>congiuntivo passato</i>) V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>14. Uses of present and perfect subjunctive V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p> <p>15. Revision V. Work on an authentic (written/audio/audio-visual) text and acquisition of terminology related to the field of media and communication. Translation exercises.</p>											
<p>1.5. Modes of delivery (mark the appropriate boxes with an X)</p>	<table border="0"> <tr> <td><input checked="" type="checkbox"/> lectures</td> <td><input type="checkbox"/> independent work</td> </tr> <tr> <td><input type="checkbox"/> seminars and workshops</td> <td><input type="checkbox"/> multimedia and network</td> </tr> <tr> <td><input checked="" type="checkbox"/> practicals</td> <td><input type="checkbox"/> laboratory</td> </tr> <tr> <td><input type="checkbox"/> remote learning</td> <td><input type="checkbox"/> supervision</td> </tr> <tr> <td><input type="checkbox"/> field work</td> <td><input type="checkbox"/> other _____</td> </tr> </table>	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network	<input checked="" type="checkbox"/> practicals	<input type="checkbox"/> laboratory	<input type="checkbox"/> remote learning	<input type="checkbox"/> supervision	<input type="checkbox"/> field work	<input type="checkbox"/> other _____
<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent work										
<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network										
<input checked="" type="checkbox"/> practicals	<input type="checkbox"/> laboratory										
<input type="checkbox"/> remote learning	<input type="checkbox"/> supervision										
<input type="checkbox"/> field work	<input type="checkbox"/> other _____										
<p>1.6. Student obligations</p>											
<p>Students are required to attend lectures and exercises and actively participate in solving various tasks.</p> <p>Part-time students are recommended to attend classes in elective courses, but in the event of absence for justified reasons, there is a possibility of an agreement to compensate for the hourly rate by completing an additional project assignment.</p>											

1.7. Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Two preliminary exams	X				
1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met							
Participation in classes – 20%							
Success in final exam/ (or in two preliminary exams) - 80%							
1.9. Required readings and number of copies relative to the number of students currently taking the course							
Title		Number of copies		Number of students			
J. Jernej, Konverzacijska talijanska gramatika, Školska knjiga, Zagreb, 2012		PDF					
M. Deanović - J. Jernej, Talijansko-hrvatski rječnik, Školska knjiga, Zagreb, 2012.		PDF					
M. Deanović - J. Jernej, Hrvatsko-Zagreb, 2012talijanski rječnik, Školska knjiga		PDF					
Supplementary readings							
S. Nocchi, Grammatica pratica della lingua italiana, Alma edizioni, Firenze, 2014. - authentic materials							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
<ul style="list-style-type: none"> - class attendance, class activity, success in task completion - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process 							

GENERAL INFORMATION	
Lead instructor	Nebojša Lujanović, PhD, Assistant Professor Jelena Jurišić, PhD, Assistant Professor
Course name	Entertainment Industry, Popular Culture and the Society of Spectacle

<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	3.	
<i>Semester</i>	5.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30 + 0 + 30
COURSE DESCRIPTION		
1.1. Course aims		
<p>The aim of the course is to comprehensively cover contemporary culture mediated by new media, or more specifically, content transmitted through modern technology. This content, in line with the values of postmodern culture, is subordinated to the entertainment industry, operates at the level of spectacle, and is filled with products of popular culture. All three levels will be addressed in the course, providing students with an introduction to the basic terminology, dominant theoretical perspectives, key theorists, and the most common processes that define this interdisciplinary field. By familiarizing students with the mechanisms and principles of production, presentation, and reception of the aforementioned content, using digital media, the course will integrate the latest cultural and media theorists to offer students a deeper insight into the culture mediated to them through media, acknowledging the complexity of its interpretation at the intersection of economics, ideology, psychoanalysis, semiotics, and sociology.</p>		
1.2. Course enrolment requirements		
Enrolment in the fifth semester		
1.3. Intended course learning outcomes		
<p>After completing the course, students will:</p> <ul style="list-style-type: none"> - Master key concepts in popular culture, society of the spectacle, entertainment industry that define content mediated by new media - Understand the mechanisms and processes that permeate the mentioned content - Develop skills in 'reading' and interpreting products mediated by these media, while recognizing all ideological implications (gender, race, national, colonial, etc.) - Cultivate critical thinking abilities when encountering representative examples from the film and gaming industries, the rock music industry, mass visual reproduction, popular science and science fiction, new religious awareness, etc. - Acquire knowledge on how communication and media negatively promote excessive consumerism, obsession with entertainment, manipulation, linguistic barbarism, gender discrimination, and violence; but also how the same mechanisms enable new identity positions, economic opportunities, and creativity. 		
1.4. Course content		
<p>Course units:</p> <ol style="list-style-type: none"> 1) Introduction to the course content and student obligations 2) The concept of popular culture 3) Cultural analysis 4) High and low, popular and mass 5) The control of meaning (representation) 6) Everyday life and subversion 7) The folk as a precursor to popular culture 8) Midterm exam 1 9) The beginnings of the society of the spectacle – Leo Lowenthal, Guy Debord 10) Forms of spectacle – media, political, entertainment, terror, disaster, interactive 11) Spectacle, entertainment, and popular culture 		

- 12) The society of the spectacle and the media construction of reality
- 13) Media and entertainment – from the entertaining role of the media to 'entertainment' news
- 14) Contemporary media as seducers and attention merchants
- 15) Midterm exam 2

1.5. Modes of delivery (mark the appropriate boxes with an X)

- | | |
|--|--|
| <input checked="" type="checkbox"/> lectures | <input checked="" type="checkbox"/> independent work |
| <input checked="" type="checkbox"/> seminars and workshops | <input checked="" type="checkbox"/> multimedia and network |
| <input type="checkbox"/> practicals | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> remote learning | <input type="checkbox"/> supervision |
| <input type="checkbox"/> field work | <input type="checkbox"/> other |

1.6. Student obligations

Students are required to continuously participate in classes, attend all lectures, complete seminar assignments, and actively engage in seminar sessions. At the end of both parts of the course, students must pass the first and second midterms.
Erasmus students will have individual program in coordination with professor.

Exceptionally, part-time students are allowed to miss up to 30% of class hours. Any absences exceeding 30% (up to a maximum of 50%) must be compensated for with additional work agreed upon with the course instructor. If a student is absent for more than 50% of the classes, they lose the right to obtain a signature and take the exam in the current academic year, and they must re-enroll in the course in the following academic year.

1.7. Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam	X				

1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The course is divided into two parts, each taught by a different instructor for half of the total class time. In both parts, students' knowledge will be assessed through:

- Participation in class (20%)
- Short seminar assignments (assigned before the deadline, group solving, activity, continuity) (30%)
- Midterm exam (50%)

1.9. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
Burke, P. (2019) Popular culture in Early Modern Europe, 4. ed. Routledge	PDF	
Kellner, D.(2005) Media Culture and the Triumph of Spectacle.	PDF	

Wu, T. (2017) The attention merchants: The epic struggle to get inside our heads. London, Atlantic books	PDF	
Teurlings, J. (2013) From the society of the spectacle to the society of the machinery: Mutations in popular culture 1960s–2000s// European Journal of Communication, Vol. 28/5,	PDF	
Adorno, T.W., Bernstein, J.M. (2020) The culture industry: Selected essays on mass culture. London: Taylor Francis	PDF	
Supplementary readings		
Debord, G. (1967) Society of spectacle		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
<ul style="list-style-type: none"> - Student survey on the quality of teaching and instructors at the university level - Individual consultations - Self-assessment of students' learning outcomes - Collaborative evaluation of the implementation and quality of the teaching process 		

GENERAL INFORMATION		
<i>Lead instructor</i>	Viktorija Car, PhD, Full Professor Antonija Čuvalo, PhD, Associate Professor	
<i>Course name</i>	Mediatization in Networked Society	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	3.	
<i>Semester</i>	5.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30 + 0 + 30
COURSE DESCRIPTION		
1.1. Course aims		
<p>The concept of mediatization refers to the impact of media on social institutions and processes in which institutions shape the media, which implies changes in the media themselves as well as changes in the forms and methods of communication and overall social and cultural changes. It is found at different levels of social reality. Its dimensions include the "extension", "replacement", "mixing" and "appropriation" of communication, media and social activities. The aim of this course is to provide students with the theoretical basis of knowledge necessary for a critical evaluation of the interrelationships between media and communication on the one hand and changes in society and culture on the other. The aim of the course is also to apply the acquired knowledge to the analysis of the media-mediated image of the world and its influence on political, financial, economic, cultural, interest, religious and other institutions.</p>		
1.2. Course enrolment requirements		

Enrolment in the fifth semester.							
1.3. <i>Intended course learning outcomes</i>							
<p>After completing the course, students will:</p> <ul style="list-style-type: none"> - Acquire the ability to define the concept of mediatization and related concepts - Acquire basic knowledge of mediatization theories - Be able to describe, define, explain and compare the roles of the media in mediating a picture of the world based on political, ideological, national, worldview, gender and other discourses - Acquire basic knowledge of discourse analysis - a qualitative method of researching media texts and be able to apply it in researching media content. 							
1.4. <i>Course content</i>							
Course is conducted through individual hours with a mentor and studying the literature about networked social space, media and the public sphere, mediatization theory, media and identity, media and ideologies, mediatization of social interactions, mediatized habitus, platformization and datafication.							
1.5. <i>Modes of delivery (mark the appropriate boxes with an X)</i>				<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____ _____		
1.6. <i>Student obligations</i>							
Erasmus students follow this course through individual advising hours with a mentor.							
1.7. <i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	X
Portfolio		Pre-exam		Individual advising with a mentor	X		
1.8. <i>Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met</i>							
Students have to complete oral half-term exam based on the Meyerowitz (1985) and Hjarvard (2013). The practical assignment consists of a critical analysis of a contemporary mediated social practice using the concepts of mediatization and networked society. The specific topic and format of the assignment will be further developed in consultation with a mentor.							
1.9. <i>Required readings and number of copies relative to the number of students currently taking the course</i>							
Title			Number of copies		Number of students		

Meyerowitz, J. (1985) No Sense of Place. Oxford: Oxford University Press.	PDF	
Hjarvard, Stig (2013) The Mediatization of Culture and Society. London: Routledge.	PDF	
<i>Supplementary readings</i>		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
Monitoring the activities during the exercises and the individual approach to each student through advising gives a complete insight into their work and acquired competencies. By evaluating knowledge in an oral exam and evaluating a practical task in which students apply knowledge in such a way that they present an analysis of an example of mediatization and present it, it is checked whether the acquired learning outcomes are foreseen by this syllabus.		

GENERAL INFORMATION		
<i>Lead instructor</i>	Ilonka Peršić, MPhil	
<i>Course name</i>	Academic Writing in English I	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	3.	
<i>Semester</i>	5.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
The course <i>Academic Writing in English I</i> focuses on the practices of analysis and argumentation. The main idea around which the course revolves and its main aim is to make students realize that the practices of research, critical reading, thinking and writing, as well as of the evaluation of academic texts are interrelated, and crucial both to their work as students and their subsequent careers as journalists and media professionals.		
<i>1.2. Course enrolment requirements</i>		
Enrolment in the fifth semester.		
<i>1.3. Intended course learning outcomes</i>		
After the completion of this course, students will be able to		
<ul style="list-style-type: none"> • Critically approach different texts related to the media by applying the techniques of critical reading and academic writing • Discern the differences between the personal and academic styles of writing • Develop the strategies of academic writing • Include research in the process of writing • Master the formal aspects of academic texts • Learn the language patterns which are commonly used in academic writing in English • Develop the practices of the evaluation of academic texts 		
<i>1.4. Course content</i>		

<p>1-2 Introduction: critical reading, thinking and writing (basic understanding of these core terms) 3-5 Analytical Reading: RABIH ALAMEDDINE: "Comforting Myths" and other short texts related to the media 6-7 The differences between personal style and the style used in academic writing in English 8-9 Differences within academic writing/different genres and disciplines (discerning the differences between academic writing related to the media and academic writing belonging to other disciplines) 10-15 Writing academic texts related to the media (introduction):</p> <ul style="list-style-type: none"> • Developing the strategies of academic writing (producing a draft, formulating the main idea/ thesis, separating personal attitudes from other sources (citation, quotation, plagiarism); the cohesion of the academic text (writing an introduction, a discussion, and a conclusion) • The research process (the selection and evaluation of relevant critical sources) • Formal aspects of academic texts and language patterns used in academic texts (paragraphs, format and style, common language patterns used in academic texts in English ELIZABETH KOLBERT: "How to Write About a Vanishing World") • The evaluation of students' own work 								
1.5. Modes of delivery (mark the appropriate boxes with an X)				<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____			
1.6. Student obligations								
<p>Students are expected to attend the classes regularly and actively participate in them; do their homework in a timely manner; produce their final seminar essays; follow the ethical and scientific standards defined by the Faculty and University Regulations. Part-time students are allowed to miss up to 30% of their classes in total. Students who exceed this percentage (up to 50% at the most) will be given some extra assignments. If students miss more than 50% of their classes, they can neither obtain their final signatures nor sit their exams in the current academic year, and are obliged to retake the course next year.</p>								
1.7. Monitoring student work (mark the appropriate boxes with an X)								
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work		
Written exam		Oral exam		Essay	x	Research		
Project		Continuous assessment of knowledge		Student report		Practical work		
Portfolio						Short tests throughout the semester	x	
1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met								
Continuous assessment throughout the semester. The final grade for this course is made up of class participation (20%), short tests and essays (40%), and one seminar essay (40%).								
1.9. Required readings and number of copies relative to the number of students currently taking the course								
Title			Number of copies		Number of students			

Rosenwasser, David, Jill Stephen. <i>Writing Analytically</i> . Cengage Learning, 2018.	PDF	
Bailey, Stephen. <i>Academic Writing: A Handbook for International Students</i> . Routledge, 2018.	PDF	
Supplementary readings		
Solnit, Rebecca. <i>Best American Essays 2019</i> . Mariner Books, 2019. Strunk, William, EB White. <i>The Elements of Style</i> (4th Edition). Longman, 2009. Swales, J. M. and Faak, C. B. <i>English in Today's Research World</i> . University of Michigan Press, 2001.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Continuous monitoring of students' attendance; the evaluation of their success through different tasks; students' self-evaluation; their feedback via the Faculty survey.		

GENERAL INFORMATION		
<i>Lead instructor</i>	Silvija Ugrina, senior lector	
<i>Course name</i>	German language II	
<i>Study programme</i>	Communication and Media	
<i>Course status</i>	Obligatory	
<i>Year</i>	3.	
<i>Semester</i>	5.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.19.	<i>Course aims</i>	
The aim of the course is to familiarize students with the basics of the German language (levels A1/A2) in both business and private settings, as well as to analyse and read texts in traditional and digital media. The course will guide students in using basic grammatical structures, such as verbs, pronouns, articles, and declensions, by applying various online tools (Kahoot, Padlet, Wordwall, etc.) and online self-study techniques (bilingual online dictionaries Glosbe and PONS, and the online lexicon Duden) for learning German.		
1.20.	<i>Course enrolment requirements</i>	
Enrolment in the fifth semester. Completed the course German Language 1 or possesses prior knowledge of German at level A1.		
1.21.	<i>Intended course learning outcomes</i>	
After completing and passing the course, students will be able to: <ul style="list-style-type: none"> • create different text forms (e.g., plans, wishes, scheduling appointments in German, etc.) • engage in simple oral conversations on topics from private and public spheres of life • discuss everyday topics such as weather, tourism, housing, pro, family and culture • use basic language structures correctly 		

1.22. <i>Course content</i>								
1. Appointments (1 Lecture + 1 Practice) 2. Plans and wishes (1 Lecture + 1 Practice) 3. Health and illness (1 Lecture + 1 Practice) 4. Appearance and character (1 Lecture + 1 Practice) 5. In the household (1 Lecture + 1 Practice) 6. Rules (1 Lecture + 1 Practice) 7. Clothing (1 Lecture + 1 Practice) 8. Weather (1 Lecture + 1 Practice) 9. Festivities and celebrations (1 Lecture + 1 Practice) 10. Jobs and Family (1 Lecture + 1 Practice) 11. Housing (1 Lecture + 1 Practice) 12. Tourism (1 Lecture + 1 Practice) 13. Shopping (1 Lecture + 1 Practice) 14. Sightseeing tours (1 Lecture + 1 Practice) 15. Culture (1 Lecture + 1 Practice)								
1.23. <i>Modes of delivery (mark the appropriate boxes with an X)</i>				<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input type="checkbox"/> other _____			
1.24. <i>Student obligations</i>								
<p>Students are required to attend classes regularly and participate in both curricular and extracurricular (individual and group) activities that facilitate the acquisition of the learning outcomes specified in the course. They are required to pass a written exam (equivalent to the written exam are two successfully completed midterm exams) and an oral exam.</p> <p>Part-time students may miss up to 30% of class hours. Any absences exceeding 30% (up to a maximum of 50%) must be compensated for through additional work agreed upon with the course instructor. If a student is absent for more than 50% of class hours, they lose the right to obtain a signature, the right to take the exam in the current academic year, and must re-enroll in the course in the following academic year.</p>								
1.25. <i>Monitoring student work (mark the appropriate boxes with an X)</i>								
Class attendance	x	Participation in class	x	Seminar paper		Experimental work		
Written exam	x	Oral exam	x	Essay		Research		
Project		Continuous assessment of knowledge		Student report		Practical work		
Portfolio								
1.26. <i>Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met</i>								

In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:

4. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%
5. activity in class, participation in discussions during class – 10%
6. a passing grade in the oral exam – 40%

1.27. Required readings and number of copies relative to the number of students currently taking the course

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Evans, S., Pude, A., Specht, F.: Menschen. Deutsch als Fremdsprache A1. Kursbuch. München, Hueber Verlag, 2012.	PDF	
Evans, S., Pude, A., Specht, F.: Menschen. Deutsch als Fremdsprache A1. Arbeitsbuch. München, Hueber Verlag, 2012.	PDF	

Supplementary readings

Reimann, M.: Grundstufen Grammatik für Deutsch als Fremdsprache. München, Max Hueber Verlag, 2000. (ili dr. izdanja) PDF
 Billina, A., Brill, L. M., Techmer, M.: Deutsch üben: Wortschatz & Grammatik A1. München, Hueber Verlag, 2021. PDF
 Hansen-Kokoruš, Renate i dr., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb.
 Duden, Deutsches Universal Wörterbuch A-Z, (2019), Dudenverlag, Berlin.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- class attendance, class activity, successfully completing tasks
- student questionnaire on the quality of teaching and teachers at the university level
- passed exam and the fulfilment of the other obligations prescribed by the syllabus
- individual consultations
- students' self-assessment of the learning outcomes they achieved
- collaborative assessment of the implementation and quality of the teaching process

GENERAL INFORMATION	
<i>Lead instructor</i>	Nebojša Lujanović, PhD, Assistant Professor
<i>Course name</i>	Anthropology of Social Media
<i>Study programme</i>	Communication and Media
<i>Course status</i>	Obligatory
<i>Year</i>	3.
<i>Semester</i>	6.
	ECTS student workload coefficient
	5

<i>Number of credits and mode of delivery</i>	Number of hours (L+P+S)	30 + 0 + 30
COURSE DESCRIPTION		
<i>1.1. Course aims</i>		
<p>The aim of the course is to introduce students to key concepts central to the anthropological understanding of social media: identity, community, communication, labor, and institutions. The theoretical focus will be on the complex changes in all these areas, triggered by the placement of related human activities in the digital realm. Students will theoretically engage with new forms of sociality, new phenomena of labor, the reorganization of certain institutions, new cultural forms, and community structures, etc.</p> <p>On a practical level, the goal is also to introduce students to (digital) anthropological methods and their application to their own projects. Through their own research work, students will become familiar with the research process. They will also gain insight into the ethical aspects of digital research.</p>		
<i>1.2. Course enrolment requirements</i>		
Enrolment in the sixth semester.		
<i>1.3. Intended course learning outcomes</i>		
<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> - Define and understand theoretical concepts relevant to the anthropology of social media - Apply and distinguish professional terminology in the field of anthropology of social media - Design and conduct research in the specified area - Understand key methodological issues in research work and develop students' ability to assess the suitability, as well as the strengths and weaknesses of different methods - Develop critical thinking, a reflective, and self-critical perspective in the interdependence of media and anthropological issues 		
<i>1.4. Course content</i>		
<p>Through the individual meetings and discussions, will be explored how digital technology reshapes contemporary social life, from social media and mobile devices to work, politics, identity, and everyday interaction. Students will be introduced to the key concepts of digital anthropology and sociology and examine how socialization, self-presentation, intimacy, and cultural practices are transformed in digital environments. Particular attention will be given to internet memes, digital politics, the platform economy, inequality, technological institutions, and the relationship between technology and power.</p>		
<i>1.5. Modes of delivery (mark the appropriate boxes with an X)</i>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practicals <input type="checkbox"/> remote learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent work <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratory <input type="checkbox"/> supervision <input checked="" type="checkbox"/> other <hr/>
<i>1.6. Student obligations</i>		
<p>The student is required to complete at least four individual meetings with the mentor, during which the assigned topic and relevant literature will be discussed. At the end of the semester, the student will present their research and analysis based on the application of the theoretically discussed</p>		

concepts to specific examples. The course concludes with an oral presentation of the completed work in a final individual meeting with the mentor.

1.7. Monitoring student work (mark the appropriate boxes with an X)

Class attendance		Participation in class		Seminar paper	X	Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	X
Portfolio							

1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The evaluation is based on the following:

- personal motivation and initiative on meetings
- quality of discussion
- quality of final oral presentation of the research

1.9. Required readings and number of copies relative to the number of students currently taking the course

Title	Number of copies	Number of students
Pertierra, A.C. (2017). Media Anthropology for the Digital Age. Wiley.	PDF	
Geismar i Knox (2021). Digital Antropology. Routledge.	PDF	
Chayko, M. (2021). Superconnected: The internet, digital media, and techno-social life (3rd ed.). SAGE	PDF	

Supplementary readings

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Student success in research work; active participation in lectures and seminar preparation; achievement of course objectives; student evaluation.

GENERAL INFORMATION

Lead instructor	Ilonka Persic, MPhil
Course name	Academic Writing in English II
Study programme	Communication and Media
Course status	Compulsory
Year	3.

<i>Semester</i>	6.	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15 + 15 + 0
COURSE DESCRIPTION		
1.1. Course aims		
<p><i>Academic Writing in English II</i> aims to further develop the knowledge and skills which students need in writing their academic essays and articles throughout their studies, as well as throughout their careers as communication and media professionals. By working on short written tasks students will deepen their understanding of what academic reading, research, thinking and writing are. After the successful completion of the course, they will be able to a) carefully analyse academic texts and evaluate the quality of secondary sources; b) formulate their own ideas and convincing arguments; c) separate their own ideas from the ideas of others. Students will also further develop their style of academic writing, and further master the formal aspects of academic texts in English.</p>		
1.2. Course enrolment requirements		
Enrolment in the sixth semester.		
1.3. Intended course learning outcomes		
<p>After the completion of this course, students will</p> <ul style="list-style-type: none"> • Use the strategies of academic writing (preparing a draft, designing an abstract, writing an introduction, a discussion and a conclusion; formulaing and emphasizing their own arguments, starting a dialogue with critical and theoretical sources) • Use the research techniques and include them the process of writing • Master the formal aspects of academic texts • Adopt the language patterns used in academic writing in English • Be able to evaluate their own academic texts 		
1.4. Course content		
<p>1 Introduction (the dlineation of the course aims)</p> <p>2 Designing a draft (the development of additional skills used in the creation of a good draft)</p> <p>3 Writing an abstract (the development of additional skills used in the creation of a good abstract); SINDYA BHANOO, "Malliga Homes")</p> <p>4 Focusing on the main structure of an essay (the development of additional skills used in composing an introduction, a discussion and a conclusion)</p> <p>5-7 Formulating and defending personal arguments (the development of additional skills in formulating arguments: defending a personal stance against criticism through the proper use of personal pronouns, active and passive voices, modal verbs, "hedgers" and "boosters")</p> <p>8-9 Using secondary sources (the development of additional skills in exploring secondary sources: the transparency quoting or citing, the avoidance of plagiarism); ADACHIOMA EZEANO, "Becoming the Baby Girl"</p> <p>10-14 Stylistic and linguistic aspects of academic texts (the development of additional linguistic skills: linking ideas, collocations, ing-forms, the use of the indefinite and the definite article, the use of the infinitive; the proper order in the presenting the information, word order, "the principle of end focus")</p> <p>15 Self-evaluation (further development of the skills required for the evaluation of students' own work; the feedback given by other students)</p>		

1.5. Modes of delivery (mark the appropriate boxes with an X)		X lectures	x independent work
		<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
		<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory
		<input type="checkbox"/> remote learning	<input type="checkbox"/> supervision
		<input type="checkbox"/> field work	<input type="checkbox"/> other _____
1.6. Student obligations			
<p>Students are expected to attend the classes regularly and actively participate in them; do their homework in a timely manner; produce their final seminar essays; follow the ethical and scientific standards defined by the Faculty and University Regulations.</p> <p>Part-time students are allowed to miss up to 30% of their classes in total. Students who exceed this percentage (up to 50% at the most) will be given some extra assignments. If students miss more than 50% of their classes, they can neither obtain their final signatures nor sit their exams in the current academic year, and are obliged to retake the course next year.</p>			
1.7. Monitoring student work (mark the appropriate boxes with an X)			
Class attendance	x	Participation in class	x
		Seminar paper	x
Written exam		Oral exam	
		Essay	x
Project		Continuous assessment of knowledge	
		Student report	
Portfolio			
		Short tests throughout the semester	x
1.8. Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met			
Continuous assessment throughout the semester. The final grade for this course is made up of class participation (20%), short tests and essays (40%), and one seminar essay (40%).			
1.9. Required readings and number of copies relative to the number of students currently taking the course			
Title	Number of copies	Number of students	
Birkenstein, Cathy, Gerald Graff. <i>They Say / I Say: The Moves that Matter in Academic Writing</i> . WW Norton and Co., 2018.	PDF		
Bailey, Stephen. <i>Academic Writing: A Handbook for International Students</i> . Routledge, 2018.	PDF		

Liz Hamp Lyons, Ban Heasley. <i>Study Writing: A Course in Writing Skills for Academic Purposes (2nd Edition)</i> . Cambridge University Press, 2008.	PDF	
<i>Supplementary readings</i>		
Adichie, Chimamanda Ngozi. <i>The Best Short Stories 2021</i> . Knopf Doubleday, 2021. Strunk, William, EB White. <i>The Elements of Style (4th Edition)</i> . Longman, 2009.		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
Continuous monitoring of students' attendance; the evaluation of their success through different tasks; students' self-evaluation; their feedback via the Faculty survey.		