



Univerza v Mariboru

Filozofska fakulteta

Koroška cesta 160
2000 Maribor, Slovenija

1

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Modalnost v angleščini

Course title: Modality in English

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	zimski
Two discipline non-pedagogical programme, 2nd level, English Studies		1	Autumn

Vrsta predmeta / Course type

obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			150	6

Nosilec predmeta / Lecturer:

Klementina Jurančič Petek

Jeziki / Predavanja / Lectures: angleški / English

Languages: Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

/

Prerequisites:

/

Vsebina:

- Semantika in modalni mehanizmi jezika
- Želelni naklon
- Modalni glagoli in modalnost
- Epistemična modalnost
- Deontična modalnost
- Naklon: povedni, velelni, želelni.
- Modalnost v dobesednem in premem govoru
- Modalni časi in njihov pomen
- Modalnost v izražanju različnih stopenj vljudnosti
- Pogojniki: sedanji / pretekli, »pravi« / »nepravi«
- Stavčna intonacija in njen pomen
- Stavčna intonacija v različnih govornih položajih

Pri vajah bodo študenti utrjevali in nadgrajevali obstoječe znanje ter razvijali veščine na višjem nivoju skozi številne vaje in naloge, ki slonijo na komunikacijskem pristopu. Predmet se bo osredotočil na razvoj bolj kompleksnih vidikov slovnice in besedišča, ki ustrezajo zahtevnejšemu nivoju (na primer, modalnost, idiom, frazni glagoli, pregled časov, kolokacije) s poudarkom na podatkovnem pristopu. Predmet bo izboljšal bralne, govorne, slušne in pisne veščine študentov z uporabo avtentičnih besedil.

Content (Syllabus outline):

- Semantics and modal mechanisms in language
- Subjunctive mood
- Modal verbs and modalities
- Epistemic modality
- Deontic modality
- Mood: indicative, imperative, subjunctive.
- Modality in direct and indirect speech
- Modal tenses and their meaning.
- Modals in relation to politeness
- Conditionals: present and past, 'real' and 'unreal'
- Sentence intonation and meaning
- Sentence intonation in different speech situations

In Language awareness (vaje) students will consolidate and build upon existing knowledge and skills, bringing them to proficiency through a variety of exercises and tasks based on a communicative approach. The course will focus on the development of complex aspects of grammar and vocabulary, appropriate for proficiency level (e.g. modality, idiom, phrasal verb, tenses review, collocations) with the emphasis on a data-driven approach. The course will improve all four of the language skills, reading, writing, listening and speaking through the use of authentic texts.

Temeljni literatura in viri / Readings:

- Facchinetti, R., Krug, M in Palmer, F (ur.). 2003. *Modality in contemporary English*. Berlin: M. de Gruyter.
- Leech, G. N. 2004: *Meaning and the English Verb*. 3. izd. Longman, London.
- Dancygier, B. Anderson, S. R., Bresnan, J., Comrie, B. Dressler, W. 1999. *Conditionals and Prediction: Time, Knowledge and Causation in Conditional Constructions*. Cambridge University Press.
- Wells, J. C. 2006. *English Intonation: An Introduction*. Cambridge University Press.

Cilji in kompetence:**Objectives and competences:**

Cilj tega predmeta je sistematično obdelati različne aspekte modalnosti v angleščini kot nadgradnja predmeta Angleški glagol. Študenti se morajo zavedati tega, da modalnost ni samo stvar posamezne besede ali besedne zveze, temveč širšega konteksta, stavka, povedi, besedila. Modalnost (izražena z modalnimi glagoli, modalnimi časi, pogojnimi stavki in intonacijo) je do določene mere kulturno zaznamovana in pogosto tudi dvoumna. V primeru angleščine je tudi veliko bolj razdelana in razvejana kot v slovenščini. Študenti morajo to spoznati in internalizirati, da bodo lahko angleščino spretno uporabljali v vseh govornih položajih in v vseh sferah življenja.

Cilji pri vajah Jezikovno ozaveščanje:

- razumevanje različnih govorcev angleškega jezika in besedil v različnih kontekstih na zahtevnejši ravni,
- sistematično razširjanje/bogatenje besednega zaklada ter znanja slovnice,
- pravilni in tekoč govor angleškega jezika (na zahtevnejšem nivoju, tako v akademskih kot tudi v ostalih situacijah), z ustrezno izgovorjavo in intonacijo,
- pisanje različnih kompleksnih besedil.

The objective of this course is to get a systematic overview of various aspects of modality in English as an upgrading of the subject English verb. Students should become aware of the fact that modality is not merely a matter of the word or phrase (modal verbs), but also of a wider context, the sentence, the text. Modality (expressed by modal verbs and tenses, conditional sentences and intonation) is to a certain extent culture bound and frequently quite ambiguous. In the case of English it is also much more elaborate than in Slovene. Students need to be aware of this if they are to use the English language skillfully in any speech situation in any sphere of life.

Objectives for Language Awareness:

- Understand a variety of speakers of English and complex texts (both written and listening) at proficiency level,
- systematic building of vocabulary and grammar skills,
- speak English accurately and fluently (at proficiency level), with correct pronunciation and intonation in both academic and non-academic situations,
- produce a variety of complex written texts.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben

- razločiti odstopanja v odnosu med slovnici in univerzalnim časom, ki nastajajo zaradi specifičnih lastnosti in pomenov modalnih glagolov in časov ter kontekstov, v katerih se pojavljajo, in se s tem izogniti napačni interpretaciji besedila
- razpoznati in uporabljati modalne oblike v različnih besedilnih vrstah v angleščini, razumeti njihov pomen in določiti referenčni čas
- razločevati med deontičnimi in epistemičnimi funkcijami posameznih modalnih glagolov
- uporabljati različne oblike pogojnih stavkov učinkovito in na pravih mestih
- uporabljati različne intonančne vzorce, ki ustrezajo danemu pogovornemu položaju ali pa ga spremenijo (to je še posebej koristno pri

Intended learning outcomes:

Knowledge and understanding:

On completion of this course student will be able to

- identify deviations in the “time” v. “tense” relationship resulting from specific characteristics of modal verbs and their context and thus avoid misinterpreting the intended meaning of texts
- identify and use modal structures in different text types in English correctly both in terms of time reference and modal meaning,
- differentiate between deontic and epistemic functions of individual modal verbs
- use the various types of conditional sentences appropriately and efficiently,
- use intonation patterns suiting the atmosphere of the situation and for creating new atmospheres (this is especially useful for rhetoric and negotiations),

retoriki in pogajanjih),

Jezikovno ozaveščanje:

- zmožnost razumevanja kompleksnih angleških pisnih in slušnih besedil na visoki zahtevnostni ravni,
- zmožnost ustvarjanja kompleksnih pisnih besedil različnih žanrov ter pravilnega in tekočega govora angleškega jezika na zahtevnejši ravni,
- zmožnost uporabe slovarjev, drugih priročnikov in strokovne literature

Prenesljive/ključne spretnosti in drugi atributi:

- Sposobnost tvorjenja pisnih in ustnih izdelkov v angleščini s spretno in učinkovito uporabo modalnih sredstev,
- sposobnost dela v parih in skupinah,
- sposobnost uporabe sodobnih informacijskih virov in tehnologij (na primer korpusa),
- sposobnost samostojnega in raziskovalnega pridobivanja znanj in vedenj,
- sposobnost reševanja jezikoslovnih problemov,
- sposobnost razvijanja kritičnega uma, kritična analiza, sinteza,
- sposobnost delovanja v večjezikovnem in kulturnem okolju.

Language awareness:

- ability to comprehend complex English written and listening texts at proficiency level,
- ability to produce complex written texts of a variety of genres, and speak English accurately and fluently at proficiency level,
- ability to use dictionaries and other resources.

Transferable/Key Skills and other attributes:

- Ability to produce written and oral texts in English by skillfully and efficiently using modal tools,
- ability to work in groups and pairs,
- ability to use up-to-date resources and technology (e.g. corpus),
- ability to become an autonomous learner/researcher,
- ability to solve linguistic problems,
- ability to think critically, critical analysis, synthesis,
- ability to work in a multicultural, multilingual environment.

Metode poučevanja in učenja:

- predavanja (metoda razlage in pojasnjevanja z zaključno diskusijo),
- vodena razprava, debate,
- skupinsko delo,
- individualno raziskovanje,
- vodena analiza in interpretacija problemov,
- vaje,
- delo z besedilom,
- reševanje problemov,
- individualno domače delo.

Learning and teaching methods:

- lectures (method of explanation and clarification with final discussion),
- guided discussion, debates,
- group work,
- individual research work,
- guided analysis and interpretation of issues,
- exercises,
- work with texts,
- problem solving,
- individual homework assignments.

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)	Weight (in %)	Type (examination, oral, coursework, project):
<ul style="list-style-type: none">• prisotnost in sodelovanje v razredu• pisne in ustne naloge	<ul style="list-style-type: none">(10%)(30%)	<ul style="list-style-type: none">• class attendance and participation• written and oral assignments

<ul style="list-style-type: none"> • opravljeno domače delo • kolokvij • izpit 	<p>(10%)</p> <p>(25%)</p> <p>(25%)</p>	<ul style="list-style-type: none"> • completion of homework assignments • written colloquium test • written final exam
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Reference nosilca / Lecturer's references:

1. JURANČIČ, Klementina. Modality in English TV documentaries and problems relating to translation. V: ORTHABER, Sara (ur.), VIČIČ, Polona (ur.). *The International Language Conference on the Importance of Learning Professional Foreign Languages for Communication Between Cultures, Celje, 24 and 25 September 2009. Proceedings of the International Language Conference on the Importance of Learning Professional Foreign Languages for Communication Between Cultures 2009*. Celje: Faculty of Logistics, 2009, str. 1-7.
2. JURANČIČ, Klementina. Perception of time in different cultures : tense and aspect in the English modality system as a source of misinterpretation. V: VIČIČ, Polona (ur.), ORTHABER, Sara (ur.). *Proceedings of the International Language Conference on the Importance of Learning Professional Foreign Languages for Communication Between Cultures 2010, Faculty of Logistics, Celje, 23 and 24 September 2010*. Celje: Faculty of Logistics, 2010, str. 1-6.
3. VIČIČ, Polona, JURANČIČ, Klementina. Modalni glagoli in njihovi modalni pomeni v znanstvenih in strokovnih logističnih besedilih. V: JURKOVIČ, Violeta (ur.), ČEPON, Slavica (ur.). *Raziskovanje tujega jezika stroke v Sloveniji*. Ljubljana: Slovensko društvo učiteljev tujega strokovnega jezika, 2015, str. 161-191.
4. VIČIČ, Polona, JURANČIČ, Klementina. The role of modal verbs in research papers in the field of logistics. *Scripta manent*, ISSN 1854-2042, 2016, vol. 11, no. 1, str. 21-41

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Angleška leksikologija
Course title:	English lexicology

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	Zimski
Two discipline non-pedagogical programme, 2nd level, English Studies		1	Autumn

Vrsta predmeta / Course type obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Nada Šabec

Jeziki /	Predavanja / Lectures:	angleški/English
Languages:	Vaje / Tutorial:	angleški/English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Pogojev ni.

None.

Vsebina:

Content (Syllabus outline):

- Definicija vede in osnovna terminologija (leksem, leksikalne in slovnične besede, besedje)
- Izvor in tvorba besed v angleščini (neologizmi, eponimi, medjezikovno izposojanje, drugi viri; izpeljava, zlaganje, konverzija, krnitev, akronimi). Produktivnost besedotvornih procesov.
- Notranja zgradba besed (morfološka, semantična).
- Ravni leksikalnega pomena (denotacija, konotacija, polisemija, sinonimi, homonimi, hiperonimi, hiponimi, antonimi, lažni prijatelji).
- Frazologija in idiomatika (kolokacije, klišeji, idiomi, pregovori).
- Semantične spremembe, ki jih povzročajo zunanji in notranji faktorji (vpliv tehnologije in sodobnih trendov, izguba specifičnosti, naključne asociacije, analogija). Melioracija, pejoracija, spreminjanje/ožjenje/ širjenje leksikalnega pomena.
- Slovarki opis leksike in različne vrste slovarjev.

- Definition of the discipline and basic terminology (lexeme, lexical and grammatical words, vocabulary).
- Origin and formation of English words (neologisms, eponyms, interlingual borrowing, other sources; derivation, compounding, conversion, clipping, blending, acronyms). Productivity in word formation.
- Internal structure of words (morphological, semantic).
- Levels of lexical meaning (denotation, connotation, polysemy, synonyms, homonyms, hyperonyms, hyponyms, antonyms, false friends).
- Phraseology and idioms (collocations, clichés, idioms, proverbs).
- Semantic change caused by external and internal factors (technology and current relevance, loss of specificity, accidental associations, analogy). Amelioration, pejoration, changed/narrowed/extended lexical meaning.
- Lexical entries in dictionaries and different types of dictionaries.

Temeljni literatura in viri / Readings:

- Aitchison, J. 1998. *Words in the Mind*. Oxford: Oxford University Press.
- Bejoint, H. 2010. *The lexicography of English*. Oxford: Oxford University Press.
- Cruse, D. A. 1997. *Lexical Semantics*. Cambridge: Cambridge University Press.
- Gabrovšek, D. 2004. *Words Galore: Aspects of General and Slovene-English Contrastive Lexicology*. Ljubljana: FF.
- Jackosn, H. 2002. *Words, Meaning and Vocabulary*. Tübingen: Narr.
- Katamba, F. 1994. *English Words*. London: Routledge.
- Lipka, L. 2002. *English Lexicology: Lexical Structure, Word Semantics and Word-formation*. Tübingen: Narr.
- Stockwell, R. in Minkova, D. 2001. *English Words: History and Structure*. Cambridge: CUP.

Izvajalka bo študentom sproti navedla aktualno literaturo./The reading list will be updated on a regular basis.

Cilji in kompetence:

Objectives and competences:

Cilj predmeta je seznaniti študente z leksikalnimi vidiki angleškega jezika, pri čemer je poudarek na na izvoru in tvorbi angleških besed, na ravnih leksikalnega pomena in pomenskih odnosov, na semantičnih spremembah ter na frazeologiji in idiomatiki angleškega jezika.

The aim of this course is to provide the students with the description of the lexical aspects of English. The emphasis is on the origin and formation of English words, on lexical meaning and lexical relations, on semantic change and on English phraseology and idioms.

Predvideni študijski rezultati:

Znanje in razumevanje:

Znanje in razumevanje:
Razumevanje funkcioniranje jezika na nivoju leksikalnih enot. Poznavanje osnovne terminologije in principov leksikalne analize besedil.

Prenesljive/ključne spretnosti in drugi atributi:
Spretnost pisnega in ustnega komuniciranja.
Širjenje besednega zaklada
Reševanje jezikovnih problemov.

Učinkovita raba slovarjev.

Intended learning outcomes:

Knowledge and understanding:

Understanding how English functions on the lexical level. Understanding basic terminology and the principles of lexical analysis.

Transferable/Key Skills and other attributes:
Communication skills (written and oral) Expanding existing vocabulary.
Solving language problems.

Efficient use of dictionaries.

Metode poučevanja in učenja:

Način (pisni, ustni izpit, naloge, projekt)

- Pisni izpit
- Reševanje odprtih nalog/problemov
- Aktivno sodelovanje pri predavanjih in vajah

Learning and teaching methods:

Type (examination, oral, coursework, project):

- Written exam
- Problem solving
- ☑Active participation in lectures and tutorials

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<p>Način (pisni izpit, ustno izpraševanje, naloge, projekt)</p> <ul style="list-style-type: none"> • pisni izpit • reševanje odprtih problemov/nalog • aktivno sodelovanje 	<p>60%</p> <p>30%</p> <p>10%</p>	<p>Type (examination, oral, coursework, project):</p> <ul style="list-style-type: none"> • Written exam • Problem solving • Active participation
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Reference nosilca / Lecturer's references:

1. Šabec, N. 2014. Raba slovenščine in angleščine v fizičnem in virtualnem prostoru. V : Vidovič-Muha, Ada in Žele, Andreja (ur.) Prostor v jeziku in jezik v prostoru = Space in language and language in space. *Slavistična revija*, letn. 62, št. 3, 2014: 395-409.
2. Šabec, N. 2013. The influence of English on Slovene rap lyrics. V: Kennedy, V. (ur.), Gadpaille, M. (ur.). *Words and music*. Newcastle upon Tyne: Cambridge Scholars Publishing. 85-98.
3. Šabec, N. 2011. Slovene-English language contact and language change. *ELOPE*, vol. 8: 31-49.
4. Šabec, N. 2009. Sloglish or the mixing/switching of Slovene and English in Slovene blogs. *Slavia Centralis*, letn. 2, št. 1, str. 32-42.
5. ŠABEC, Nada. The role of proverbs in foreign language teaching : the case of English. V: JESENŠEK, Vida (ur.), FABČIČ, Melanija (ur.). *Phraseologie kontrastiv und didaktisch : neue Ansätze in der Fremdsprachenvermittlung*, (Zora, 47). Maribor: Slavistično društvo: Filozofska fakulteta, 2007, str. 83-93.
6. ŠABEC, Nada. Resolving intercultural issues in English-Slovene translation through the use of dictionaries. V: JESENŠEK, Vida (ur.), LIPAVIC OŠTIR, Alja (ur.). 4. Internationales Kolloquium zur Lexikographie und Wörterbuchforschung, Universität Maribor, 20. bis 22. Oktober 2006. *Wörterbuch und Übersetzung*, (Germanistische Linguistik, 195/196). Hildesheim; Zürich; New York: Georg Olms, 2008, 2008, 195/196, str. [323]-332.
7. ŠABEC, Nada. Cliches and catch phrases as used by Slovene speakers of English. V: BADURINA, Lada (ur.). *Teorija i mogućnosti primjene pragmatolingvistike : zbornik*. Zagreb; Rijeka: Hrvatsko društvo za primijenjenu lingvistiku, 1999, izšlo 2001, str. 721-734.
8. Šabec, N. 2011. The globalizing effect of English on the language of Slovene media. V: Brala, Marija in Vodopija-Kristanović, Irena (ur.). *The Global and local dimensions of English: exploring issues of language and culture*. Wien: LIT: 113-126.
9. Šabec, N. 2008. English in a global context and its impact on Slovene. V: ŠABEC, Nada (ur.). *English language, literature and culture in a global context*, (Zora, 57). Maribor: Oddelek za slovanske jezike in književnosti, Filozofska fakulteta: 21-31.
10. Šabec, N. 2006. The globalization element in Slovene media advertising. V: Granić, Jagoda (ur.). *Jezik i mediji: jedan jezik, više svetova*. Zagreb, Split: Hrvatsko društvo za primijenjenu lingvistiku: 685-692.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Uvod v stilistiko
Course title:	Introduction to Stylistics

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	zimski
Two discipline non-pedagogical programme, 2nd level, English Studies		1	Autumn

Vrsta predmeta / Course type obvezni / mandatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Tomaž Onič

Jeziki /	Predavanja / Lectures:	angleški / English
Languages:	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisites:
Znanje angleščine na srednješolski ravni.	Competence in English language.

Vsebina: _____ **Content (Syllabus outline):** _____

- Opredelitev sloga in jezikovnih ravni.
- Leksikalne in slovnične kategorije: register, formalnost in neformalnost, abstraktnost in konkretnost, preproste in kompleksne jezikovne strukture.
- Pripovedno gledišče: notranja perspektiva, zunanja perspektiva, fokalizacija.
- Predstavitev govora in mišljenja: od premege do odvisnega diskurza.
- Slog in prehodnost: procesi in udeleženci.
- Modalnost in zavzemanje stališč: negativna in pozitivna polariteta, deontična in epistemska modalnost, diskurzni označevalci modalnosti.
- Miselni slog: pogled na svet, jezik in ideologija.
- Vloga časa v pripovedi.

- Definition of style and levels of language.
- Lexical and grammatical categories: register, formality and informality, abstractness and concreteness, simple and complex linguistic structures.
- Point of view: internal perspective, external perspective, focalization.
- Speech and thought presentation: from direct to indirect discourse.
- Style and transitivity: processes and participants.
- Modality and attitude: negative and positive polarity, deontic and epistemic modality, modality discourse markers.
- Mind style: world-view, language and ideology.
- Time and narrative.

Temeljni literatura in viri / Readings:

G. Leech in M. Short: *Style in Fiction*. Longman, London, 2007.

P. Simpson: *Stylistics*. Routledge, London, 2004.

M. Toolan: *Language in Literature*. Arnold, London, 1998.

Cilji in kompetence:

Cilj tega predmeta je seznaniti študente s temeljnimi slogovnimi kategorijami, kot so register, pripovedno gledišče, prehodnost, modalnost in miselni slog, in jim predstaviti različne metode diskurzne in besedilne analize, ter jih naučiti analizirati slogovne značilnosti v konkretnih književnih in drugih besedilih.

Objectives and competences:

The objective of this course is to acquaint students with the basic stylistic categories such as register, point of view, transitivity, modality and mind style, to present them with various methods for discourse and text analysis, and to teach them how to practically analyse various stylistic features of literary and other texts.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- prikazati temeljno znanje o slogovnih konceptih,
- analizirati različne besedilne in diskurzne prvine,
- razlikovati med različnimi registri,
- prepoznavati različne stopnje formalnost in neformalnosti,
- prepoznati različne vrste pripovednih gledišč in fokalizacije,

Intended learning outcomes:

Knowledge and Understanding:

On completion of this course student will be able to:

- demonstrate basic knowledge of stylistic concepts,
- analyze various text and discourse features,
- differentiate between different registers,
- distinguish various degrees of formality or informality,
- recognize different types of point of view and focalization,

- prepoznati različne načine predstavljanja govora in mišljenja,
- prepoznati različne ideološke označevalce v književnih in drugih besedilih,
- uporabiti pridobljeno znanje o stilistiki pri lastnem pisanju.

Prenesljive/ključne spretnosti in drugi atributi:

- večja zmožnost natančnega branja,
- zmožnost obravnavanja različnih vrst besedil,
- zmožnost prepoznavanja jezikovnih označevalcev različnih ideologij,
- večja zmožnost pisnega izražanja.

- recognize different types of speech and thought presentation,
- identify various ideological markers in literary and other texts,
- use knowledge of stylistics to improve their own writing.

Transferable/Key Skills and other attributes:

- improved close-reading skills,
- ability to deal with texts from various domains,
- ability to recognize linguistic markers of various ideologies,
- improved writing skills.

Metode poučevanja in učenja:

- Predavanja (klasična s spodbujanjem sodelovanja študentov in postavljanja vprašanj za pojasnjevanje)
- Seminarske vaje - vsak študent napiše seminarsko nalogo in jo predstavi pri pouku. Možno je delo v parih ali skupinah, odvisno od zastavljene naloge
- Podrobno branje izbranih odlomkov

Learning and teaching methods:

- Lectures (traditional with student-participation encouraged, asking questions for clarification).
- Seminars (each student writes a seminar paper which is then presented in the classroom. Work group or work in pairs is possible depending on the assigned task)
- Close readings of some selected passages.

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

- seminarska naloga,
- ustna predstavitev,
- sodelovanje pri pouku.

50
30
20

- seminar paper,
- oral presentation,
- participation in class.

Reference nosilca / Lecturer's references:

ONIČ, Tomaž. Univerzalnost literarnega sloga : vpogled v grafični roman. *Primerjalna književnost*, ISSN 0351-1189, 2014, letn. 37, št. 3, str. 179-198, [252], ilustr. [COBISS.SI-ID [21047560](#)]

HRIBAR, Darja Darinka, ONIČ, Tomaž. Slog - pomembna prevajalska kategorija pri prevajanju Pinterja. *Gledališki list Mestnega gledališča Ptuj*, mar. 2011, str. 12-13. [COBISS.SI-ID [18379272](#)]

ONIČ, Tomaž. *Slogovni elementi pri prevajanju podnapisov v angleščino : slovenska literarna besedila na platnu : predavanje in prevajalska delavnica pri predmetu Slovenska književnost in prevodi, na Prvi gimnaziji Maribor, 16. marca 2012.* 2012. [COBISS.SI-ID [19555080](#)]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Moderna poezija v angleščini
Course title:	Modern English Poetry

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	zimski
Two discipline non-pedagogical programme, 2nd level, English Studies		1	Autumn

Vrsta predmeta / Course type obvezni / mandatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Victor Kennedy

Jeziki /	Predavanja / Lectures:	angleški / English
Languages:	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisites:
Pogojev ni.	None

Vsebina: _____ **Content (Syllabus outline):** _____

- Register dikcije
- Podobje in metafore
- Simbol in alegorija
- Ironija in satira
- Zvočnost v poeziji
- Ritem in metrum
- Stalne pesniške oblike in prosti verz
- Formalistične in arhetipske strategije
- Zgodovinske in novozgodovinske strategije
- Bralski kritiški pristopi
- Psihoanalitične strategije
- Feministične in marksistične strategije
- Dekonstrukcija
- Pisanje o poeziji: pisanje poezije

- Diction Register
- Images and Metaphor
- Symbol and Allegory
- Irony and Satire
- Sound in Poetry
- Rhythm and Metre
- Fixed forms and vers libre
- Formalist and Archetypal strategies
- Historical and New-historical strategies
- Reader Response strategies
- Psychoanalytical strategies
- Feminist and Marxist strategies
- Deconstruction
- Writing about poetry: writing poetry

Temeljni literatura in viri / Readings:

The Norton Anthology of Modern and Contemporary Poetry Ed. R. Ellmann et al. Norton, 2003.
Poetry: An Introduction, Michael Meyer. Boston: Bedford Books St Martin's Press, 1995.
Twentieth-Century American Poetics: Poets on the Art of Poetry, D. Gioia, D. Mason & M. Schoerke. McGraw-Hill, 2003.

Cilji in kompetence:

Seznani študente z oblikami, temami in slogi angleške in ameriške poezije 20. in 21. stoletja, vključno z modernizmom in postmodernizmom. Seznani študente s teoretičnimi koncepti moderne literarne kritike. Usposobiti študente, da znajo uporabiti kritiško teorijo v pesniških besedilih in Usposobiti študente, da znajo poeziji najti mesto v učnem okolju

Objectives and competences:

To familiarize students with the forms, themes and styles of twentieth and twenty-first century English and American poetry, including modernism and post-modernism. To familiarize students with theoretical concepts of modern literary criticism. To enable students to apply critical theory to poetic texts To find a role for poetry in the classroom

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben:
 ceniti sodobno poezijo in se o njej izobraženo pogovarjati
 povezati pesniško kritiko s pesniškimi besedili
 pisati koherentne analitične eseje na temo moderne poezije
 oblikovati pedagoški pristop do točno določene pesmi oz. pesnika
 Prenesljive/ključne spretnosti in drugi atributi:
 sposobnost urediti podatke in jih ustno ter pisno predstaviti
 sposobnost kritičnega mišljenja in sodelovanja v

Intended learning outcomes:

Knowledge and Understanding: On completion of this course the student will be able to:
 appreciate and intelligently discuss modern poetry
 relate poetry criticism to poetic texts
 write coherent analytical essays on the subject of modern poetry
 to formulate a pedagogical approach to a particular poem/poet
 Transferable/Key Skills and other attributes:
 Ability to organize data and present in written and oral forms
 Ability to think critically and participate in critical debate

kritičnih debatah

Metode poučevanja in učenja:

- predavanja,
- seminarji.

Learning and teaching methods:

- lectures,
- seminars.

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

- Ustne predstavitve
- Pisni izdelki
- Zaključni izpit in/ali projekt

30
30
40

- Oral presentations
- Written work
- Final examination and/or project

Reference nosilca / Lecturer's references:

KENNEDY, Victor. Epiphany in pop songs. V: ÇELIKEL, Mehmet Ali (ur.), TANIYAN, Baysar (ur.). *English Studies: new perspectives*. Newcastle upon Tyne: Cambridge Scholars Publishing, cop. 2015, str. 321-326. [COBISS.SI-ID [21699336](#)]

KENNEDY, Victor (urednik, avtor dodatnega besedila), GADPAILLE, Michelle (urednik, avtor dodatnega besedila). *Symphony and song: the intersection of words and music*. Newcastle upon Tyne: Cambridge Scholars, 2016. VII, 312 str., ilustr. ISBN 978-1-4438-9761-7. [COBISS.SI-ID [22654984](#)]

KENNEDY, Victor. Musical metaphors in the poetry of Wallace Stevens. V: ŠABEC, Nada (ur.). *Words and music*, (ELOPE, ISSN 1581-8918, vol. 13, no. 1). Ljubljana: University Press, Faculty of Arts: = Znanstvena založba Filozofske fakultete, 2016, str. 41-58, doi:[10.4312/elope.13.1.41-58](#). [COBISS.SI-ID [22349832](#)]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Teorija jezika
Course title: Theory of Language

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		1	Spring

Vrsta predmeta / Course type

obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Klementina Jurančič Petek

Jeziki / Predavanja / Lectures: angleški / English

Languages: Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

AN na C1 /SEJO

Prerequisites:

English C1 /CEFR

Vsebina:

Content (Syllabus outline):

Teme, ki jih bomo obravnavali so naslednje:

izvor jezika; univerzalnosti jezika; jezik in kognicija; kako obstaja jezik v in govorni skupnosti; usvajanje jezika; ali je jezik prirojen ali priučen; kakšen je odnos med jezikom in mislijo; kako je lahko jezik vodnik po realnosti; ali smo ujetniki svojega jezika?; kako se učimo o stvareh v svetu?; kje in kako besede pridobivajo pomene?; nominalizem, mentalizem in platonizem v filozofiji jezika in lingvistike.

Here are some of the themes covered:

origin of language; language universals; language and cognition; how language exists in the speech community; the acquisition of language; is language innate or learned; what is the relationship of language and thought; how is language a guide to reality; are we prisoners of our language; how do we learn about things in the world, where and how words acquire their meanings; what is the relationship of language and thought; nominalism, mentalism and platonism in the philosophy of language and linguistics.

Temeljna literatura in viri / Readings:

Aitchison, J. 1987. *Words in the Mind: An Introduction to the mental Lexicon*. Oxford: Basil Blackwell.

Chomsky, N. 1976. *Reflections on Language*. London: Temple Smith.

Downes, W. 1984. *Language and Society*. London : Fontana Paperbacks.

Pinker, S. 1994. *The Language Instinct*. London: Penguin Books.

Dodatni viri:

Bickerton, D. 1990. *Language and Species*. Chicago: University of Chicago Press.

Devitt and Sterelny. 1999. *Language and Reality: An Introduction to the Philosophy of Language*. Cambridge: the MIT Press.

Cilji in kompetence:

Študent bodo dosegli naslednje cilje:

- Dobili bodo pregledno znanje pomembnih teoretičnih pristopov moderni lingvistiki in s področja plodnega interdisciplinarnega raziskovanja. Poudarek bo na sodobnih teorijah in ne na zgodovinskem pregledu.
- Spoznali bodo pojme in principe, ki lingvistiko povezujejo s sorodnimi disciplinami.

Objectives and competences:

The objective of the course is to acquire

- To get an overview of the main theoretical approaches in modern linguistic theory and the areas of fruitful interdisciplinary research. The stress is put on contemporary theories and not on the historical overview.
- To acquire concepts and principles which connect linguistics and neighboring disciplines.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent:

- Obvladal praktične spretnosti pri analizi različnih besedil, znal kritično vrednotiti ideje.
- Uporabljal komunikacijske zmožnosti pri pisanju esejev in pri ustnih predstavitvah.
- Sposoben uporabljati interdisciplinaren pristop.

Intended learning outcomes:

After the completion of the course the student will acquire the following competencies:

- Practical skills in the analysis of different texts and critical evaluation of ideas.
- Communicative skills in essay writing and oral presentation and most importantly.
- Sensitivity for the interdisciplinary approach.

Prenosljive/ključne spretnosti in druge kompetence:

- Podrobno branje besedil
- Razmišljanje v primerjalnem smislu
- Povezovanje idej z različnih

Transferable/Key Skills and other competences:

- Close reading of the texts
- Thinking in comparative terms
- Connecting ideas from different fields

Metode poučevanja in učenja:

- Predavanja (klasična s spodbujanjem sodelovanja študentov in postavljanja vprašanj za pojasnjevanje)
- Seminarske vaje - vsak študent napiše seminarsko nalogo in jo predstavi pri pouku. Možno je delo v parih ali skupinah, odvisno od zastavljene naloge
- Podrobno branje izbranih odlomkov

Learning and teaching methods:

- Lectures (traditional with student-participation encouraged, asking questions for clarification).
- Seminars (each student writes a seminar paper which is then presented in the classroom. Work group or work in pairs is possible depending on the assigned task)
- Close readings of some selected passages.

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)	Weight (in %)	Type (examination, oral, coursework, project):
• Aktivno sodelovanje pri diskusijah/	25%	• Active participation in the classroom
• razpravah pri pouku, ustna predstavitev seminarske naloge	25%	• Discussion, oral presentation of seminar work
• Pisni izpit	25%	• Written exam
• Ustni izpit	25%	• Oral exam

Reference nosilca / Lecturer's references:

1. JURANČIČ, Klementina. The pronunciation of English in Slovenia : (English spoken by Slovene learners, its development and factors influencing it), (Zora, 53). Maribor: Slavistično društvo, 2007. 270 str., tabele. ISBN 978-961-6320-47-4. [COBISS.SI-ID 60541441]
2. JURANČIČ, Klementina. Is it enough to teach segments in (segmental) phonetics and phonology?. V: KETTEMANN, Bernhard (ur.), MARKO, Georg (ur.). Expanding circles, transcending disciplines, and multimodal texts : reflections on teaching, learning and researching in English and American studies, (AAA, Buchreihe zu den Arbeiten aus Anglistik und Amerikanistik, Bd. 20). Tübingen: Gunter Narr Verlag, cop. 2003, str. [59]-68, ilustr. [COBISS.SI-ID 12762376]
3. JURANČIČ, Klementina. Research strategies in L2 phonological fieldwork investigation and significance and/or reliability of results. V: PAUNOVIĆ, Tatjana (ur.), ČUBROVIĆ, Biljana (ur.). Exploring English phonetics. Newcastle upon Tyne: Cambridge Scholars, 2012, str. 163-178. [COBISS.SI-ID 19007240]
4. JURANČIČ, Klementina. Voiced labiodental fricative /v/ and some phonotactic statements regarding the English by Slovene learners. V: ČUBROVIĆ, Biljana (ur.), PAUNOVIĆ, Tatjana (ur.). Ta(l)king English phonetics across frontiers. Newcastle: Cambridge Scholars, 2009, str. 53-72. [COBISS.SI-ID 19006472]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Sodobno jezikoslovje
Course title:	Current Trends in Linguistics

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		1	Spring

Vrsta predmeta / Course type Izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Klementina Jurančič Petek

Jeziki /	Predavanja / Lectures: angleški / English
Languages:	Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Pogojev ni.

None.

Vsebina:

Content (Syllabus outline):

- Sodobno jezikoslovje obravnava jezikoslovje in jezikovne teorije s sodobnega, študentu prijaznejšega vidika. Starejše jezikovne teorije in teoretike (generativna slovnica, strukturalizem) obravnava samo kot izhodišče za razumevanje sodobnejših teorij, ki so se iz njih razvile.

Sodobno jezikoslovje vključuje:

- Elemente generativne slovnice, strukturalizma, funkcijske slovnice)
- Kognitivna jezikoslovje
 - hipoteza o konceptualni strukturi jezika
 - pozornost, presoja in perspektiva v jeziku
 - kategorizacija v jeziku – teorija prototipov
- Naravna teorija
- Druge teorije:
 - Nepopolna določitev in zaznamovanost,
 - leksikalna teorija,
 - odvisnostna teorija,
 - vezalna teorija.
 - optimalnostna teorija

- The course deals with linguistics and language theories from a contemporary student friendly aspect. The earlier language theories and theoreticians (Transformational grammar, Structuralism) are dealt with only briefly as a basis for the understanding of newer theories, which developed from them.

The course involves:

- Elements of transformational grammar, structuralism and functionalism,
- Natural theory
- Cognitive linguistics
 - Hypothesis about the conceptual structure of language
 - Attention, judgment and perspective in language
 - Categorization in language – prototype theory
- Other theories:
 - Underspecification and Markedness
 - Lexical theory
 - Dependency theory
 - Government theory
 - Optimality theory

Temeljni literatura in viri / Readings:

Croft, William in D. Alan Cruse. 2004. *Cognitive Linguistics*. Cambridge. CUP

Goldsmith, J.A., 1996. *A Handbook of Phonological Theory*. Blackwell Publishers.

McCarthy, J. J. 2008. *A Thematic Guide to Optimality Theory*. Cambridge University Press

McCarthy, J. J. 2002. *Doing Optimality Theory: Applying Theory to Data*. Blackwell Publisher

Cilji in kompetence:

Cilj tega predmeta je sistematično obdelati sodobne jezikoslovne teorije na ustreznih jezikovnih ravneh (od fonološke naprej), vzbuditi pri študentih zanimanje za morda že kar neprijazna in navidezno neuporabna teoretska vprašanja tako, da pokažemo, da je mogoče zelo s pomočjo razumevanja teoretskih modelov reševati uporabna jezikoslovna vprašanja (npr. prek optimalnostne teorije razložiti procese, ki se dogajajo v otroškem govoru, v dialektih ipd.

Objectives and competences:

The objective of this course is to systematically deal with contemporary linguistic theories at different levels of language (from the phonological level to discourse), encourage students to take interest in somewhat unappreciated and seemingly inapplicable theoretical issues in such a manner as to show that it is possible through the understanding of theoretical models to solve current linguistic problem (e.g. through optimality theory to explain processes occurring in children's speech, in dialects, etc..)

Predvideni študijski rezultati:

Intended learning outcomes:

<p>Znanje in razumevanje:</p> <p>Po zaključku tega predmeta bo študent sposoben razumeti</p> <ul style="list-style-type: none"> • Kako so nastale sodobne jezikoslovne teorije • Katere sodobne jezikoslovne teorije obstajajo • Katere jezikoslovne teorije so bolj priznane, katere manj in zakaj • Katere jezikoslovne teorije uporabimo za razlago procesov v knjižnem jeziku (npr. vezalna) in katere za razlago procesov v otroškem jeziku, dialektu (npr. optimalnostna teorija) • Kako jezikovne teorije praktično uporabiti za reševanje jezikoslovnih problemov <p>Prenesljive/ključne spretnosti in drugi atributi:</p> <ul style="list-style-type: none"> • Sposobnost zbiranja jezikovnih podatkov in uporaba teorij pri postavljanju hipotez in raziskovanju jezikovnih podatkov • Sposobnost reševanja problemov s področja komunikacije

<p>Knowledge and understanding:</p> <p>On completion of this course the student will be able to understand</p> <ul style="list-style-type: none"> • How present-day (contemporary) linguistic theories came to being. • Which contemporary linguistic theories exist at present • Which linguistic theories are accepted more and which less and why. • Which linguistic theories are used more for solving problems in the standard language (e.g. Government theory) and which for dealing with issues relating to children's language, regional varieties of language, social varieties of language, etc. (e.g. Optimality theory) • How to apply linguistic theories in practice <p>Transferable/Key Skills and other attributes:</p> <ul style="list-style-type: none"> • Ability to collect and explore linguistic data and to use theories in the formation of hypotheses • Ability to address problems of communication

Metode poučevanja in učenja:

<ul style="list-style-type: none"> • predavanja (metoda razlage in pojasnjevanja z zaključno diskusijo) • vodena razprava • skupinsko delo • individualno raziskovanje • vodena analiza in interpretacija problemov
--

Learning and teaching methods:

<ul style="list-style-type: none"> • lectures (method of explanation and clarification with final discussion) • guided discussion • group work • individual research work • guided analysis and interpretation of issues

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
<ul style="list-style-type: none"> • prisotnost na predavanjih in vajah • pisne in ustne naloge • kolokvij 	<p>10 %</p> <p>40%</p> <p>50%</p>	<ul style="list-style-type: none"> • class attendance • written and oral assignments • written test

Reference nosilca / Lecturer's references:

1. JURANČIČ, Klementina. *The pronunciation of English in Slovenia : (English spoken by Slovene learners, its development and factors influencing it)*, (Zora, 53). Maribor: Slavistično društvo, 2007. 270 str., tabele. ISBN 978-961-6320-47-4.

2. JURANČIČ, Klementina. Voiced Labiodental Fricative /v/ and some Phonotactic Statements regarding the

English by Slovene Speakers. V: ČUBROVIĆ, Biljana (ur.), PAUNOVIĆ, Tatjana (ur.). *Ta(l)king English Phonetics Across Frontiers*, (Cambridge Scholars Publishing). 2009. str. 53-72.

3. JURANČIČ, Klementina. Is it enough to teach segments in (segmental) phonetics and phonology?. V: KETTEMANN, Bernhard (ur.), MARKO, Georg (ur.). *Expanding circles, transcending disciplines, and multimodal texts : reflections on teaching, learning and researching in English and American studies*, (AAA, Buchreihe zu den Arbeiten aus Anglistik und Amerikanistik, Bd. 20). Tübingen: Gunter Narr Verlag, cop. 2003, str. [59]-68.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Psiholingvistika z uvodom v dvojezičnost
Course title:	Psycholinguistics with an introduction to bilingualism

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		1	Spring

Vrsta predmeta / Course type Izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Klementina Jurančič Petek

Jeziki /	Predavanja / Lectures: angleški / English
Languages:	Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

AN na C1 /SEJO

Prerequisites:

English C1 /CEFR

Vsebina:

Content (Syllabus outline):

Psiholingvistika je veda, ki preučuje odnos med človekovim razumom in jezikom ob tem, ko analizira procese, ki se dogajajo v možganih pri pisnim in ustnem sporazumevanju.

Psiholingvistika vključuje:

- Analizo govora odraslih in otrok
- Oblike skladiščenja leksemov v možganih
- Spominske procese, ki sodelujejo pri percepciji in interpretaciji besedil
- Prepoznavanje motenj pri govoru
- Procesi razumevanja in tvorjenja pisnega in govornega besedila
- Razvoj otroškega govora
- Usvajanje/učenje materinščine in tujega jezika
- Oblike dvojezičnosti (še posebej pri otroku)

Psycholinguistics is a field of study which deals with the relationship between the human mind and language while analyzing processes taking place in the brains during written and oral communication.

Psycholinguistics involves:

- Analysis of adult and child speech
- Ways of storing lexemes in the brain
- Processes pertaining to memory which take part in the perception and interpretation of texts
- Identification of speech errors/disorders
- Processes of comprehension and formation of written and spoken texts
- Development of child language
- First language and foreign language acquisition and learning
- Forms of bilingualism (especially in the case of children)

Temeljni literatura in viri / Readings:

Garman, M. 1990. *Psycholinguistics*. Cambridge. Cambridge University Press.

Carroll, D. W. 1998. *Psychology of Language*. 2. izd. Brooks/Cole Publishing Company, Monterey, Canada

Traxler, M. 2012. *Introduction to Psycholinguistics: Understanding Language Science*. Wiley-Blackwell

Whitney, P. (1998) *The Psychology of Language*. Boston, Houghton Mifflin

Cilji in kompetence:

Cilj tega predmeta je sistematično obdelati procese razumevanje jezika, proizvodnje jezika in usvajanja jezika za namenom, da bi jih mogli študenti čim boljše razumeti in svoje znanje koristno uporabiti pri poučevanju.

Objectives and competences:

The objective of this course is to systematically deal with the processes: language comprehension, language production and language acquisition in order for the student to best understand them and successfully apply them in process of teaching.

Predvideni študijski rezultati:

Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben:

- Kako proizvajamo in razpoznavamo govor?
- Kako dojemamo besede, črk/glasov, povedi?
- Kako se učimo in priključimo v spomin informacije?
- Kako izpopolnimo besedila za lažje razumevanje?
- Kako delujejo možgani pri proizvodnji jezika?

Intended learning outcomes:

Knowledge and understanding: On completion of this course students will be able to:

- The production and identification of speech
- Perception of words, letters/ sounds, sentences
- Learning processes and recalling of information
- Ways of improving texts to enhance comprehension
- Functioning of the brain in the production of speech

- Kje so vzroki in kakšni so učinki bralnih nezmožnosti ali težav?
 - Procese, ki so prisotni pri dvojezičnosti pri otroku, učenju prvega jezika pri otroku in pri zgodnjem poučevanju tujega jezika.
- Prenosljive/ključne spretnosti in druge kompetence:*
- Kaj o jeziku je potrebno vedeti, da jezik lahko govorimo?
 - Kateri kognitivni procesi sodelujejo pri uporabi jezika?

- Causes and effects reading disabilities and difficulties
 - Processes involved in bilingualism in the child, first language acquisition and early foreign language learning.
- Transferable/Key Skills and other competences:*
- What we need to know to be able to speak a language?
 - Which cognitive processes are involved in language use?

Metode poučevanja in učenja:

- predavanja (metoda razlage in pojasnjevanja z zaključno diskusijo)
- seminarske vaje (prenos teoretičnega znanja v praktične primere) skupinsko delo, delo v parih
- reševanje odprtih nalog in problemov
- domače naloge

Learning and teaching methods:

- lectures (method of explanation and clarification with final discussion)
- tutorial (verifying theoretical issues on practical examples), group-work, pair-work
- problem solving tasks
- homework assignments

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)	Weight (in %)	Type (examination, oral, coursework, project):
• prisotnost na predavanjih in vajah	10 %	• class attendance
• sodelovanje na predavanjih in vajah	10%	• active class participation
• opravljene domače naloge	20%	• completed homework
• pisni izpit	60%	• written exam

Reference nosilca / Lecturer's references:

1. JURANČIČ, Klementina. Elicited and non-elicited errors in L2 pronunciation. *Applied linguistic studies in Central Europe*, 1999, vol. 3, str. 123-130.
2. JURANČIČ, Klementina. "Language only" bilingualism. V: LENGYEL, Zsolt (ur.), NAVRACSICS, Judita (ur.). *V. pszicholingvisztikai nyári egyetem, Balatonalmádi, 2002. május 26-30.* [Veszprém]: VE Alkalmazott Nyelvészeti Tanszék, 2002, [11] str.
3. JURANČIČ, Klementina. Learning to read in English as a foreign language, how and when?. V: 1st International Conference of the Slovene Association for the study of English. *English language and literature studies in the context of European language diversity : book of abstracts.* [S. l.]: Slovene Association for the study of English: Faculty of Arts, Department of English, [2004], str. 23.
4. JURANČIČ, Klementina, STOJOV, Nataša. Sound symbolic expressions of 'good' and 'bad'. V: GAJŠT, Nataša (ur.), PLOS, Alenka (ur.), VIČIČ, Polona (ur.). *Zbornik prispevkov = Proceedings*, 9. mednarodna konferenca Pomen učenja tujih strokovnih jezikov za komunikacijo med kulturami, Maribor, 22.-23. september 2016. Maribor: Ekonomsko-poslovna fakulteta, 2016, str. 79-90.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kratka proza v angleščini
Course title:	Short Prose in English

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		1	spring

Vrsta predmeta / Course type Izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Michelle Gadpaille

Jeziki /	Predavanja / Lectures:	angleški / English
Languages:	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Zaključena 1. stopnja katerega koli programa
Znanje angleškega jezika

Completed 1st cycle degree in any subject;
Competence in English language

Vsebina:

Content (Syllabus outline):

- Izvor kratke proze: basen, parabla, zgodba, anekdota
- Žanri 19. stoletja
- Kratka proza 20. stoletja
- Realizem
- Modernizem
- Postmodernizem
- Cikli kratkih zgodb
- Teorija kratke proze
- Pisanje o kratki prozi: terminologija, razlaga in analiza
- Poučevanje proznih zgodb, uporaba proznih zgodb pri poučevanju

- Origins of short fiction: fable, parable, tale, anecdote
- 19th-century genres
 - 20th-century short story
 - Realism
 - Modernism
 - Postmodernism
 - Short story cycles
 - Short fiction theory
 - Writing about short fiction: Terminology, explication and analysis
 - Teaching the story; using stories in teaching

Temeljni literatura in viri / Readings:

The Norton Anthology of Short Fiction, Eds. R. V. Cassill & Richard Bausch. New York, Norton.
 Charles Edward May, *The New short Story Theories*, Ohio University press, 1994.

Cilji in kompetence:

Študentom predstaviti zgodovinski razpon kratke proze v angleščini.

Raziskovati različnost žanrov, ki so se razvili iz kratke proze.

Predstaviti kritično literature o tem predmetu in različne posamezne poizkuse deficiije žanrov, kot so parable, exemplum, herojska zgodba, oris, anekdota, novela in cikel kratkih zgodb.

Raziskati načine pedagoške rabe kratke proze.

Objectives and competences:

To introduce students to the historical range of short prose written in English.

To explore the variety of genres that has developed out of short prose.

To sample the critical literature on the subject, in particular the various attempts to define genres such as the short story, the parable, the exemplum, the tall tale, the sketch, the anecdote, the novella and the short story cycle.

To explore pedagogical uses of short prose.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- Razumeti definicije žanrov kratke proze
- Razlikovati med različnimi vrstami kratke proze

Intended learning outcomes:

Knowledge and understanding:

On completion of this course student will be able to:

- Understand definitions of short prose genres
- Distinguish among types of short prose

- Aplicirati kritične teorije na interpretacijo kratke proze na ustni in pisni način

Prenesljive/ključne spretnosti in drugi atributi:

- Zavzeti in braniti položaj v skupinski diskusiji
- Sprejeti neodvisno stališče in delovati neodvisno v raziskovanju in pisanju
- Identificirati pedagoški pristop k temam in tehnikam, uporabljenim v zgodbah

- Apply critical theories to the interpretation of short prose both orally and in writing

Transferable/Key Skills and other attributes:

- Take and defend a position in group discussion
- Take autonomous positions and action in research and writing
- Identify a pedagogical approach to story themes and techniques

Metode poučevanja in učenja:

predavanja,

- seminarji

Learning and teaching methods:

Lectures

seminars

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<ul style="list-style-type: none"> • Ustne predstavitve • Kratki pisni izdelki • Končni izpit ali/in pisni projekt 	<p>20</p> <p>40</p> <p>40</p>	<ul style="list-style-type: none"> • Oral presentations • Written work • Final examination and/or project
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Reference nosilca / Lecturer's references:

GADPAILLE, Michelle, *The Canadian Short Story*. Oxford University Press, 1988.

GADPAILLE, Michelle. Canadian short fiction. V: MAY, Charles Edward (ur.), MAGILL, Frank Northen (ur.). *Critical survey of short fiction*. 2nd revised ed. Pasadena (Calif.): Salem Press, cop. 2001, str. 2898-2907. 2.

GADPAILLE, Michelle. If the dress fits : female stereotyping in Rosanna Leprohon's "Alice Sydenham's First Ball". *Can. lit.*, Autumn 1995, no. 146, str. 68-83.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Shakespeare in elizabetinska doba
Course title:	Shakespeare and the Elizabethan Age

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		1	spring

Vrsta predmeta / Course type Izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Michelle Gadpaille

Jeziki /	Predavanja / Lectures:	angleški / English
Languages:	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Znanje angleščine na srednješolski ravni.

Competence in English language.

Vsebina:

elizabetinski svetovni nazor

- elizabetinski London in njegova gledališča
- tragedija: Shakespeare, Kyd, Marlowe
- komedija: Shakespeare, Peele, Jonson
- zgodovinska drama in zgodovina Tudorjev: Marlowe, Shakespeare
- jezik, slog in retorika
- ugledališčenja, tradicionalna in sodobna
- filmske adaptacije

Content (Syllabus outline):

- Elizabethan worldview
- Elizabethan London and its theatres
- Tragedy: Shakespeare, Kyd, Marlowe
- Comedy: Shakespeare, Peele, Jonson
- History Plays and Tudor History: Marlowe, Shakespeare
- Language, style and rhetoric
- Staging, traditional and contemporary
- Filmed adaptations

Temeljni literatura in viri / Readings:

Elizabethan Drama: Eight Plays, John Gassner & William Green. Applause Books, 2000.

Early Modern English Drama: A Critical Companion. Ed. G. A. Sullivan, P. Cheney & A. Hadfield. Oxford, 2005.

E. M. W. Tillyard, *The Elizabethan World Picture*. Vintage, 1959.

Peter Saccio, *Shakespeare's English Kings: History, Chronicle and Drama*. Oxford, 2000.

Stephen Greenblatt, *Will in the World: How Shakespeare Became Shakespeare*. Oxford, 2004.

Lisa Picard, *Elizabethan London*. Weidenfeld & Nicolson, 2003.

James Shapiro, *1599: A Year in the Life of William Shakespeare*. London: Faber & Faber, 2005.

Cilji in kompetence:

Seznani študenta z Shakespearovim delom in delom nekaterih njegovih sodobnikov na elizabetinskem odru; podrobneje seznani študenta z elizabetinskim gledališčem, s takratno odsko prakso, igralskimi skupinami in dramaturgijo; seznani študenta z ozadjem elizabetinske družbe, kulture in miselnosti; razširiti in poglobiti poznavanje in razumevanje angleškega jezika 16. stoletja.

Objectives and competences:

To introduce students to the work of Shakespeare and some of his contemporaries on the Elizabethan stage; to introduce Elizabethan theatres, staging practices, acting companies and dramaturgy; to explore the background to Elizabethan society, culture and thought; to broaden the knowledge about and understanding of the English language in the 16th century.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- brati in razumeti neskrajšana besedila dram elizabetinskega obdobja
- prepoznati dramske in gledališke konvencije
- kritično in z uporabo ustrezne terminologije

Intended learning outcomes:

Knowledge and understanding:

On completion of this course, the student will be able to do the following:

- Read and understand Elizabethan drama in unabridged versions
- Identify dramatic and theatrical conventions •

<p>vrednotiti odrske uprizoritve elizabetinskih dram,</p> <ul style="list-style-type: none"> • analizirati besedilo, karakterizacijo, vsebino in odrske učinke • povezovati dramska besedila in predstave s kulturnim, zgodovinskim in političnim kontekstom <p>Prenesljive/ključne spretnosti in drugi atributi:</p> <ul style="list-style-type: none"> • slušno razumevanje v angleščini, • sposobnost urejanja in predstavitve podatkov v pisni in ustni obliki, • sposobnost kritičnega razmišljanja in sodelovanje v kritični debati. 	<p>Discuss productions of Elizabethan drama using correct terminology</p> <ul style="list-style-type: none"> • Analyze text , characterization, plot and staging effects • Relate drama to its cultural, historical and political background <p>Transferable/Key Skills and other attributes:</p> <ul style="list-style-type: none"> • Listening skills in English • Data organization and presentation in oral/written form • Ability to think critically and participate in critical debate
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Metode poučevanja in učenja:

<p>predavanja,</p> <ul style="list-style-type: none"> • debata/diskusija.
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Learning and teaching methods:

<p>Lectures</p> <p>Debate/ discussion</p>

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<p>Ustne predstavitve • Pisni izdelki • Izpit in / ali projektno delo</p>	<p>30</p> <p>30</p> <p>40</p>	<p>Oral presentations • Written work • Final examination and/or project</p>
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Reference nosilca / Lecturer's references:

GADPAILLE, Michelle. The limits of theory : acts of evaluation in the contemporary literature classroom. V: KETTEMANN, Bernhard (ur.), MARKO, Georg (ur.). *Expanding circles, transcending disciplines, and multimodal texts : reflections on teaching, learning and researching in English and American studies*, (AAA, Buchreihe zu den Arbeiten aus Anglistik und Amerikanistik, Bd. 20). Tübingen: Gunter Narr Verlag, cop. 2003, str. [109]-127.

GADPAILLE, Michelle, "Manifest and Latent Bodies in Selected Shakespeare Texts and their Slovene Translations," In *The Whirlwind of Passion: New Critical Perspectives on William Shakespeare*. Edited by Petar Penda, Cambridge Scholars Press, 2016: 94-112.

GADPAILLE, M. and Simon Zupan, "The Rampant Bear: Preserving Heraldic Achievement in Shakespeare Translation". *M@king It New SDAS conference*, Maribor, September 15-17, 2016.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Sodobna dramatika
Course title:	Studies in Contemporary Drama

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		1	Spring

Vrsta predmeta / Course type Izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Tomaž Onič

Jeziki /	Predavanja / Lectures:	angleški / English
Languages:	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisites:
Znanje angleščine na srednješolski ravni.	Competence in English language.

Vsebina: **Content (Syllabus outline):**

Gledališka terminologija in sredstva

- Razvoj dramskih žanrov
- Moderna dramska gibanja: jezni mladenič, drama absurda, odprto gledališče, ipd.
- Natančen študij izbranih dramatikov
- Teorije igranja in nastopanja
- Filmske adaptacije; drame na TV
- Drama v razredu

Theatrical terminology and devices

- Evolving dramatic genres
- Modern dramatic movements: Angry Young Man, Absurdist, Open Theatre etc.
- Close study of selected individual dramatists
- Theories of acting and performance
- Filmed adaptations; TV drama
- Drama in the classroom

Temeljna literatura in viri / Readings:

Patrice Pavis. *Dictionary of the Theatre: Terms, Concepts, and Analysis*. Trans. Christine Shantz. Toronto: Univ. of Toronto Press, 1998.

Nellie McCaslin: *Creative Drama in the Classroom and Beyond*, 2006.

Theatre in Theory 1900-2000: An Anthology. Ed. David Krasner. Blackwell, 2007.

Selected primary texts, e.g., Albee, Edward: *Who's Afraid of Virginia Woolf?*, *The Zoo Story*; Frayn, Michael: *Copenhagen*, *Noises Off*; Hansberry, Lorraine: *A Raisin in the Sun*; Highway, Tomson: *The Rez Sisters*; Mamet, David: *Oleanna*; Osborne, John: *Look Back in Anger*; Pinter, Harold: *The Dumb Waiter*, *The Homecoming*, *The Caretaker*; Pollock, Sharon: *Blood Relations*; Russell, Willy: *Educating Rita*; Shaffer, Peter: *Amadeus*; Stoppard, Tom: *Rosencrantz and Guildenstern are Dead*, *The Real Inspector Hound*, *Indian Ink*; Walcott, Derek: *Dream on Monkey Mountain*, *The Isle Is Full of Noises*; Wasserstein, Wendy: *The Heidi Chronicles*; Williams, Tennessee: *A Streetcar Named Desire*; Wilson, August: *Ma Rainey's Black Bottom*, *Fences*.

Cilji in kompetence:

Študentom približati razpon dramskih besedil iz obdobja po drugi svetovni vojni do začetka drugega tisočletja v njihovem zgodovinskem in kulturnem kontekstu, utrditi njihovo znanje drame in gledališke terminologije, naučiti jih oblikovanja kritike ob gledanju filmov in video adaptacij (in predstav v živo, kadar je to izvedljivo); naučiti jih, da prepoznajo dramo kot medij, ki je osebno in politično izrazen in pokazati pedagoški potencial drame.

Objectives and competences:

To familiarize students with a range of dramatic texts from the post-World War 2 period to the millennium, in their historical and cultural contexts; to consolidate knowledge of drama and theatre terminology; to practice skills of review and critique while viewing film and video adaptations (and live performance, whenever available); to see drama as a medium that is personally and politically expressive; to explore the pedagogical potential of drama.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- Natančne besedilne analize dramskega teksta
- Oblikovati kritiko in oceno dramske uprizoritve
- Povezati dramska besedila in uprizoritve s

Intended learning outcomes:

Knowledge and Understanding:

On completion of this course student will be able to:

- Do close textual analysis of a dramatic text
- Critique and review drama performances
- Relate dramatic texts and performances to

<p>kulturnim, zgodovinskim in političnim kontekstom</p> <ul style="list-style-type: none"> • Uporabiti dramska dela pri poučevanju angleškega jezika <p>Prenesljive/ključne spretnosti in drugi atributi:</p> <ul style="list-style-type: none"> • Sposobnost prilagoditi dramska dela pri pedagoških dejavnostih • Sposobnost organizirati podatke in jih predstaviti v pisni in ustni obliki • Sposobnost misliti kritično in sodelovati v kritičnih debatah 	<p>cultural, historical and political context</p> <ul style="list-style-type: none"> • Use drama in the English language classroom <p>Transferable/Key Skills and other attributes:</p> <ul style="list-style-type: none"> • Ability to adapt drama for use in pedagogical activities • Ability to organize data and present in written and oral forms • Ability to think critically and participate in critical debate
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Metode poučevanja in učenja:

<ul style="list-style-type: none"> • predavanja, • seminarji.

Learning and teaching methods:

<ul style="list-style-type: none"> • lectures, • seminars.
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Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<ul style="list-style-type: none"> • Ustne predavitve • Pisni izdelki • Končni izpit in/ali projekt 	<p>30</p> <p>30</p> <p>40</p>	<ul style="list-style-type: none"> • Oral presentations • Written work • Final examination and/or project
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Reference nosilca / Lecturer's references:

ONIČ, Tomaž. Vikanje in tikanje v slovenskih prevodih Albeejeve drame Kdo se boji Virginie Woolf?. *Primerjalna književnost*, ISSN 0351-1189, 2013, letn. 36, št. 1, str. 233-252. [COBISS.SI-ID [52577634](#)]

ONIČ, Tomaž (urednik). *Perspectives on Pinter : a European cultural capital honours the Nobel laureate*, (ELOPE, vol. 9, Spring). Ljubljana: Slovensko društvo za angleške študije: = Slovene Association for the Study of English: Oddelek za anglistiko in amerikanistiko, Filozofska fakulteta: = Department of English, Faculty of Arts, University of Ljubljana, 2012. 112 str. ISBN 978-961-269-678-8. [COBISS.SI-ID [261548288](#)]

PINTER, Harold. *Mutasti natak* : (Strežni jašek), (Mestno gledališče Ptuj, Sezona 2010/11, št. [5]). Ptuj: Mestno gledališče Ptuj, 2011. 43 str., ilustr. [COBISS.SI-ID [3255899](#)]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Raba angleščine v družbenem in globalnem kontekstu
Course title:	The use of English in social and global contexts

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		1	Letni
Two discipline non-pedagogical programme, 2nd level, English Studies		1	Summer

Vrsta predmeta / Course type Izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Nada Šabec

Jeziki /	Predavanja / Lectures:	angleško/English
Languages:	Vaje / Tutorial:	angleško/English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisites:
/	/

Vsebina:

- Jezik in družba
- Jezikovna raba in družbena razslojenost v izbranih angleških govornih okoljih (Velika Britanija, ZDA, Kanada, Avstralija)
- Vpliv zunajjezikovnih, družbenih dejavnikov na jezikovno rabo (razred, izobrazba, spol, etnična pripadnost, starost)
- Socialne zvrsti angleščine (standardne in nestandardne zvrsti, sleng, črnska angleščina)
- Družbeno-pogojene jezikovne spremembe (t.i. politična korektnost)
- Razširjenost angleščine v svetu (angleščina kot materni, drugi in tuji jezik)
- Raba angleščine v globalnem kontekstu (mednarodna/svetovna/globalna angleščina; angleščina in internet)
- Angleščina kot *lingua franca*
- Angleščina in jezikovna politika EU (Evroangleščina?)
- Angleščina v stiku z drugimi jeziki (sposojanje, kodno preklapljanje, pidžinski in kreolski jeziki)
- Slovensko-angleški jezikovni stik
- Pomen upoštevanja družbenega konteksta pri poučevanju rabe angleščine in analiza relevantnih učnih gradiv

- Language and society
- Language use and social stratification in selected English-speaking environments (UK, USA, Canada, Australia)
- The impact of extralinguistic, social factors on language use (class, education, gender, ethnicity, age)
- Social variation of English (standard vs. non-standard varieties, slang, Black English Vernacular)
- Socially-motivated language change (Political Correctness)
- The spread of English in the world (English as a mother tongue, second language, and foreign language)
- The use of English in a global context (International./World/Global English; English and the Internet)
- English as a *lingua franca*
- English and EU language policy (Euro-English?)
- English in contact with other languages (borrowing, code-switching, pidgins and creoles)
- Slovene-English language contact
- Significance of social context for the teaching of English and the analysis of relevant teaching materials

Temeljni literatura in viri / Readings:

- Coulmas, F. 2005. *An Introduction to Sociolinguistics*. Cambridge: Cambridge University Press.
- Crystal, D. 2002. *English as a Global Language*. Cambridge: Cambridge University Press.
- Šabec, N. 1995. Half pa pu: The Language of Slovene Americans. Ljubljana: ŠKUC, Studia Humanitatis (Apes).

Priporočena literatura/Recommended Reading

- Burns, A. and Coffin, C.(eds.). 2001. *Analysing English in a Global Context: A Reader* (Teaching English Worldwide). London: Routledge.
- Coulmas, F. 2005. *An Introduction to Sociolinguistics*. Cambridge: Cambridge University Press.
- Crystal, D. 2002. *English as a Global Language*. Cambridge: Cambridge University Press.
- Holmes, J. 2002. *An Introduction to Sociolinguistics*. London: Longman.
- Phillipson, Robert. 2003. *English-Only Europe: Challenging Language Policy*. London and New York: Routledge.
- Šabec, N. 1995. Half pa pu: The Language of Slovene Americans. Ljubljana: ŠKUC, Studia Humanitatis (Apes).
- Šabec, N. 2006. Language, Society and Culture: Slovene in Contact with English. V: Vidovič Muha, A. (ur.) Slovensko jezikoslovje danes. *Slavistična revija* (posebna št., let. 54). Ljubljana: Slavistično društvo Slovenije. str. 703-718.
- Šabec, N. 2009. Sloglish or the mixing/switching of Slovene English in Slovene blogs. *Slavia Centralis*, letn. 2, št. 1: 32-42.
- Šabec, N. 2011. Slovene-English language contact and language change. *ELOPE*, vol. 8: 31-49.
- Šabec, N. 2011. The globalizing effect of English on the language of Slovene media. V: Brala, Marija

in Vodopija-Kristanović, Irena (ur.). *The Global and local dimensions of English: exploring issues of language and culture*. Wien: LIT: 113-126.

- Šabec, N. 2014. Raba slovenščine in angleščine v fizičnem in virtualnem prostoru. V : Vidovič-Muha, Ada in Žele, Andreja (ur.) *Prostor v jeziku in jeziku v prostoru = Space in language and language in space*. *Slavistična revija*, letn. 62, št. 3: 395-409.
- Trudgill, P. and Hannah, J. 1994. *International English: A Guide to Standard Varieties of English*. New York: Edward Arnold.

Izvajalka bo študentom sproti navedla aktualno študijsko literaturo.

Cilji in kompetence:

Cilj predmeta je:

- seznaniti študente z odnosom med jezikom in družbo ter vplivom zunajjezikovnih faktorjev na rabo angleščine
- prikazati glavne značilnosti socialnih zvrsti angleščine in opozoriti na družbeno-pogojene jezikovne spremembe
- seznaniti študente z variabilnostjo angleščine (regionalne in socialne variante)
- seznaniti študente z rabo angleščine v globalnem kontekstu (tuji, drugi jezik, lingua franca, evroangleščina?) in z njenim razvojem v stiku z drugimi jeziki, še posebej s slovenščino.

Objectives and competences:

The objective of the course is:

- to examine the relationship between language and society and the impact of extralinguistic factors on the use of English
- to identify the most important features of social varieties of English and to draw students' attention to socially-conditioned instances of language change
- to familiarize the students with variation in English (regional and social varieties of English).
- to explore the use of English in a global context (as a foreign and second language, as a lingua franca, Euro-English?) as well as in contact with other languages (particularly with Slovene)

Predvideni študijski rezultati:

Po opravljenem predmetu bo študent sposoben izkazati poznavanje in razumevanje:

- vpliva družbenih in drugih zunajjezikovnih dejavnikov na jezikovno rabo in na jezikovne spremembe
- socialnih zvrsti angleškega jezika (standardnih, nestandardnih, slenga, črnske angleščine)
- razširjenosti angleščine v svetu (regionalne variante)
- rabe angleščine v globalnem kontekstu
- stikov z drugimi jeziki, še posebej s slovenščino

Prenesljive/ključne spretnosti in drugi atributi:

- spretnost komuniciranja (pisno in ustno izražanje) v skladu s parametri različnih družbenih kontekstov
- prepoznavanje in vsaj delna sposobnost razumevanja in komuniciranja v zvrsteh angleščine, ki se razlikujejo od britanske ali ameriške angleščine
- spretnost reševanja jezikovnih problemov.

Intended learning outcomes:

Knowledge and understanding of

- the impact of social and other extralinguistic factors on the language use and language change
- social varieties of English (standard and non-standard ones, slang, Black English Vernacular)
- the spread of English in the world (regional varieties)
- the use of English in a global context
- the contact of English with other languages (in particular with Slovene)

Transferable/Key skills and other attributes:

- communication skills (written and oral) in accordance with parameters of various social contexts
- identifying and being at least partially able to understand and communicate in varieties other than British or American English
- solving language problems

Metode poučevanja in učenja:

- predavanja
- seminarji

Learning and teaching methods:

- lectures
- seminars

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
<ul style="list-style-type: none"> • pisni izpit 	55	<ul style="list-style-type: none"> • written exam
<ul style="list-style-type: none"> • priprava in predstavitev seminarske naloge 	35	<ul style="list-style-type: none"> • seminar paper and its presentation
<ul style="list-style-type: none"> • prisotnost in aktivno sodelovanje na predavanjih in seminarjih 	10	<ul style="list-style-type: none"> • attendance and active participation in classroom discussion

Reference nosilca / Lecturer's references:

1. Šabec, N. 2011. Slovene-English language contact and language change. *ELOPE*, vol. 8: 31-49.
2. Šabec, N. 2011. The globalizing effect of English on the language of Slovene media. V: Brala, Marija in Vodopija-Kristanović, Irena (ur.). *The Global and local dimensions of English: exploring issues of language and culture*. Wien: LIT: 113-126.
3. Šabec, N. 2014. Raba slovenščine in angleščine v fizičnem in virtualnem prostoru. V: Vidovič-Muha, Ada in Žele, Andreja (ur.) *Prostor v jeziku in jezik v prostoru = Space in language and language in space. Slavistična revija*, letn. 62, št. 3, 2014: 395-409.
4. Šabec, N. 2009. Sloglish or the mixing/switching of Slovene and English in Slovene blogs. *Slavia Centralis*, letn. 2, št. 1, str. 32-42.
5. Šabec, N. 2008. English in a global context and its impact on Slovene. V: ŠABEC, Nada (ur.). *English language, literature and culture in a global context*, (Zora, 57). Maribor: Oddelek za slovanske jezike in književnosti, Filozofska fakulteta: 21-31.
6. Šabec, N. 2006. The globalization element in Slovene media advertising. V: Granić, Jagoda (ur.). *Jezik i mediji: jedan jezik, više svetova*. Zagreb, Split: Hrvatsko društvo za primijenjenu lingvistiku: 685-692.
7. Šabec, N. 2000. British English vs. American English in a university setting. *Vestni*, .letn. 34, št. 1/2: 75-86.
8. Šabec, N. 1997. Slovene-English language contact in the USA. V: GREENBERG, Marc L. (ur.). *The sociolinguistics of Slovene*, (International journal of the sociology of language, 124). Berlin; New York: Mouton de Gruyter, 1997: 129-183.
9. Šabec, N. 1995. *Half pa pu : the language of Slovene Americans*, (Studia humanitatis, Apes, 2). Ljubljana: ŠKUC.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Diskurzna analiza
Course title:	Discourse analysis

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		2	zimski
Two discipline non-pedagogical programme, 2nd level, English Studies		2	Autumn

Vrsta predmeta / Course type obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30		30			120	6

Nosilec predmeta / Lecturer: Doc. dr. Katja Plemenitaš

Jeziki /	Predavanja / Lectures:	angleški/English
Languages:	Vaje / Tutorial:	angleški/English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

AN na C1/SEJO

Prerequisites:

English C1/CEFR

Vsebina:

Content (Syllabus outline):

- Kaj je diskurz.
- Kratek zgodovinski pregled pristopov k diskurzni analizi.
- Diskurzna analiza in slovnica (slovnična kohezija).
- Diskurzna analiza in besede (leksikalna kohezija).
- Govorjeni jezik (dialog, besedilne vrste)
- Pisni jezik (enote besedila, besedilne vrste).
- Diskurzna analiza in poučevanje angleščine kot tujega jezika.
- Diskurzna analiza in učenje angleščine kot tujega jezika.
- Osnovni koncepti žanra, besedilne vrste in besedilnih tradicij in konvencij
- Besedilna vrsta in žanr ter registrske spremenljivke polja, načina in tenorja
- Besedilne vrste v angleščini z vidika leksikalnih, slovničnih in besedilno strukturnih značilnosti
- Glavne značilnosti osnovnih besedilnih vrst zgodbe, poročila, ekspozicije in proceduralnega besedila v angleščini

- What is discourse.
- A brief historical overview of approaches to discourse analysis.
- Discourse analysis and grammar (grammatical cohesion).
- Discourse analysis and vocabulary (lexical cohesion).
- Spoken language (dialogue, text types)
- Written language (structure, text types)
- Discourse analysis and the teaching of English as a foreign language.
- Discourse analysis and the learning of English as a foreign language.
- Basic concepts of genre, text type and text traditions and conventions
- Text type and genre and register variables of field, mode and tenor
- Text types in English in terms of lexical, grammatical and text -structural features
- The main characteristics of elementary text types of story, report, explanation and procedure in English

Temeljni literatura in viri / Readings:

Martin, JR. in David Rose. 2008. *Genre Relations. Mapping Culture*. Equinox Publishing.

Martin, JR. in Rose, D. 2004. *Working with Discourse. Meaning beyond the Clause*. London, New York: Continuum.

Schiffrin, D. (1994). *Approaches to Discourse*. Oxford: Blackwell.

Cilji in kompetence:

Cilj predmeta je usposobiti študente za uporabo diskurzne analize pri preučevanju besedil v angleščini in študente ozavestiti problematiki besedilne tipologije in o razlikah med različnimi besedilnimi vrstami in jih naučiti, kako prepoznati jezikovne in besedilno-strukturne značilnosti osnovnih besedilnih vrst v angleščini.

Objectives and competences:

The goal of the subject is to teach students the use of discourse analysis in the study of English texts and to make students aware of text typology and differences among text types, and to teach them how to recognize linguistic and text-structural characteristics of basic text types in English.

Predvideni študijski rezultati:

Intended learning outcomes:

Znanje in razumevanje:

Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben:

Po zaključku tega predmeta bo študent usposobljen za

- razumevanje diskurza kot povezave med jezikom in različnimi konteksti jezikovne rabe,
- za poznavanje slovničnih sredstev za ustvarjanje diskurza v angleščini
- za poznavanje leksikalnih sredstev za ustvarjanje diskurza v angleščini
- za prepoznavanje strukture in besedilnih zvrsti govornega jezika v angleščini.
- za poznavanje strukture in besedilnih zvrsti pisnega jezika v angleščini,
- uporabo diskurzne analize pri poučevanju angleščine,
- uporabo diskurzne analize za razumevanje komunikacije v razredu,
- uporabo diskurzne analize kot raziskovalne metode lastnega poučevanja.
- prepoznati poglobitve značilnosti osnovnih besedilnih vrst v angleščini,
- določati besedilne vrste novih besedil na podlagi svojega znanja o besedilni tipologiji,
- razlikovati besedilne vrste na podlagi besedilno-vrstnih konvencij, jezikovnih značilnosti in besedilno-strukturnih značilnosti,

Prenosljive/ključne spretnosti in druge kompetence:

- Sposobnost uporabe diskurzne analize pri razumevanju komunikacije.
- Sposobnost boljšega ustvarjanja dobro strukturiranih in ustreznih besedil

Knowledge and understanding: On completion of this course students will be able to:

- understand discourse as a relationship between language and contexts of language use,
- recognize grammatical devices for the construction of discourse in English
- recognize lexical devices for the construction of discourse in English,
- recognize the structure and text types of written language in English,
- recognize the structure and text types of spoken language in English
- apply discourse analysis in the teaching of English,
- apply discourse analysis in the understanding of communication in the classroom,
- apply discourse analysis as a research method for investigating their own teaching
- recognize the main characteristics of the basic text types in English,
- to determine text types of unfamiliar texts on the basis of their knowledge about text typology,
- to distinguish among text types on the basis of text-type conventions, linguistic characteristics and text-structural features

Transferable/Key Skills and other competences:

- Ability to use discourse analysis in the understanding of communication..
- Ability to construct well-structured and appropriate texts.

Metode poučevanja in učenja:

- Predavanja
- Vodena razprava
- Vodena analiza in interpretacija besedil
- Samostojno ustvarjanje in interpretacija besedil

Learning and teaching methods:

- Lectures
- Guided discussion
- Guided analysis and interpretation of texts
- Independent construction and interpretation of texts

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
Pisni izpit	60%	Written examination
Project	40%	Coursework

Reference nosilca / Lecturer's references:

<ol style="list-style-type: none"> 1. Katja Plemenitaš: Discourse function of nominalization: a case study of English and Slovene newspaper articles. <i>Acta Neophilologica</i> (Ljubljana) 38. 1-2. 2005. str. 153 – 167. 2. Katja Plemenitaš: Some aspects of the systemic functional model in text analysis. <i>ELOPE</i> (Ljubljana). 2004. vol. 1, no. ½, str. 23 – 36. 3. Katja Plemenitaš: <i>Posamostaljenja v angleščini in slovenščini: primer časopisnih vesti in kritik</i>. Zora 54. Maribor. Slavistično društvo. 2007.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Jezikovno ozaveščanje II
Course title:	Language Awareness II

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		2	zimski
Two discipline non-pedagogical programme, 2nd level, English Studies		2	Autumn

Vrsta predmeta / Course type obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
				30 LV	60	3

Nosilec predmeta / Lecturer: Kirsten Hempkin

Jeziki / Languages:	Predavanja / Lectures:	
	Vaje / Tutorial:	English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisites:
/	/

Vsebina: _____ **Content (Syllabus outline):** _____

Pri predmetu bodo študenti utrjevali in nadgrajevali obstoječe znanje ter razvijali veščine na višjem nivoju skozi številne moderne vaje in naloge, ki slonijo na komunikacijskem pristopu. Predmet se bo osredotočil na razvoj bolj kompleksnih vidikov slovnice in besedišča, ki ustrezajo zahtevnejšemu nivoju (na primer, idiom, frazni glagoli, pregled časov, kolokacije) s poudarkom na podatkovnem pristopu. Predmet bo izboljšal bralne, govorne, slušne in pisne veščine študentov z uporabo avtentičnih besedil zahtevnejšega jezikovnega standarda.

In this course students will consolidate and build upon existing knowledge and skills, bringing them to proficiency level through a variety of up-to-date exercises and tasks based on a communicative approach. The course will focus on the development of complex aspects of grammar and vocabulary appropriate for proficiency level (e.g. idiom, phrasal verb, collocations; review of tenses) with the emphasis on a data-driven approach. The course will improve all four of the language skills, reading, writing, listening and speaking, through the use of authentic texts at the highest level.

Temeljna literatura in viri / Readings:

Craven, M. (2007) Cambridge English Skills Real Listening and Speaking
Jones, L. (2001) Progress to Proficiency Hewings
(2005) Advanced Grammar in Use McCarthy & O'Dell
(2002) English Vocabulary in Use Vince, M. (2003)
Advanced Language Practice različna aktualna besedila iz časopisov, revij, z internetnih strani ipd. (a variety of texts from TV, magazines, Internet)

Cilji in kompetence:

- razumevanje različnih govorcev angleškega jezika in besedil v različnih kontekstih na zahtevnejši ravni
- sistematično razširjanje/bogatenje besednega zaklada ter znanja slovnice.
- pravilni in tekoč govor angleškega jezika (na zahtevnejšem nivoju), z ustrezno izgovorjavo in intonacijo
- pisanje različnih kompleksnih besedil

Objectives and competences:

- Understand a variety of speakers of English and complex texts (both written and listening) at proficiency level.
- Systematic building of vocabulary and grammar knowledge.
- Speak English accurately and fluently (at proficiency level), with correct pronunciation and intonation.
- Produce a variety of complex written texts

Predvideni študijski rezultati:

Znanje in razumevanje:

- zmožnost razumevanja kompleksnih angleških pisnih in slušnih besedil visoke zahtevnosti
- zmožnost ustvarjanja kompleksnih pisnih besedil različnih žanrov ter pravilnega in tekočega govora angleškega jezika na zahtevnejši ravni
- zmožnost uporabe slovarjev, drugih priročnikov in strokovne literature:

Prenesljive/ključne spretnosti in drugi atributi:

- sposobnost dela v parih in skupinah,
- sposobnost uporabe sodobnih informacijskih virov in tehnologij (na primer korpusa),

Intended learning outcomes:

Knowledge and understanding:

- Ability to comprehend complex English written and listening texts at proficiency level
- Ability to produce complex written texts of a variety of genres, and speak English accurately and fluently at proficiency level
- Ability to use dictionaries and other resources

Transferable/Key Skills and other attributes:

- Ability to work in groups and pairs
- Ability to use up-to-date resources and technology (e.g. corpora)

- sposobnost samostojnega in raziskovalnega pridobivanja znanj in vedenj,
- sposobnost reševanja jezikoslovnih problemov
- sposobnost razvijanja kritičnega uma, kritična analiza, sinteza,
- sposobnost delovanja v večjezikovnem in kulturnem okolju

- Ability to become an autonomous learner/researcher
- Ability to solve linguistic problems
- Ability to think critically
- Ability to work in a multicultural, multilingual environment

Metode poučevanja in učenja:

- vaje
- delo z besedilom,
- reševanje problemov,
- diskusija/razprava,
- delo v skupinah
- individualno domače delo

Learning and teaching methods:

- exercises
- work with texts
- problem solving
- discussions/debates
- group work
- individual homework assignments

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project):
Izpit		Exam
Ocena sodelovanja študenta v aktivnostih	70	Student participation
Ocena opravljanja domačega individualnega dela	10	Completion of homework assignments
	20	

Reference nosilca / Lecturer's references:

1. PLEMENITAŠ, Katja, HEMPKIN, Kirsten. Textual analysis as a classroom activity. V: BADURINA, Lada (ur.). Teorija i mogućnosti primjene pragmalingvistike : zbornik. Zagreb; Rijeka: Hrvatsko društvo za primijenjenu lingvistiku, 1999 , str. 633-643.
2. HEMPKIN, Kirsten. Cultural awareness in future teachers. V: ORTHABER, Sara (ur.), VIČIČ, Polona (ur.). The importance of learning professional foreign languages for communication between cultures. Celje: Faculty of Logistics, 2008, str. 1-5.
3. HEMPKIN, Kirsten. Successful writing : changing student perceptions and approaches. V: KETTEMANN, Bernhard (ur.), MARKO, Georg (ur.). Expanding circles, transcending disciplines, and multimodal texts : reflections on teaching, learning and researching in English and American studies, (AAA, Buchreihe zu den Arbeiten aus Anglistik und Amerikanistik, Bd. 20). Tübingen: Gunter Narr Verlag, cop. 2003, str. [27]-38.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Moderni roman in literarni kritiški pristopi
Course title:	Critical Approaches and the Modern Novel

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		2	zimski
Two discipline non-pedagogical programme, 2nd level, English Studies		2	Winter

Vrsta predmeta / Course type obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30		30			120	6

Nosilec predmeta / Lecturer: Victor Kennedy

Jeziki /	Predavanja / Lectures:	angleški / English
Languages:	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Znanje angleščine na srednješolski ravni

Prerequisites:

Competence in English language

Vsebina:

Content (Syllabus outline):

- Zgodovina in funkcija kritike
- Zgodovina angleškega in ameriškega romana: Velika tradicija, modernizem, anti-modernizem, postmodernizem
- Kritika romana (Formalizem, strukturalizem, Psihoanalitična kritika, Nova kritika, Marksistična kritika, kulturni materializem, Bralsko kritičski pristopi, Feministična literarna kritika, Postkolonialni kritika, Novi historizem, Dekonstrukcija besedila)
- Raba kritičskega pristopa pri pisanju

- History and function of criticism
- Tradition of the English and American Novel: The Great Tradition, Modernism, Antimodernism, Postmodernism
- Critical approaches to the novel (Formalism, Structuralism, Psychoanalytical criticism, New Criticism, Marxist criticism, Cultural Materialism, Reader Response approaches, Feminist Literary Criticism, Postcolonial critical approaches, New Historicism, Text Deconstruction)
- Using critical approaches in writing about the novel.

Temeljni literatura in viri / Readings:

The Bedford Glossary of Critical and Literary Terms, Ed. R. C. Murfin & S. M. Ray, Bedford, 2003.
 Hawthorn, Jeremy, *Studying the Novel: An Introduction*. London: Arnold, 1997.
 Selected British and American novels from the following list:
 Joyce, James, *A Portrait of the Artist as a Young Man* (Case Studies in Contemporary Criticism), Bedford, St. Martins, 2006.
 James, Henry, *The Turn of the Screw* (Case Studies in Contemporary Criticism), Bedford St. Martins, 2004.
 Wharton, Edith, *The House of Mirth* (Case Studies in Contemporary Criticism) Bedford St. Martins, 1994.
 Dickens, Charles, *Great Expectations* (Case Studies in Contemporary Criticism) Bedford St. Martins, 1996.
 Shelley, Mary, *Frankenstein* (Case Studies in Contemporary Criticism) Bedford St. Martins, 2000.
 Austen, Jane, *Emma* (Case Studies in Contemporary Criticism) Bedford St. Martins, 2002.
 Hardy, Thomas, *Tess of the D'Urbervilles* (Case Studies in Contemporary Criticism) Bedford St. Martins, 1998.
 Forster, E.M. *Howard's End* (Case Studies in Contemporary Criticism) Bedford St. Martins, 1997.

Cilji in kompetence:

- seznaniti študente z glavnimi britanskimi in ameriški romani zadnjih dveh stoletij
- Seznaniti študente z glavnimi literarno-kritičskimi šolami 20. stoletja
- študente soočiti z vrstam interpretacijskih konstruktov, ob branju pripovedne proze, še posebej romanov
- Širiti kritičsko terminologijo
- Vaditi konstruktivno kritiko britanskega in ameriškega romana z rabo pristopov in terminologije

Objectives and competences:

- To familiarize students with major British and American novels of the past two centuries
- To familiarize students with the major literarycritical schools of the 20th century
- To expose students to the varieties of interpretive constructs available in reading fiction, especially the novel
- To expand critical terminology
- To practice using the approaches and terminology in constructing critiques of British and American novels

Predvideni študijski rezultati:

Intended learning outcomes:

Znanje in razumevanje: Po zaključku tega predmeta bo študent sposoben:

- prepoznati in razumeti različne kritiške pristope
 - uporabljati kritične prispevke za boljše razumevanje romana in drugih literarnih zvrsti
 - oblikovati kritiko romana v okviru danega kritiškega pristopa
 - kritično presojeti in primerjati literarno kritiko
- Prenesljive/ključne spretnosti in drugi atributi:
- sposobnost urediti podatke in jih predstaviti v pisni ali ustni obliki;
 - sposobnost kritičnega razmišljanja in sodelovanja v kritični debati;

Knowledge and Understanding: On completion of this course student will be able to:

- Identify and understand various critical approaches
 - Use critical articles to expand their own understanding of novels and other literature
 - Construct criticism of novels using a given critical approach
 - Compare and critique critical approaches
- Transferable/Key Skills and other attributes:
- Ability to organize data and present in written and oral forms
 - Ability to think critically and participate in critical debate

Metode poučevanja in učenja:

- predavanja,
- seminarji.

Learning and teaching methods:

- lectures,
- seminars

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

- Ustne predstavitve
- Pisni izdelki
- Zaključni izpit in/ali projekt

30
30
40

- Oral presentations
- Written work
- Final examination and/or project

Reference nosilca / Lecturer's references:

1. KENNEDY, Victor. Black humour in post-modernist literature and pop culture = Črni humor v postmodernistični literaturi in pop kulturi. *Znan. rev.* (Maribor), 1996, letn. 8, št. 2, str. 233-242.
2. KENNEDY, Victor. Mystery! Unraveling Edward Gorey's tangled web of visual metaphor. *Metaphor symb. act.*, Fall 1993, 8, no. 3, str. 181-193.
3. KENNEDY, Victor. Myths of authority in Heart of darkness and Timothy Findley's Headhunter. V: HANSSON, Karin (ur.). *Journeys, myths and the age of travel : Joseph Conrad's era*. Ronneby: University of Karlskrona, 1998, str. 235-249.
4. KENNEDY, Victor. Pictures as metaphors in Thackeray's illustrated novels. *Metaphor and symbolic activity*, ISSN 0885-7253, 1994, 9, no. 2, str. 135-147. [COBISS.SI-ID [7198216](#)]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Organizacijsko sporazumevanje v gospodarstvu in družbi
Course title:	Organizational Communication in Business and Society

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		2	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		2	Spring

Vrsta predmeta / Course type obvezni/obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Klementina Jurančič Petek

Jeziki /	Predavanja / Lectures:	angleški / English
Languages:	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

/

/

Vsebina:

Content (Syllabus outline):

- Organizacijsko sporazumevanje v gospodarstvu in družbi obravnava poslovno in organizacijsko sporazumevanje na interdisciplinaren način: vključuje različne pristope k temu, kako se posamezniki in skupine ljudi pisno in ustno sporazumevajo, da pri tem ne prihaja do nesporazumov in da je delo učinkovito opravljeno.
- Metode in analitični okvir za reševanje problemov pri organizacijskem sporazumevanju v gospodarstvu in družbi so naslednji:
 - analiza poslovnega sporazumevanja
 - kritična diskurzna analiza in analiza besedil
 - pragmatika in teorija govornega dejanja,
 - analiza žanra,
 - korpusna lingvistika
- Predmet bo obravnaval tudi vpliv sobesedila in sodobne multimedijske tehnologije na tržne in organizacijske sredine.

- Organizational communication in Business and Society deals with the subject of business and organizational communication in an interdisciplinary manner: it includes several approaches, examining how individuals and groups use spoken and written communication to avoid misperception and to get work achieved successfully.
- The methodologies and modes of analysis for tackling issues in organizational communication in business and society involve:
 - conversation analysis relating to business,
 - critical discourse analysis,
 - pragmatics and speech act theory,
 - genre analysis,
 - corpus linguistics.
- The course will also deal with the influence of context and multi-media technologies on communication in commercial and organizational environments.

Temeljni literatura in viri / Readings:

Van der Molen, H. Gramsbergen-Hoogland, Y. 2005. *Communication in Organization: Basic Skills and Conversation models*. Psychology Press.

Shockley-Zalabak, P. S.. 2008. *Fundamentals of Organizational Communication: Knowledge, Sensitivity, Skills, Values*. 7. izd. Allyn & Bacon

Thill, J., Bovee, C. L. 2004. *Excellence in Business Communication*. 6. izd. Prentice Hall

Fox, R in Fox, J. 2004. *Organizational Discourse: A Language-Ideology-Power Perspective*. Praeger. Westport, CT

Cilji in kompetence:

Cilj tega predmeta je prenesti rezultate raziskav iz sporazumevanja v prakso, tako da se uspešno uporabijo pri usposabljanju za pisno in ustno sporazumevanje in na ta način vodijo do učinkovito opravljenega dela.

Objectives and competences:

The objective of this course is to explore how the findings of communicative research can be practically applied in spoken and written communication to avoid misperception and to get work achieved successfully

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben

- prenesti analitični vidik poslovnega sporazumevanja v praktično okolje
- kritično oceniti objavljeno delo na temo

Intended learning outcomes:

Knowledge and understanding:

On completion of this course the student will be able to

- apply analysis of business communication to practical settings
- critically evaluate published work associated with organizational communication in business

<p>organizacijsko sporazumevanje v gospodarstvu in družbi</p> <ul style="list-style-type: none"> • samostojno prevzeti projekte v zvezi z organizacijskim sporazumevanjem v gospodarstvu in družbi <p>Prenesljive/ključne spretnosti in drugi atributi:</p> <ul style="list-style-type: none"> • Sposobnost proizvesti sistematična ter spretno in logično izpeljana besedila in dialoge
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<p>and society</p> <ul style="list-style-type: none"> • independently deal with projects relating to organizational communication in business and society <p>Transferable/Key Skills and other attributes:</p> <ul style="list-style-type: none"> • Ability to produce systematic and discursive writing and communication
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Metode poučevanja in učenja:

<ul style="list-style-type: none"> • predavanja (metoda razlage in pojasnjevanja z zaključno diskusijo) • vodena razprava • skupinsko delo • individualno raziskovanje • vodena analiza in interpretacija problemov
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Learning and teaching methods:

<ul style="list-style-type: none"> • lectures (method of explanation and clarification with final discussion) • guided discussion • group work • individual research work • guided analysis and interpretation of issues

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)	Weight (in %)	Type (examination, oral, coursework, project):
<ul style="list-style-type: none"> • prisotnost na predavanjih in vajah 	10 %	<ul style="list-style-type: none"> • class attendance
<ul style="list-style-type: none"> • pisne in ustne naloge 	40%	<ul style="list-style-type: none"> • written and oral assignments
<ul style="list-style-type: none"> • kolokvij 	50%	<ul style="list-style-type: none"> • written test

Reference nosilca / Lecturer's references:

- JURANČIČ, Klementina. Cultural history in translation. V: ORTHABER, Sara (ur.), VIČIČ, Polona (ur.). *The importance of learning professional foreign languages for communication between cultures*. Celje: Faculty of Logistics, 2008, str. 1-6.
- BERCE, Sonja, TERAN, Darja, JURANČIČ, Klementina, VALH LOPERT, Alenka. *Sodobni priročni angleško-slovenski in slovensko-angleški slovar = A modern English Slovene and Slovene English reference dictionary*. 1. izd. Maribor: Pivec, 2006. 732 str. ISBN 961-6494-53-8.
- JURANČIČ, Klementina. Creating brand names - what should one consider: semantic connotations or sound symbolic values?. V: GAJŠT, Nataša (ur.), PLOS, Alenka (ur.), VIČIČ, Polona (ur.). *Proceedings of the seventh International Language Conference on the Importance of Learning Professional Foreign Languages for Communication between Cultures, 11-12 September 2014, University of Maribor, Faculty of Economics and Business, Slovenia*. Maribor: Faculty of Economics and Business, 2014, str. 112-119.
- JURANČIČ, Klementina (vodja projekta), TEMENT, Sara, RAMŠAK, Tomaž, VIHAR, Nataša. *Anglist prihodnosti - od teorije do prakse : projekt : po kreativni poti do praktičnega znanja 2 : končno poročilo o izvedenih projektnih aktivnostih*. Maribor: [s. n.], 2016. 1 zv. (loč. pag.).
- JURANČIČ, Klementina, STOJOV, Nataša. Sound symbolic expressions of 'good' and 'bad'. V: GAJŠT, Nataša (ur.), PLOS, Alenka (ur.), VIČIČ, Polona (ur.). *Zbornik prispevkov = Proceedings*, 9. mednarodna

konferenca Pomen učenja tujih strokovnih jezikov za komunikacijo med kulturami, Maribor, 22.-23. september 2016. Maribor: Ekonomsko-poslovna fakulteta, 2016, str. 79-90.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Izbrani avtorji
Course title:	Studies in a Major Author

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		2	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		2	Spring

Vrsta predmeta / Course type Izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer: Michelle Gadpaille

Jeziki /	Predavanja / Lectures:	angleški / English
Languages:	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

/

/

Vsebina:

Content (Syllabus outline):

Študija kulturnega in družbenega konteksta skozi izbrano delo avtorja

Kontekst in pomen avtorjevega življenja za izbrano delo
Kritika in sprejemanje v začetnem obdobju: poudarek na enem delu

Žanr: dve do tri dela v sodobnem kontekstu

Glavni kritični pristopi k delu avtorja
Oblikovanje kanona: nastanek večjih in manjših del

Social and cultural context: Background study through a selected work of the author

The context of life writing: Relevance autobiography / journals / autobiography to a selected work

Reviews and initial reception: focus on one work
Genre: two or three works in contemporary generic context

Major critical approaches to the author's work
Canon formation: emergence of major and minor

Temeljni literatura in viri / Readings:

Literatura se bo spreminjala glede na izbranega avtorja. Seznam bo zmeraj vključeval naslednje enote: /
Textbooks would vary, depending on the author selected. The list would always include the following:

- A collected works; individual publications of the author
- A life-writing text: journal/memoir/autobiography
- A selection of reviews and critical approaches

Cilji in kompetence:

Zagotoviti študentom možnost za poglobljeno študijo izbranega pomembnejšega avtorja iz angleške književnosti (izbira avtorja se razlikuje iz leta v leto; raziskovalna področja članov oddelka bi omogočila študije the avtorjev:

Dickens, Thackeray, Wordsworth; Dickinson, Wharton, Joyce, Woolf, Shaw, Nabokov, Walcott, Pinter, Atwood, Naipaul, Morrison)

Usposobiti študente za uporabo socialnega in kulturnega ozadja, živega pisanja in literarne kritike za izgradnjo celovite podobe avtorja

Seznani študente s koncepti nastajanja kanona in hierarhije žanrov

Objectives and competences:

To provide students with the opportunity for in-depth study of one major author from the English literature (selected author would vary from year to year; areas of expertise in the department would permit study of the following authors:

Dickens; Thackeray; Wordsworth; Dickinson; Wharton; Joyce; Woolf; Shaw; Nabokov; Walcott; Pinter; Atwood; Naipaul; Morrison)

To teach students to use social and cultural background, life writing and literary criticism to build a holistic picture of a major author

To expose students to concepts of canon formation and genre hierarchy

Predvideni študijski rezultati:

Znanje in razumevanje:

Poglobljeno poznavanje dela avtorja iz angleškega literarnega kanona
Seznanjenost z vrsto kritičnih pristopov in njihovo razporeditvijo
Sposobnost intenzivnega študija ene teme in z različnih perspektiv
Priprava na usmerjeno raziskovanje, potrebno za pisanje disertacije

Prenesljive/ključne spretnosti in drugi atributi:

Intended learning outcomes:

Knowledge and understanding:

In depth knowledge of the works of an author from the canon of English literature

Familiarity with a range of critical approaches and their deployment

Ability to study one topic intensively and from a range of perspectives

Preparation for the research focus needed for

Sposobnost za raziskovanje in predstavitve pred skupino Splošno poznavanje tuje kulture Timsko delo, pogajalske in sodelovalne spretnosti Zmožnost oblikovanja pedagoškega pristopa h kulturnim temam in literaturi	writing a thesis Transferable/Key Skills and other attributes: Ability to do research and to present before a group General knowledge of a foreign culture Teamwork, negotiation and cooperation skills Ability to formulate a pedagogical approach to cultural themes and literature
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Metode poučevanja in učenja:

predavanja, • seminarji.

Learning and teaching methods:

Lectures Seminars

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Ustne predstavitve • Pisni izdelki • Izpit in / ali projektno delo	30 30 40	Oral presentations • Written papers • Research project
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Reference nosilca / Lecturer's references:

<ol style="list-style-type: none"> GADPAILLE, Michelle. Psyche's daughter of today: Sara Jeannette Duncan and the new woman. <i>ELOPE</i> (Ljublj.), 2007, vol. 4, [no.] 1/2, str. 59-68. GADPAILLE, Michelle. Michael Ondaatje: English patient, English orient. V: <i>Multiculturalism and diversity in Canada - voices from Central Europe : proceedings : actes</i>. 1st ed. Brno: Masaryk University: Central European Canadian Studies Secretariat, cop. 2001, str. [183]-193. GADPAILLE, Michelle. Tropes of transition : words, memory and the immigrant experience. V: ERTLER, Klaus-Dieter (ur.), LÖSCHNIGG, Martin (ur.). <i>Canada in the sign of migration and trans-culturalism : from multi- to trans-culturalism : du multiculturalisme au transculturalisme</i>, (Canadiana, Bd 1). Frankfurt am Main [etc.]: P. Lang, 2004, str. [47]-60.
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UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kanadska književnost
Course title:	Canadian Literature

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		2	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		2	spring

Vrsta predmeta / Course type

Izbirni/elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15		15			60	3

Nosilec predmeta / Lecturer:

Michelle Gadpaille

Jeziki /

Predavanja / Lectures: angleški / English

Languages:

Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Znanje angleščine na srednješolski ravni.

Prerequisites:

Competence in English language.

Vsebina:

Content (Syllabus outline):

Pisna dela v kolonialnem prostoru (zgodbe aboridžinov, pisna dela raziskovalcev in naseljencev)

- Pisna dela v nastajajočem prostoru (nacionalistična pisna dela, lokalno obarvana pisna dela, Modernistična pesem, prerijski realizem v romanu, opredelitev Kanadskosti)
- Pisna dela v postmodernističnem obdobje (roman novih Kanadčanov, teorije kanadske kulturne identitete, pisna dela v večkulturnem okolju)

Writing in a colonial space (Aboriginal stories, Explorer and settler writing)

- Writing in an emergent space (Nationalist writing, Local colour writing, The modernist poem, Prairie realism in fiction, Defining Canadian-ness)
- Writing in a postmodern era (Fiction by new Canadians, Theories of Canadian cultural identity, Writing in a multicultural environment)

Temeljni literatura in viri / Readings:

The New Canon: An Anthology of Canadian Poetry, ed C. Starnino Vehicule Press, 2006.

An Anthology of Canadian Literature in English, eds. Brown, Bennett and Cooke. Oxford, 1990.

The Canadian Short Story, M. Gadpaille. Toronto: Oxford, 1989.

Critical Perspectives on English-Canadian Literature, Ed. Judit Kadar, Eger, Hungary: EKTF

The Oxford Book of Canadian Short Stories, Ed Weaver & Atwood. Toronto: Oxford University Press.

Novels selected from Atwood, *Surfacing*; MacLennan, *Two Solitudes*; Davies, *Fifth Business*; Laurence, *A Bird in the House*; Leacock, *Sunshine Sketches*; MacLeod, *The Lost Salt Gift of Blood*; Shields, *The Stone Diaries*; Ondaatje, *In the Skin of a Lion*; Wiebe, *A Discovery of Strangers*; Goto, *Chorus of Mushrooms*, Choy, *The Jade Peony*.

Cilji in kompetence:

seznaniti študente z zgodovinskimi in sodobnimi pisnimi deli v Kanadi in izpod peres Kanadčanov

- nadgraditi znanje o definicijah žanra in raziskovanje žanra osvojenega v prejšnjih letih in le-tega razširiti na bolj poglobljen študij o glavnem narodnem pisanju
- seznaniti študente z literarno in družbeno zgodovino Kanade, od začetka literarnih poskusov v 19. stoletju, skozi Konfederacijo, oblikovanje narodne zavesti do literarne renesance, ki je sledila Stoletnici, in končno do postmodernističnega in multikulturnega
- raziskovati možnosti uporabe kanadskih gradiv v razredu

Objectives and competences:

To familiarize students with historical and contemporary writing in Canada and by Canadians.

- To build on the definitions and explorations of genre acquired in previous year and to extend these to an intensive study of a national body of writing.
- To become familiar with the literary and social history of Canada, from the beginnings of literary effort in the 19th century, through Confederation, the formation of a national consciousness, to the literary renaissance following the Centenary, and finally to postmodern, multicultural
- To explore the potential use of Canadian material in the classroom

Predvideni študijski rezultati:

Intended learning outcomes:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- Poznati splošno družbeno, politično in kulturno zgodovino Kanade
- Prepoznati in razlikovati med deli kanadskih avtorjev
- Razlikovati obdobja in gibanja v kanadski književnosti
- Pojasniti pomen kratke zgodbe ali kratke pesmi

Prenesljive/ključne spretnosti in drugi atributi:

- Zmožnost izvesti raziskavo in jo predstaviti pred skupino
- Splošno znanje o tuji kulturi
- Veščine timskega dela, pogajanja in sodelovanja
- Zmožnost oblikovanja pedagoškega pristopa h

Knowledge and understanding:

On completion of this course the student will be able to:

- Know the general social, political and cultural history of Canada
- Recognize and distinguish among works by Canadian writers
- Distinguish eras and movements in Canadian literature
- Explicate the meaning of a short story or short poem

Transferable/Key Skills and other attributes:

- Ability to do research and to present before a group
- General knowledge of a foreign culture
- Teamwork, negotiation and cooperation skills
- Ability to formulate a pedagogical approach to Canadian cultural themes and literature

Metode poučevanja in učenja:

predavanja
seminarji

Learning and teaching methods:

Lectures
Seminars

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

- Ustne predstavitve
- Pisno delo
- Končni izpit znanja in/ali projekt

30

30

40

- Oral presentations
- Written work
- Final examination and/or project

Reference nosilca / Lecturer's references:

GADPAILLE, Michelle. "As she should be" : codes of conduct in early Canadian women's writing, (Anglistische Forschungen, Bd. 393). Heidelberg: Universitätsverlag Winter, cop. 2010. 129 str. ISBN 978-3-8253-5556-2.

GADPAILLE, Michelle. Atwood's body politic : a taxonomy of gender representation. *Philologia* (Beogr.), 2008, god. 6, br. 6, str. 7-15.

GADPAILLE, Michelle, "Thematics and its Aftermath: A Meditation on Atwood's Survival" *Primeralna književnost*.37 (3) 2014: 165-177.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Magistrski seminar

Course title: MA Seminar

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		2	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		2	Spring

Vrsta predmeta / Course type

Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	30				45	3

Nosilec predmeta / Lecturer:

Victor Kennedy

Jeziki / Predavanja / Lectures: angleški / English

Languages: Vaje / Tutorial: angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Znanje angleščine na srednješolski ravni.

Prerequisites:

Competence in English language.

Vsebina:

Content (Syllabus outline):

Magistrski seminar je pripravljani predmet v procesu priprave in izdelave magistrskega dela. S predmetom Magistrsko delo tvori organsko celoto. Kompetence, ki jih študent pridobi pri predmetu, ter samostojno in seminarsko delo, ki ga opravi, predstavljajo osnovo za samostojno izdelavo magistrskega dela pod vodstvom izbranega mentorja v okviru predmeta Magistrsko delo.

Vsebinski sklopi:

- oblikovanje teme mag. dela, izbira mentorja
- raziskovalni pristopi: pedagoški in nepedagoški
- časovno načrtovanje dela
- elektronsko raziskovanje
- večšine dela s podatkovnimi bazami
- dostop do strokovnih revij
- orodja za elektronsko pisanje (opomba pod črto, pregledovalnik pravopisa in podobno)
- funkcija dokumentiranja, njena raba in različice avtorska pravica in etična raba virov
- viri in označevanje virov
- zgradba magistrskega dela
- oblikovanje hipotez

MA seminar is a preparatory course for preparation and writing of the Master's Thesis. It is organically connected to the Master's Thesis course. The competences acquired by the student in this course as well as with the individual and seminar work is the basis for the independent writing of the MA Thesis under the guidance of the chosen mentor within the Master's Thesis course.

Syllabus outline:

- Developing a topic; choosing a mentor
- Types of research: pedagogical and non-pedagogical
- Time Management
- Electronic research
- Database skills
- Access to scholarly and professional journals
Electronic writing tools (EndNote, spell checkers etc.)
- Documentation function, use and varieties
Copyright and ethical use of sources
- Bibliographies and annotated bibliographies
Structure of a thesis
- Forming hypotheses

Temeljni literatura in viri / Readings:

MLA Handbook for Writers of Research Papers. 8th Ed. New York: MLA, 2016 .

The Chicago Manual of Style, 16th edition. University of Chicago Press, 2010.

Berry, Ralph. *The Research Project: How to Write It*. 5th ed. London & New York: Routledge, 2004

Cilji in kompetence:

Uvesti študente v:

- moderne načine akademskega raziskovanja, vključno z raziskovanjem knjižničnih posedovanj v domačih in mednarodnih izobraževalnih inštitucijah; elektronskih in spletnih virov in podatkovnih baz,
- oblikovanje hipotez in argumentov, povezovanje empiričnega in teoretičnega raziskovanja, ter
- pisanje magistrskega dela in oblikovanje predloga zanj v ustrezni obliki (MLA, Chicago)

Objectives and competences:

To introduce students to

- modern modes of academic research, including researching library holdings in domestic and international educational institutions; electronic and internet resources and databases,
- formulation of hypotheses and arguments, integration of empirical and theoretical research, and
- writing the thesis and the thesis proposal in the appropriate format (MLA, Chicago)

Predvideni študijski rezultati:

Intended learning outcomes:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- načrtovati, voditi in ocenjevati raziskavo s področja angleških študij
- najti osnovne in sekundarne vire v knjižnici, podatkovnih bazah in na spletu
- uporabiti strokovne vire kot so kartni katalogi, tiskani in elektronski indeksi (kot so JSTOR)
- ustrezno in v celoti dokumentirati vire
- uporabiti moderna orodja za pisanje (Word, pregledovalnik pravopisa in slovnice; Endnote)
- napisati prepričljiv predlog teze
- povezati empirično in teoretično raziskavo v organiziran argument
- predstaviti delo v ustrezni akademski obliki (MLA, Chicago)

Prenesljive/ključne spretnosti in drugi atributi:

- Zmožnost organiziranja in predstavitve podatkov v ustreznih oblikah
- Veščina dela s spletnimi podatkovnimi bazami in moderno programsko opremo

Knowledge and understanding:

On completion of this course the student will be able to:

- plan, conduct and evaluate the research in the field of English studies
- find primary and secondary sources in a library, database, and on the internet
- use professional sources such as card catalogues, print and electronic indexes (such as JSTOR)
- document sources fully and accurately
- use modern writing tools (i.e. Word, spell-and grammar checkers, Endnote)
- write a convincing thesis proposal
- integrate empirical and theoretical research into an organized argument
- present work in the appropriate academic format (MLA, Chicago)

Transferable/Key Skills and other attributes:

- Ability to organize and present data in appropriate forms
- Skill with on-line databases and modern software

Metode poučevanja in učenja:

predavanja, seminarji, predstavitve veščin, praktične raziskovalne naloge

Learning and teaching methods:

lectures, seminars, skill demonstrations, practical research tasks

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

- praktične raziskovalne naloge
- izdelava osnutka magistrskega dela in njegova predstavitve kolegom

50%
50%

- a series of practical research tasks
- a thesis proposal outline and its presentation to the peers

Reference nosilca / Lecturer's references:

KENNEDY, Victor. Teaching Canadian literature and culture in the European classroom. V: KETTEMANN, Bernhard (ur.), MARKO, Georg (ur.). *Expanding circles, transcending disciplines, and multimodal texts : reflections on teaching, learning and researching in English and American studies*, (AAA, ISSN 0939-8481, Buchreihe zu den Arbeiten aus Anglistik und Amerikanistik, Bd. 20). Tübingen: Gunter Narr Verlag, cop. 2003, str. [129]-134.

KENNEDY, Victor. Critical, cultural and multimodal approaches to using song as literature in language learning. *Libri et liberi*, ISSN 1848-3488. [Print ed.], 2014, 3, [no.] 2, str. 295-310.

KENNEDY, Victor. 'To Boldly Go' : new approaches to the undergraduate curriculum at the University of Maribor. *IATEFL Slovenia newsletter*, ISSN 1855-6833, Summer 2014, vol. 13, no. 61, str. 12-15.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Magistrsko delo
Course title:	Master's Thesis

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Dvopredmetni nepedagoški študijski program 2. stopnje, Anglistika		2	letni
Two discipline non-pedagogical programme, 2nd level, English Studies		2	Spring

Vrsta predmeta / Course type Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
					180	6

Nosilec predmeta / Lecturer: Vsi nosilci / All thesis mentors

Jeziki / Languages:	Predavanja / Lectures:	angleški / English
	Vaje / Tutorial:	angleški / English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Osvojena znanja, spretnosti in kompetence, ki jih študent pridobi z uspešno opravljenimi obveznostmi pri predmetu Magistrski seminar.

Prerequisites:

Acquired knowledge, skills and competences offered to the student upon successful completion of the MA seminar course requirements.

Vsebina:

Content (Syllabus outline):

- teoretske in empirične raziskave
- Priprava dispozicije magistrskega dela
- Oddaja dispozicije magistrskega dela
- Pisanje magistrskega dela
- Upoštevanje povratnih informacij mentorja (in somentorja, če obstaja), komisije za zagovor ter rezultatov elektronske preverbe izvirnosti besedila
- Oddaja končne magistrskega dela

- Research: theoretical and empirical
- Preparation of the thesis proposal
- Submission of the thesis proposal
- Writing of the thesis
- Editing of the thesis according to feedback from the mentor (and co-mentor, if relevant), thesis committee and any software checks
- Submission of the final MA thesis

Temeljni literatura in viri / Readings:

Murray, Rowena. *How to Write a Thesis*. UK. Open University, 2011.

W. C. Booth, G. G. Colomb and J. M. Williams, *The Craft of Research*. U. Chicago Press, 2008.

Cilji in kompetence:

Študent zna:

- izpeljati samostojno raziskavo primerne obsega in brezhibne izvirnosti
- podati svoje ugotovitve na visokem jezikovnem nivoju, z ustrezno teoretsko osnovo in prepričljivo argumentacijo ter primeri
- uporabiti v raziskavi zadostno število bibliografskih enot, ki odraža magistrski stopnji ustrezno poglobljenost
- ustno zagovarjati magistrsko delo pred ustrezno komisijo
- sprejeti komentarje in popravke od mentorja, komisije oz. tiste, ki izhajajo iz elektronskega preverjanja besedila

Objectives and competences:

The student is able to:

- complete a piece of individual research of suitable extent and impeccable originality
- communicate the findings in clear language, with adequate theoretical grounding, and convincing argumentation and examples
- provide a sufficient number of References to reflect the depth of scholarship needed at the MA level
- orally defend the thesis before a competent committee
- accept commentary and corrections from the mentor(s), committee or checking software

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- delati na večjem projektu in ga izpeljati v določenem časovnem roku
- sintetizirati teoretske in empirične vidike
- sodelovati v znanstveni razpravi na danem področju

Intended learning outcomes:

Knowledge and understanding:

On completion of this course the student will be able to:

- master working on a major project to a given deadline
- synthesize the theoretical and the empirical
- engage in debate with the scholarly literature of the given discipline area

Metode poučevanja in učenja:

Individualno delo in pisanje

Learning and teaching methods:

Individual research and writing

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Končna različica magistrskega dela

100%

Final written MA thesis

Reference nosilca / Lecturer's references:

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