

UNIVERSITETI I PRISHTINËS, FAKULTETI I FILOLOGJISË, DEPARTAMENTI I GJUHËS DHE
LETËRSISË GJERMANE

Syllabus

Master Program "German Language and Literature"

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9th TERM

COMPULSORY COURSES

Syllabus for the course *Semantics*

Basic course information	
Academic unit:	Faculty of Philology, department of German Language and Literature
Course title:	Semantics
Level:	Master
Course status:	compulsory
Year of study:	5 th year, 9 th term
Number of hours per week:	2 + 0
ECTS Credits:	6
Time / Location:	
Course instructor:	Prof. Asoc. Dr. Teuta Abrashi
Contact details:	teuta.abrashi@uni-pr.edu
Course description:	The course covers the main principles of semantics: relations between meaning and expression, concepts and words, cases, semantic interpretation of genitive, phrases as semantic units, semantic relations between sentences, etc.
Objectives:	<ul style="list-style-type: none">- To inform students on main principles of the discipline- To inform students on the relations between understanding and expression- To enable students to deal with phrases as semantic units- To enable students to relate theory and practice- To enable students to develop their knowledge on semantics of German
Learning outcomes:	Upon the completion of the course, students will be able:

	– To identify and explain notions related to semantics
	– To transfer and use gained knowledge,
	– To relate their knowledge with the main facts of semantics

Student's workload (which should correspond to learning outcomes)

Activity	Lessons	Days/weeks	Total
Lectures	2	15	22,5
Consultations with course conductor	15 min	15	3,45
Tests, papers	10	2	20
Homework	2	15	30
Self-study (library/home)	3	15	45
Final exam preparation	10	3	30
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	1	1	1
Total			155,95:25= 6.23 6 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis. Students should prepare and present a paper.
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Assessment methods:	<p>The passing score for the course is 50%.</p> <ul style="list-style-type: none"> • submitted paper and its presentation 30% • active participation 10% • final exam 60%
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Primary literature:	<ol style="list-style-type: none"> 1. Löbner, Sebastian (2003): Semantik- eine Einführung. Walter de Gruyter, Berlin/ New York 2. Zimmermann, Thomas Ede (2014): Einführung in die Semantik. WBG, Darmstadt 3. Busse, Dietrich (2009): Semantik. UTB, Wilhelm Fink, München 4. Schwarz, Monika/ Jeannette Chur (2014): Semantik- Ein Arbeitsbuch. Narr verlag, Tübingen
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	<ol style="list-style-type: none"> 5. Adamzik, Kirsten (2010): Sprache: Wege zum Verstehen, 3., überarbeitete Auflage. UTB A. Francke Verlag, Tübingen und Basel 6. Lohnstein, Horst (2011) Formale Semantik und natürliche Sprache, 2., durchgesehene und erweiterte Auflage. Walter de Gruyter, Berlin/ New York 7. Krifka, Manfred (2006): Satzsemantik
Secondary literature:	<ol style="list-style-type: none"> 1. Busch, A./Stenschke, O. (2007): Germanistische Linguistik, Tübingen: Narr Francke (S.75-114) 2. Pöring, Ralf/ Ulrich Schmitz (Hrsg.) (2003): Sprache und Sprachwissenschaft- Eine kognitiv orientierte Einführung, Narr Studienbücher, Günther Narr, Verlag, Tübingen 3. Brandt, Patrick/ Rolf-Albert Dietrich/ Georg Schön (2006): Sprachwissenschaft, UTB, Wien 4. Grewndorf/Hamm/Sternefeld (1998): Sprachliches Wissen- Eine Einführung in die moderne Theorien der grammatischen Beschreibung, Suhrkamp, Frankfurt am Main 5. Duden- Grammatik (2005) Bd.4 Mannheim 6. Engel U (2004): Deutsche Grammatik, München 7. Meibauer, J. (et.all) (2002): Einführung in die germanistische Linguistik, Stuttgart: Metzler (S.15-67) 8. Vater, H. (1996): Einführung in die Sprachwissenschaft, München: Fink (S.68-103) Barthes, Roland (1991). Aventura semiologjike, Prishtinë.

Course content	
Week	Lecture
Week1:	Einführung, der Anfang der Semantik, Ziel der Semantik
Week2:	Bedeutung und Semantik, Bedeutungsebenen (Ausdrucksbedeutung, Äußerungsbedeutung, Kommunikativer Sinn), Satzbedeutung und Kompositionalität (lexikalische und kompositionale Bedeutung, grammatische Bedeutung, Syntaktische Struktur und Kompositionsregeln, das Kompositionalitätsprinzip)
Week3:	Deskriptive, soziale und expressive Bedeutung, (Konzepte, deskriptive Bedeutung, Bedeutung und soziale Interaktion oder soziale Bedeutung, Bedeutung und Subjektivität, Konnotationen)
Week4:	Ambiguität (Lexeme, lexikalische Ambiguität, kompositionale Ambiguität, kontextuelle Ambiguität, Bedeutungsverschiebung und Polysemie)
Week5:	Bedeutung und Logik I (logische Grundlagen, logische Eigenschaften von Sätzen, logische Beziehungen zwischen Sätzen)
Week6:	Bedeutung und Logik II (Aussagenlogik, logische Beziehungen zwischen

	Wörtern, Logik und Bedeutung)
Week7:	Bedeutungsbeziehungen (Synonymie, Hyponymie, Oppositionen, Wortfelder, relationale Wörter)
Week8:	Prädikationen (im Satz, Prädikate und Argumente, Verben, Nomen , Adjektive thematische Rollen, Selektionsbeschränkungen)
Week9:	Dekomposition I (der strukturalistische Ansatz, Anwendungen auf die Bedeutungsebene
Week10:	Dekomposition II (semantische Merkmale, semantische Formeln, Wierzbickas semantische Metasprache)
Week11:	Bedeutung und Sprachvergleich (Übersetzungsprobleme, Relativismus und Universalismus, Farbwortuntersuchungen)
Week12:	Bedeutung und Kognition I (Kategorien und Konzepte, Prototypentheorien, die hierarchische Ordnung von Kategorien)
Week13:	Bedeutung und Kognition II (Schwierigkeiten mi der Prototypentheorie, Semantik und Prototypentheorie, semantisches Wissen)
Week14:	Satzbedeutung und Formale Semantik I (allgemeines Schema der kompositionalen Semantik, ein kleines Fragment des Deutschen, modelltheoretische Semantik)
Week15:	Satzbedeutung und Formale Semantik II (Mögliche-Welten-Semantik, Leistungsfähigkeiten und Beschränkungen der Mögliche-Welten-Semantik und mentalistische Semantik)

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus of the course: Authors and models (Anthology of literary works)

Course basic information	
Academic unit:	Faculty of Philology, Department of German Language and Literature
Course title:	Authors and models (Anthology of literary works)
Level:	MA
Course status:	Compulsory
Year:	V (semester IX)
Hours per week:	2+0
ECTS:	6 ECTS
Time/location:	
Course instructor:	Prof. asoc. Dr. Albulena Blakaj- Gashi
Contact details:	Tel: 038222970/ albulena.blakaj@uni-pr.edu
Course description	<p>The course Authors and models (Anthology of works) will be a panoramic overview of German literature, focusing on authors and literary works. The aim of the course is to familiarize students with the phenomena that have brought great changes in German literature. Therefore, there will be taken authors and models who influenced the literature, either German or international: from Gothic model with Goethe, Bürger and Chamisso, allegorical poem with Heine, the intellectualist with T. Mann, impressionist model with Hesse, modern poetry of Trakl, Benn, Schlink's re-visiting of history, to postmodern model with Suskind. The course is based on a chronological criterion, but its principle is anthological.</p>

Objectives:

- The course aims at:
 - Giving a panoramic overview of the authors and important works of German literature,
 - Providing students with an overview of the models in the literature
 - Familiarizing students with the phenomena that have brought great changes in German literature
 - To provide students the opportunity to reflect on the literary works and approaches that were influential and served as models in the literature, whether a German or World literature

Learning outcomes:

- Upon the completion of the course, students will:
- Know the important authors and works of German literature
 - Be familiar with the phenomena that have brought great changes in German literature
 - Have an overview of the literature models
 - Be aware of the impact of the authors and works and the changes they brought in German and world literature
 - Understand the selection of works according to a chronological criterion, but based on the anthological principle

Students' workload

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory / laboratory exercises			
Preparation for the intermediary exam	10	1	10
Tutoring and consultations	10min	15	2.5
Test, seminar	2	2	4
Homework	1	15	15

Student's independent work (Home, library)	5	15	75
Final preparation for the exam	20	1	20
Evaluation (tests, quizzes, final exam)	2	1	2
Projects, presentations etc.	1	1	1
Total			152:25= 6.08 6 ECTS

Teaching methodology: Mode of course delivery is based on student-centered and interactive approach. All students work on their seminar papers, which are then discussed in class. Students' active participation becomes crucial component in achieving the course objectives and learning outcomes.

- Evaluation methods:**
- Final exam 50%
 - Seminar work 20%
 - Presentation and activity in the classroom 30%

Basic Bibliog.:

- Benn, Gottfried: Sämtliche Gedichte, Gebundene Ausgabe, Klett-Cotta; Auflage: 8., Aufl.2014
- Böll, Heinrich: Ansichten eines Clowns, Deutscher Taschenbuch Verlag; Auflage: 29 (1. Januar 1967)
- Brecht, Bertold: Furcht und Elend des Dritten Reiches, Suhrkamp, Taschenbuch – 1970
- Brecht: Mutter Courage und ihre Kinder: Eine Chronik aus dem Dreißigjährigen Krieg (edition suhrkamp) Taschenbuch –1964
- Bürger, Gottfried August: Lenore, Nabu Press, 2010
- Chamisso, Adelbert von: Peter Schlemihls wundersame Geschichte, (Suhrkamp Basis Bibliothek), 2003
- Heine, Heinrich: Atta Troll, Reclam, Philipp, jun. GmbH, Verlag (1986)
- Hesse, Hermann: Der Steppenwolf, Bibliothek Suhrkamp, 1970
- J. V. Goethe: Faust: Der Tragödie erster und zweiter Teil. Urfaust, C.H. Beck, Auflage: 2, 2010

	<ul style="list-style-type: none"> – Mann, Thomas: Der Tod in Venedig. Novelle. Fischer, 1992 – Schlink, Bernhard: Der Vorleser, Diogenes, 1997 – Süskind, Patrik: Das Parfum-Die Geschichte eines Mörders, Diogenes, 1994 – Trakl, Georg: Das dichterische Werk, dtv, München 1972 – Doerr, Kurwinkel (Hrsg): <i>Intertextualität, Intermedialität, Transmedialität</i>, Königshausen u. Neumann, 2014
Additional Biblio:	<ul style="list-style-type: none"> – Düsing, Edith/ Klein D, Hans (Hrsg): Geist und Literatur: Modelle in der Weltliteratur von Shakespeare bis Celan 2008 – Nunning, Vera/ Nunning, Ansgar: Erzähltheorie transgenerisch, intermedial, interdisziplinär Taschenbuch – Oktober 2002 und: – Neue Ansätze in der Erzähltheorie Taschenbuch – Oktober 2002 – Koschorke, Albrecht: Wahrheit und Erfindung: Grundzüge einer Allgemeinen Erzähltheorie Gebundene Ausgabe – 4. Oktober 2012

Detailed course plan: Lectures	
Weeks	Title of the lecture
Week 1:	Introducing the course
Week 2:	Authors, models and the phenomena of big changes
Week 3:	Model: Sturm und Drang: applying in plays
Week 4:	The Sturm und Drang Model: applying in prose and poetry
Week 5:	The gothic Model (Chamisso, Goethe, Bürger)
Week 6:	The gothic Model (Goethe: Faust)
Week 7:	Allegoric Poem (Heine: Atta Troll)
Week 8:	The intellectualist Model (Thomas Mann)
Week 9:	The impresionist Model: (Hermann Hesse: Steppenwolf)
Week 10:	Epic theatre (Bertold Brecht)
Week 11:	Engaged literature (Heinrich Böll)
Week 12:	Model of the modern poetry (G. Benn, G. Trakl)
Week 13:	Rivisiting the history (Bernhard Schlink: Der Vorleser)
Week 14:	The postmodern Model: Novel of Alienation

	(P. Süskind: Parfumi)
Week 15:	Presentation of the seminars

Academic policies and rules of behavior

The student is obliged to attend at least 80% of the lectures and tutorials. Plagiarism is considered to be the greatest academic crime. Anyone caught having plagiarized (whether copying, paraphrasing from different kinds of materials without acknowledging sources, presenting other people's work/ideas as their own and so forth) will receive a failing grade and might be subject to disciplinary measures. Students and teachers have to confine to ethical conducts.

Syllabus of the course *Research methodology*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Research methodology
Level:	MA
Course status:	Compulsory
Year of study:	Year V, semester IX
Number of hours per week:	2 + 0
ECTS Credits:	6
Time/Location:	According to the schedule
Course instructor:	Prof.ass.dr. Sadije Rexhepi
Contact details:	sadije.rexhepi@uni-pr.edu
Course description:	<p>In this course, students will learn and practice the writing of functional texts that they need during their study, such as homework, seminars, and final thesis (master thesis).</p> <p>Students will learn about the methods of scientific work, the methods of gathering research material, the processing of research material, the design of footnotes and quotations according to international norms, the design of content, bibliography, register of names and expressions, etc. which would help the student in writing the papers during the studies as well as in drafting the master thesis and presenting them in the end.</p> <p>It is important to learn the research steps and the corpus's practical analysis method in order to come up with reliable research results on a given topic.</p> <p>Students need to be familiar with critical evaluation of published quantitative and qualitative research reports in our field.</p>
Course aims:	<p>The aims of this course are:</p> <ul style="list-style-type: none">- to introduce students to the ways of drawing up an exhibition (project proposal),- to introduce students to the research stages,- to get introduced with the ways of literature research,- to inform students with the techniques needed to design a scientific paper,

	<ul style="list-style-type: none"> - to introduce students to the quantitative - and qualitative research methodology, - to introduce students to contrastive and comparative methodology, - to introduce students in presenting a scientific paper.
Learning outcomes:	<p>Upon completion of this course the students will be able:</p> <ul style="list-style-type: none"> - to know how to compose exposé, - to know the research methods applicable in their field of study, - to evaluate critically published reports in their field of study, - to plan their research, - to apply quantitative and qualitative research methodology to their research, - to apply contrasting and comparative research methodology to their research. - to present their research.

Student workload (which should correspond to learning outcomes)			
Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	10 min	15	2.30
Field work			
Test, seminar paper	10	6	60
Homework	2	10	20
Self-study (library/home)	1	15	15
Final exam preparation	10	2	20
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			146.1 orë (146.1:25 = 5.84) 6 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis and exercises that are conducted as classroom work and ongoing home-based seminars and assignments, too.
Assessment methods:	The passing score of the course is 60%. Attendance and individual homework 10% Exposé 20% Seminar paper 50% Classroom presentation 20%
Primary literature:	<ol style="list-style-type: none"> 1. Duden. 2012. <i>Wie schreibt man wissenschaftliche Arbeiten?</i> Mannheim. 2. Eco, Umberto. 2007. <i>Wie man eine wissenschaftliche Abschlussarbeit schreibt.</i> Heidelberg. 3. Gruber / Huemer / Rheindorf. 2009. <i>Wissenschaftliches Schreiben. Ein Praxisbuch für Studierende.</i> Weimar. 4. Kornmeier, Martin. 2008. <i>Wissenschaftlich Schreiben leicht gemacht - für Bachelor, Master und Dissertation,</i> Bern. 5. Grätz, Frank. 2006. Duden. <i>Wie verfasst man wissenschaftliche Arbeiten?: Ein Leitfaden für das Studium und die Promotion.</i> Dudenverlag, Mannheim, Leipzig, Wien, Zürich. 6. Balzert/Schröder/ Schäfer. 2012. <i>Wissenschaftliches Arbeiten,</i> Wilhelm Büchner Hochschule, Darmstadt. 7. Rothstein, Björn. 2011. <i>Wissenschaftliches Arbeiten für Linguisten,</i> Narr Verlag, Tübingen. 8. Esselborn- Krumbiegel, Helga. 2010. <i>Richtig wissenschaftlich schreiben. Wissenschaftssprache in Regeln und Übungen,</i> UTB, Stuttgart. 9. Bünting, Karl-Dieter; Bitterlich, Axel; Postpiech, Ulrike. 2000. <i>Schreiben im Studium mit Erfolg,</i> Ein Leitfaden, Berlin. <p>Esselborn- Krumbiegel, Helga. 2010. <i>Richtig wissenschaftlich schreiben. Wissenschaftssprache in Regeln und Übungen,</i> UTB, Stuttgart.</p>
Secondary literature:	<ol style="list-style-type: none"> 10. Karmasin, Mathias, Ribing, Rainer: <i>Die Gestaltung wissenschaftlicher Arbeiten: Ein Leitfaden für Seminararbeiten,</i> Stuttgart, 2010. 11. Trapp, Sebastian. (2007) <i>Wie man tatsächlich eine wissenschaftliche Arbeit schreibt: Daten, Schreibtechnik, Zeitplanung, Veröffentlichung - in der realen Welt.</i>
Course content	
Week	Lecture
Week 1:	Course introduction, course plan

Week 2:	The process of writing – pre-writing and planning
Week 3:	Research stages for a scientific paper
Week 4:	The process of writing-writing and editing project ideas
Week 5:	Writing an exposé
Week 6:	Quantitative and qualitative research methodology
Week 7:	Contrastive and comparative methodology
Week 8:	Language and style of scientific work
Week 9:	Argumentation; Chronological and logical flow, cause and effect flow and comparison and contrast flow
Week 10:	Standards of textuality
Week 11:	Practical corpus analysis
Week 12:	Quotations, documentation of sources
Week 13:	Editing
Week 14:	Presentation of seminar papers
Week 15:	Presentation of seminar papers

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration)) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language. Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

ELECTIVE COURSES

Syllabus of the course *Grammaticalisation*

Basic course information	
Academic unit:	Faculty of Philology, department of German Language and Literature
Course title:	Grammaticalisation
Level:	MA
Course status:	Elective
Year of study:	5 th year 10 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time / Location:	
Course instructor:	Prof. asoc. dr. Teuta Abrashi
Contact details:	teuta.abrashi@uni-pr.edu
Course description:	The course covers phonological, morph-syntactic and semantic aspects of grammaticalisation phenomena (the article, auxiliary and modal verbs, negation system, conjunctions). The term itself describes the diachronic process of transformation of lexical units and phrases into parts of speech of a language system.
Objectives:	<ul style="list-style-type: none">- To master main concepts of grammaticalisation- To understand processes of grammaticalisation in German- To explain phonological, morph-syntactic and semantic developments as a result of grammaticalisation in German
Learning outcomes:	Upon the completion of the course, students will be able: <ul style="list-style-type: none">- To distinguish theoretical concepts of grammaticalisation;

- To explain processes of grammaticalisation in German;
- To understand phonological, morph-syntactic and semantic developments as a result of grammaticalisation in German.

Student's workload (which should correspond to learning outcomes)

Activity	Lessons	Days/weeks	Total
Lectures	2	15	22,5
Consultations with course conductor	15 min	15	3,45
Tests, papers	1	2	2
Homework	1	15	15
Self-study (library/home)	2	30	30
Final exam preparation	4	7	28
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	1	1	1
Total			105,95:25=4.23 4 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis. Students should prepare and present a paper.
Assessment methods:	The passing score for the course is 50%. <ul style="list-style-type: none"> • Presentation of paper 30% • active participation 10% • submitted written paper 60%
Primary literature:	<ol style="list-style-type: none"> 1. T. Stolz (2008) Grammatikalisierung und grammatische Kategorien. Bochum 2. R. Szczepaniak (2009) Grammatikalisierung im Deutschen: Eine Einführung. Tübingen. 3. T. Leuschner & T. Mortelmans & S. De Groot (Hg.) (2005) Grammatikalisierung im Deutschen. Berlin.
Secondary literature:	<ol style="list-style-type: none"> 1. Levin-Steinmann (2010) Studien zur Grammatikalisierung. Hamburg. 2. G. Diewald (1997) Grammatikalisierung: eine Einführung in Sein und Werden grammatischer Formen. Tübingen. 3. E. C. Traugott & B. Heine (Hg.) (1991) Approaches to Grammaticalization. 2 Bde. Amsterdam.

Course content	
Week	Lecture
Week 1:	Einleitung: Grammem, Grammatik und Grammatikalisierung
Week 2:	Konzepte der Grammatikalisierung: Vom lexikalischen zum grammatischen Zeichen
Week 3:	Grammatikalisierung als Lösung kommunikativer Probleme
Week 4:	Die wichtigsten Grammatikalisierungsprozesse im Deutschen: Negationswandel
Week 5:	Grammatikalisierung im nominalen Bereich: Die Entstehung der Pluralmarker im Deutschen
Week 6:	Die Entwicklung des Definitartikels im Deutschen
Week 7:	Die Entwicklung des Indefinitartikels im Deutschen
Week 8:	Vom Artikel zum Flexiv
Week 9:	Die Entstehung neuer Präpositionen
Week 10:	Grammatikalisierungen im verbalen Bereich: Die Entstehung der schwachen Verbflexion
Week 11:	Die Entstehung der Perfektkonstruktion
Week 12:	Die Polygrammatikalisierung von werden
Week 13:	Die Entstehung des Passivs
Week 14:	Grammatikalisierung satzübergreifend: Die Entstehung der Subjunktionen
Week 15:	Die Fixierung der Wortstellung und die Entstehung von Diskursmarkern
Academic policies and code of conduct	
<p>Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.</p>	

Syllabus for the course *Functional grammar and informative structure*

Basic course information			
Academic unit:	Faculty of Philology, department of German Language and Literature		
Course title:	Functional Grammar and informative structure		
Level:	MA		
Course status:	Elective		
Year of study:	5 th year 9 th term		
Number of hours per week:	2+0		
ECTS Credits:	4 ECTS		
Time / Location:			
Course instructor:	Prof. asoc. dr. Teuta Abrashi		
Contact details:	teuta.abrashi@uni-pr.edu		
Course description:	The course covers main principles and means of functional grammar and informative structure of sentence and word order.		
Objectives:	<p>To inform students on main principles and means of functional grammar and informative structure of sentence</p> <p>To inform students on the concept of certain word order</p> <p>To enable students develop their knowledge and skills on functional grammar and informative structure</p>		
Learning outcomes:	Upon the completion of the course, students will be able:		
	-To identify and explain notions related to functional grammar and informative structure		
	-to explain different functional codifications		
	-to illustrate specific word order		
Student's workload (which should correspond to learning outcomes)			
Activity	Lessons	Days/weeks	Total

Lectures	2	15	22,5
Consultations with course conductor	10 min	15	2,30
Tests, papers	1	2	2
Homework	1	15	15
Self-study (library/home)	2	30	30
Final exam preparation	4	7	28
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	1	1	1
Total			104,8:25=4.19 4 ECTS
Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis. Students should prepare and present a paper.		
Assessment methods:	The passing score for the course is 50%. <ul style="list-style-type: none"> • Presentation of paper 30% • active participation 10% • submitted written paper 60% 		
Primary literature:	<ol style="list-style-type: none"> 1. Smirnova, Elena/ Mortelmans, Tanja (2010): Funktionale Grammatik – Konzepte und Theorien, Berlin/New York: de Gruyter 2. Musan, Renate (2010): Informations-struktur. Universitätsverlag Winter, Heidelberg 3. Hoffmann, Ludger (2012): Deutsche Grammatik. Grundlagen für Lehrer-ausbildung, Schule, Deutsch als Zweit-sprache und Deutsch als Fremdsprache. Berlin: Erich Schmidt 4. Jungen, Oliver/ Lohnstein, Horst (2006): Einführung in die Grammatiktheorie. München: Wilhelm Fink Verlag 5. Hoffmann, Ludger (Hrsg.) (2003): Funktionale Syntax. Berlin/New York: de Gruyter 		
Secondary literature:	<ol style="list-style-type: none"> 1. Zifonun, Gisela et. al (1997): Grammatik der deutschen Sprache: 3 Bde. (Supplementa Nietzscheana), Berlin/New York: de Gruyter 2. Busch,A./Stenschke,O.(2007): Germanistische Linguistik, Tübingen: Narr 3. Franke (S.75-114) Meibauer, J. (et.al) (2002): Einführung in die germanistische Linguistik, Stuttgart: Metzler (S.15-67) 		

Course content

Week	Lecture
Week 1:	Einleitung, Kursziel (Was ist Sprache, Sprache als Organ, Sprache als Werkzeug, Sprache als Tätigkeit, Sprache als System)
Week 2:	Grammatische Theorien von de Saussure bis Chomsky (Strukturalismus, Valenz- und Dependenz, Generative Grammatik, Formalismus versus Funktionalismus)
Week 3:	Allgemeines zur Funktionalen Grammatik (Satz und Aussage, Satzglieder, grammatische Bedeutung, Satzsemantik und Satzpragmatik)
Week 4:	Subjekt und Prädikat
Week 5:	Informationsstruktur (Thema-Rhema, bekannte und neue Informationen und andere Dimensionen des Satzes)
Week 6:	Realisierung der Informationsstruktur (prosodische, syntaktische und lexikalische Mittel)
Week 7:	Sprechakte (Illokution und Modalität)
Week 8:	Aufbau der funktionalen Grammatik I (Struktur, System)
Week 9:	Aufbau der funktionalen Grammatik II (Stratifikation, Metafunktionen)
Week 10:	Satzanalyse I (Satz als Repräsentation)
Week 11:	Satzanalyse II (Satz als Nachricht)
Week 12:	Satzanalyse III (Satz als Interaktion)
Week 13:	Text (Kohäsion und Kohärenz)
Week 14:	Textproduktion (Quaestio und seine Struktur)
Week 15:	Text, Quaestio und Informationsstruktur

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus for the course *Semiotics*

Basic course information	
Academic unit:	Faculty of Philology, Department of German Language and Literature
Course title:	Semiotics
Level:	MA
Course status:	Elective
Year of study:	5 th year 9 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time / Location:	
Course instructor:	Prof. ass. dr. Blertë Ismajli
Contact details:	e-Mail: blerte.ismajli@uni-pr.edu
Course description:	This course provides a general foundation in semiotics. The course aims to teach students to identify, understand and use key concepts of semiotics, afford insight into metalinguistic structures, how knowledge about the world is presented. The course provides general information on the signs and different concepts on it (de Saussure, Peirce etc.).
Objectives:	<ul style="list-style-type: none"> - to inform the students about basic concepts of semiotics - to explain different concepts of sign - to explain structuralism, its methods and its implementation
Learning outcomes:	<p>Students who complete the course are able to:</p> <ul style="list-style-type: none"> – explain key concepts of semiotics – indicate the structures that are active in language

	– use field-specific terminology
	– asses theories and methods related to the field.

Student's workload (which should correspond to learning outcomes)

Activity	Lessons	Days/weeks	Total
Lectures	2	15	22,5
Theory/Lab work/Tutorials			
Practical work	1	15	15
Midterm test preparation			
Consultations with course conductor	0.5	6	3
Field work			
Tests, papers	1	15	15
Homework	1	15	15
Self-study (library/home)			3
Final exam preparation	10	2	20
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.			
Total			97,5:25=3.9 4 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis. Students should prepare and present a paper.
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Assessment methods:	<p>The passing score for the course is 50%.</p> <ul style="list-style-type: none"> • submitted paper and its presentation 30% • active participation 10% • final exam 60%
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Primary literature:	<p>1. Volli, Udo (2002). Semiotik. Eine Einführung in ihre Grundbegriffe, utb, Stuttgart</p> <p>2. Eco, Umberto (1994). Einführung in die Semiotik. Autorisierte dt. Ausgabe. 8., unveränd. Auflage von Jürgen Trabant. München</p>
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	<p>3. Chandler, Daniel (2002). Semiotics – the basics, Second Edition, Routledge, London and New York.</p> <p>4. Copley, Paul and Jansz, Rita (1997). Introducing Semiotics, Totem Books USA and Icon Books UK, This edition published by Icon Books UK.</p>
Secondary literature:	<ol style="list-style-type: none"> 1. Barthes, Roland (1991). Aventura semiologjike, Prishtinë. 2. Brown, Martin and Ringham, Felizitas (2000). Dictionary of Semiotics, Casell, London and New York. 3. Danesi, Marcel (2004). Messages, Signs and Meanings, A Textbook in Semiotics and Communications, 3rd edition, Canadian Scholar's Press Inc, Toronto. 4. De Saussure, Ferdinand, Kurs i gjuhësisë së përgjithshme, botimi i dytë i rishikuar, Dituria, Tiranë 2002 5. Eco, Umberto, Struktura e papranishme, Dukagjini, Pejë.

Course content

Week	Lecture
Week1:	Einführung in die Grundbegriffe und der Materie. Was ist Semiotik?
Week2:	Kommunikation: Faktoren und Funktionen der Kommunikation; Kommunikationsmodelle.
Week3:	Zeichen (Strukturalismus): Zeichenbegriff; Signifikant/Signifikat; Arbitrarität; Konnotation; Invarianten und Varianten; das Organonmodel der Sprache; die Zeichenfunktion der Sprache; Origo und seine Markierung (funktioneller Strukturalismus)
Week4:	Strukturen: Syntagmatische Achse und paradigmatische Achse; Ausdruck und Inhalt; minimale Einheiten und distinktive Merkmale; Semantik; das semiotische Quadrat; Text und Diskurs; Topic, Isotopie
Week5:	Interpretation: Diskursstrategien; Interpretation und Gebrauch von Texten
Week6:	Der Äußerungsakt: Subjektivität; sprachliche Indices der Äußerung
Week7:	Metaphern: Metaphernkonzepte; Metonymie und Ironie; Metapher und Kultur
Week8:	Über die Textgrenzen hinaus: Raum; Hapësira; das Visuelle; Objekte; nonverbale Kommunikation; Übersetzungsprozesse; Texte und Hypertexte; Internet
Week9:	Narration: Erzählebene; Fokalisierer und Erzähler; Fabel; mögliche Welten; die Ebene der Handlungen; Aktanten; Modalitäten
Week10:	Pragmatik: die Bereiche der Kommunikation; Sprechakte; Dialog und Interaktion; Rückschlüsse und Implikaturen; Maximen der Konversation;

	Regeln der Höflichkeit; die klassische Rhetorik
Week11:	Das gesellschaftliche Leben der Texte: Kulturen; Semiosphäre; die Information aus semiotischer Sicht; die Kommunikation in der Werbung; Politik; Fernsehen
Week12:	Anwendungsfelder: Literatur; Theater; Film; Comic; Musik
Week13:	Post-Strukturalismus und Cultural Studies, "Gender"
Week14:	Intertextualität
Week15:	Zusammenfassung und Vorbereitung auf die Prüfung.

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus of the course: *Selected author 1*

Course basic information	
Academic unit:	Faculty of Philology, dep. of German Language and Literature
Course title:	Selected author 1
Level:	MA
Course status:	Elective
Year:	V (semester IX)
Hours per week:	2+0
ECTS:	4 ECTS
Time/location:	According to the schedule
Course instructor:	Prof. asoc. Dr. Albulena Blakaj- Gashi
Contact details:	Tel: 038222970/ albulena.blakaj@uni-pr.edu
Course description:	<p>The course "Selected author" allows focusing on a German, or German speaking key author. This allows an intense and nearer access to the selected author and his complete work, or at least most of it. We will deal with writers who, not only are well known among the major authors of the world, but whose work was influential in the development of world literature. The focus would be on great writers of the 18-th, 19-th or the early 20th century. German literature has a large number of writers who are winners of the Nobel Prize for literature, so part of the course will be one of them.</p>

Objectives:

- This course aims to focus on an important author of German literature, whose literary works is an example and has had an impact on literary and cultural developments;
- Closer access towards the selected author, which enables access to his complete work;
- Students know of the importance of the author and his work in German and world literature, including his impact on literary developments;
- The course also aims at introducing students to the historic background of their development, main literary genres, analysis and interpretation of literary works, creation of personal opinion and its expression
- Creation of independent opinions on the literary period the author belongs.

Learning outcomes:

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

- to know about an important German author;
- to know about the author’s literary work,
- to know about the importance of the author’s work
- to write seminar papers on a literary work by the selected author
- to develop independent opinion on literary works and debate with peers on a topic in literature
- to express their opinions on a certain topic or work

Students’ workload			
Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory / laboratory exercises			
Punë praktike			
Preparation for the intermediary exam	10	2	20
Tutoring and consultations	15 min	15	3.75

Test, seminar	2	2	4
Homework	1	15	15
Student's independent work (Home, library)	2	15	30
Final preparation for the exam	10	1	10
Evaluation (tests, quizzes, final exam)	2	1	2
Projects, presentations etc.	1	1	1
Total			108.25:25= 4.33 4 ECTS

Teaching methodology:	Mode of course delivery is based on student-centered and interactive approach. All students work on their seminar papers, which are then discussed in class. Students' active participation becomes crucial component in achieving the course objectives and learning outcomes.
Evaluation methods:	<ul style="list-style-type: none"> • Final exam 40% • Seminar assignment 40% • Presentation and activity in the classroom 20%
Basic Bibliog.:	<ul style="list-style-type: none"> • Will be determined after assigning the author to be treated.

Academic policies and rules of behavior

The student is obliged to attend at least 80% of the lectures and tutorials. Plagiarism is considered to be the greatest academic crime. Anyone caught having plagiarized (whether copying, paraphrasing from different kinds of materials without acknowledging sources, presenting other people's work/ideas as their own and so forth) will receive a failing grade and might be subject to disciplinary measures. Students and teachers have to confine to ethical conducts.

Syllabus of the course: Contemporary German literature

Basic course information	
Academic unit:	Faculty of Philology, Department of German Language and Literature
Course title:	Contemporary Literature
Level:	MA
Course status:	Elective
Year of study:	5 th year 9 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time / Location:	
Course instructor:	Prof. asoc. dr. Naser Mrasori
Contact details:	e-Mail: naser.mrasori@uni-pr.edu
Course description:	<p>The course "Contemporary German Literature" aims to inform students with the processes, currents, directions and eras of the development of German literature, starting with literature after 1945, and continuing to the present day. After the unification of the two Germanys, which until then had created their own literatures separately, these literatures which had constructed different creative concepts. These different literatures were developed with a pluralism of almost completely different literary styles and forms. In this course, the main authors of the end of the 20th century and the beginning of the 21 century were treated, especially the most important and at the same time the most important and influential works in German and world literature. The works of this period are many, including the works of the winning authors of the Nobel Prize for Literature.</p>

Objectives:	<p>The purpose of this course is:</p> <ul style="list-style-type: none"> - to inform the students with the basic characteristics and concepts of contemporary German literature. - to explain students with the course and the most important events of this period. - to get knowledge with the main topics, genders and authors of this period. - to get knowledge on the role and characteristics of the most outstanding works of this period. - to gain knowlwdge on literary creativity after the unification of the two Germanys. -
Learning outcomes:	<p>The course "Contemporary Literature" aims to inform students with:</p> <ul style="list-style-type: none"> - with the basic characteristics and concepts of contemporary German literature. - with the course and with the most important events of this period. - with the main topics, genders and authors of this period. - with the role and characteristics of the most outstanding works of this period. - with literary creativity after the unification of the two Germans. - with the creativity of the late twentieth century.

Student's workload (which should correspond to learning outcomes)			
Activity	Lessons	Days/weeks	Total
Lectures	2	15	22,5
Consultations with course conductor	10min	15	2.5
Field work, seminar, homework	5	2	10
Tests, papers	1	10	10
Self-study (library/home)	2	10	20
Final exam preparation	6	2	12

Assessment (test, quiz, final exam)	1	15	15
Projects, presentations, etc.	30	1	1.5
Total			93.5 93.5:25 = 3.74 4 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis. Students should prepare and present a paper.
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Assessment methods:	The passing score for the course is 50%. <ul style="list-style-type: none"> submitted paper and its presentation 30% active participation 10% final exam 60%
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Primary literature:	<ol style="list-style-type: none"> 1. Barner, Wilfried: Geschichte der deutschen Literatur von 1945 bis zur Gegenwart. Verlag C.H. Beck Muenchen 1994. ISBN 3 406 38660 1 2. Heinz Forster & Paul Rieger: Deutsche Literaturgeschichte. Band 11 & 12. dtv Muenchen 2002. ISBN 3-423-03351-7 / 3-423-03352-5 3. Joachim Bark, Dietrich Steinbach, Hildegard Wittenberg Hrsg: Epochen der deutschen Literatur (Gesamtasugabe) Klett, Stuttgart 1989. ISBN 3-12-347490-9 4. Joachim Bark, Dietrich Steinbach, Hildegard Wittenberg Hrsg .Geschichte der deutschen Literatur von 1945 bis zur Gegenwart. Klett, Stuttgart . ISBN 3-12-347470-4 <p>Gerald reiner, Norbert Kern, eva Rainer: Geschichte der deutschsprachigen Literatur. Veritas Verlag Linz. 4 Auflage 2004.</p>
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Secondary literature:	<ol style="list-style-type: none"> 6. H. Brackert, J. Stueckrath: Literaturwissenschaft - Ein Grundkurs /rororo. 2001 Hamburg. ISBN 3 499 55523 9 2. Winfried Freund: Deutsche Literatur. Dumont, 2002 Koeln. ISBN 3-7701-4747-2
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Course content

Week	Lecture
Week1:	Literatur nach 1945 Gruppe 47 & Stunde Null
Week2:	Literatur der DDR und BRD

Week3:	Literatur der 50-er und 60-er Jahre
Week4:	Rückkehr aus dem Exil und Exilautoren
Week5:	Die deutsche Gegenwartsliteratur. Eine Einführung
Week6:	Österr. und Schweiz. Gegenwartsliteratur
Week7:	Literatur der 70-er und 80-er Jahre. Feministische Literatur Die Rückkehr der Mythen
Week8:	Postmoderne
Week9:	Literatur der 90-er Jahre. Wiedervereinigung Deutschlands Die Wiedervereinigung der deutschen Literatur
Week10:	Hauptvertreter der 90-er Jahre. Themen und Gattungen. West – Ost Debatte
Week11:	Hauptwerke der Gegenwartsliteratur
Week12:	Lyrik
Week13:	Epik
Week14:	Drama
Week15:	Merkmale der literarischen Gattungen der zeitgenössischen Literatur

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus of the course *Didactic of Literature*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Didactics of lexis in German language teaching
Level:	MA
Course status:	Elective
Year of study:	Year V, semester X
Number of hours per week:	2
ECTS Credits:	4
Time/Location:	According to the schedule
Course instructor:	Prof.asoc.dr. Milote Sadiku
Contact details:	milote.sadiku@uni-pr.edu
Course description:	<p>Lexis has an important role in foreign language learning. Working with lexis in teaching intends to adopt a consistent vocabulary which serves to achieve important goals of communication as well as to be able to use the lexis of certain topics and certain communicative situations. The course covers methods in teaching a foreign language through lexis, main principles of introducing lexis in context, development of skills to select and classify lexis, presentation of lexis, different exercises on using lexis, engaging lexis in communication, etc.</p> <p>It will be discussed about the selection and classification of vocabulary, presentation and semantisation of lexis, different vocabulary exercises which affect its memorizing, etc.</p>
Course aims:	<ul style="list-style-type: none">- To inform students on transmitting lexis in teaching German as a foreign language- To inform students on the methods for presentation of lexis- To inform students on exercises on using lexis

Learning outcomes:

- Upon the completion of the course, students will be able:
- To distinguish the most appropriate exercises on mastering lexis
 - To classify necessary lexis for communication in context
 - To use methods in presenting new lexis
 - To know about the techniques for the explanation of the meaning of new words.

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	1	5
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			96.25 hrs (96.25:25 = 3.85) 4 ECTS

Teaching methods:

The lessons are taught through lectures that provide the theoretical basis and seminar papers that students prepare and present in the class, as well as ongoing tasks at home.

Assessment methods:	The passing score of the course is 50%. Attendance 10 %; Homeworks 10% Class presentation 30% Seminar assignment 50%
Primary literature:	<ul style="list-style-type: none"> • Huneke/Steinig (2013): Deutsch als Fremdsprache. • Katarzyna Kalka (2002): Effizienz verschiedener Lehrmethoden zur Wortschatzvermittlung. • Brinitzer, Michaela (2013): DaF unterrichten: Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart. • Reiner Bohn (1999): Probleme der Wortschatzarbeit. <i>Fernstudieneinheit 22</i>. München. • Günther Storch (1999): Deutsch als Fremdsprache – Eine Didaktik.
Secondary literature:	<ul style="list-style-type: none"> • Bernd-Dietrich Müller (1994): Wortschatzarbeit und Bedeutungsvermittlung. Fernstudieneinheit 8. München • Lies Sercu (2000): Acquiring Intercultural Communicative Competence from Textbooks.

Course content

Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Struktur des Wortschatzes
Week 3:	Dimensionen des Wortschatzes: paradigmatische, konnotative und kontrastive Dimension Gedächtnispsychologische Aspekte der Wortschatzarbeit
Week 4:	Der Wortschatz als Lernproblem
Week 5:	Wortschatzarbeit im Unterricht: Einführen und Verstehen des Wortschatzes
Week 6:	Wortschatzpräsentation in Lehrwerken
Week 7:	Verfahren der Bedeutungsvermittlung
Week 8:	Bedeutung im engeren Sinn, Bedeutung im weiteren Sinn, Begriffe im kulturellen Kontext; Didaktische Konsequenzen

Week 9:	Techniken der Bedeutungsvermittlung
Week 10:	Wortschatz lernen und behalten
Week 11:	Strategien für das Wortschatzlernen
Week 12:	Wortschatz üben
Week 13:	Übungsgrundsätze
Week 14:	Einüben und Behalten des Wortschatzes: - Kognitive Wortschatzübungen
Week 15:	Einüben und Behalten des Wortschatzes: - Situativ-pragmatische Übungen

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration)) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

Syllabus of the course *Methods in teaching German as foreign language*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Methods in teaching German as foreign language
Level:	MA
Course status:	Elective
Year of study:	Year V, semester IX
Number of hours per week:	2
ECTS Credits:	4
Time/Location:	According to the schedule
Course instructor:	Prof.asoc.dr. Milote Sadiku
Contact details:	milote.sadiku@uni-pr.edu
Course description:	<p>The course covers the basic concepts of didactics and methodics: teaching planning, setting objectives, teaching phases, skills, observation of teaching through video screenings. Students also plan their classes as a preparatory phase for Microteaching. In the second part, the students plan a unit in groups and create exercises for that unit. Then, they present it in form of Microteaching (MT).</p> <p>This course introduce students to the basic principles of teaching German as a foreign language (DaF) and to the different methods that encourage the development of language skills and competencies. The course also aims to help students to have an easier start as German teachers. Here will be explained the basics of DAF-teaching: didactic of the four language skills, such as speaking, listening, writing and reading; basic competencies, such as vocabulary, grammar; interaction in teaching; social forms; strategies and student autonomy; lesson planning.</p>

Course aims:	<p>The main objectives of the course are that:</p> <ul style="list-style-type: none"> - students gain the practical knowledge needed for teaching German as a foreign language - students can use the attractive methods that encourage the development of language skills and competencies, - to enable students to plan lessons, - to enable students to use strategies for the language skills transfer -to inform students on different teaching techniques and methods.
	<p>Upon the completion of the course, students will be able:</p> <ul style="list-style-type: none"> -to use the attractive methods that encourage the development of language skills: speaking, listening, writing and reading, -to demonstrate knowledge on a number of techniques in class -to demonstrate knowledge on different teaching methods -to plan their lessons.

Student workload (which should correspond to learning outcomes)			
Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	10 min	15	2.5
Field work			
Test, seminar paper	5	2	10
Homework	1	15	15
Self-study (library/home)	2	15	30
Final exam preparation	6	2	12
Assessment (test, quiz, final exam)	1	1	1
Projects, presentations, etc.	30 min	1	0.5
Total			93.5 93.5:25 = 3.74 4 ECTS

Teaching methods:	Teaching is interactive which is performed through brief informational lectures that provide theoretical basis. Interactive method is applied. Students must actively participate in class and cooperate with their peers, as they will discuss about the different methods adequate for the enhancement of the language skills and competencies.
Assessment methods:	The passing score of the course is 50%. Attendance 10 %; Class presentation 40% Written seminar work 50%
Primary literature:	1. Bimmel, Peter/Kast, Bernd/Neuner, Gerd (2017): <i>Deutschunterricht planen. Arbeit mit Lehrwerklektionen</i> . Fernstudieneinheit 18. 2. Brinitzer, Michaela et al. (2013): <i>DaF unterrichten: Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache</i> . Stuttgart.
Secondary literature:	1. Bredel, Ursula/ Pieper, Irene (2015): <i>Integrativer Deutschunterricht</i> . 2. Becker, Georg E.: <i>Unterricht planen. Handlungsorientierte Didaktik, Teil I</i> . Weinheim, Basel, Berlin 2004 3. Hoffmann, Bernhard (2015): <i>Der Unterrichtsentwurf. Leitfaden und Praxishilfe</i> . Baltmannsweiler. 4. Huneke/Steinig (2013): <i>Deutsch als Fremdsprache. Eine Einführung</i> . Berlin.

Course content	
Week	Lecture
Week 1:	Fertigkeit Sprechen
Week 2:	Vermittlung der Fertigkeit Sprechen: Sprechaktivitäten entwickeln
Week 3:	Fertigkeit Hören
Week 4:	Phasen des Hörverstehens
Week 5:	Vermittlung der Fertigkeit Sprechen
Week 6:	Fertigkeit Schreiben Phasen des Schreibprozesses
Week 7:	Vermittlung der Fertigkeit Schreiben: Methoden zur Förderung des Schreibprozesses
Week 8:	Fertigkeit Lesen

	Vorentlastung und Vorbereitung des Leseverstehens
Week 9:	Fertigkeit Lesen: Leseaktivitäten
Week 10:	Landeskunde im Unterricht
Week 11:	Interkulturelles Lernen im Unterricht
Week 12:	Interaktion im Unterricht: Sozialformen, Übungen und Aufgaben
Week 13:	Heterogene Lerngruppen
Week 14:	Unterrichtsplanung
Week 15:	Unterrichtsplanung

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration) and not to be exposed during classes.

All are expected to be polite, to respect others during discussions, and not to use improper language.

Students are obliged to attend lecture and tutorial classes. Tasks arising from these lessons are compulsory and are part of the student's overall assessment.

10th TERM

COMPULSORY COURSES

Syllabus of the course *Pragmatics*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Pragmatics
Level:	MA
Course status:	Oblivativ
Year of study:	5 th year, 10 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time/Location:	
Course instructor:	Prof. ass. dr. Vjosa Hamiti
Contact details:	vjosa.hamiti@uni-pr.edu
Course description:	<p>The course will focus on introduction to pragmatics, which will not cover only the word meaning like semantics, but also its usage to the context. Aspects of the interaction between utterance and context, and the idea it expresses will be taken into account. In this course, words and sentences are not analysed out of context. The utterance plays the most important role. Sentences are referred to as a unit divided into proposition and illocution. Nevertheless, a single sentence may in some cases not express a complete idea; therefore, we focus our attention outside the sentence, where several sentences can express one idea. The following are the main topics covered in the course: reference, deixis, implications, preconceptions, speech acts, as well as highlighting the information structure based on the word order of the sentence and intonation. In the functional-communication context, the connection between the speaker and receiver could</p>

	have the following functions: informative, obligatory, exclamatory, communicative, and declarative. Standards of textuality also play a crucial role in textual pragmatics.
Objectives:	<ul style="list-style-type: none"> - To inform students on main notions in pragmatics - To inform students on interaction between words and context - To explain functional aspects between the speaker and the receiver - To inform students on interlocutor interaction in teaching a foreign language
Learning outcomes:	<p>Upon completion of this course the student will be able:</p> <ul style="list-style-type: none"> - To identify and explain main notions in pragmatics - To explain how pragmatic notions can be identified in communication process - To explain how interlocutor interaction can influence on teaching a foreign language

Student workload (which should correspond to learning outcomes)			
Activity	Hours	Days/Weeks	Total
Lectures	2 (45 min)	15	22.5
Theory/Lab work/Tutorials	1 (45 min)	15	11.25
Practical work			
Midterm test preparation			
Consultations with course instructor	15 min.	15	4
Field work			
Test, seminar paper	2 (45 min)	15	22.5
Homework	2	15	30
Self-study (library/home)	2 (60 min)	15	30

Final exam preparation	6 (60 min)	4	24
Assessment (test, quiz, final exam)	2 (60 min)	2	4
Projects, presentations, etc.	2	1	2
Total			150.25 : 25 = 6.01 6 ECTS

Teaching methodology	The course consists of 2 hours of lectures per week, where the theoretical basis will be given. However, the lesson is also held in an interactive way. There will also be a place for seminar presentations and discussions, students are required to actively participate in the classroom and have discussions with colleagues.
Assessment methods:	The passing score of the course is 50%. <ul style="list-style-type: none"> • Seminar paper 20% • Oral presentation 10% • Final test 55% • Attendance 5%
Primary literature:	<ol style="list-style-type: none"> 1. Liedtke, Frank/ Tuchen, Astrid (2018): Handbuch Pragmatik. Stuttgart: J.B. Metzler 2. Finkbeiner, Rita.2015. Einführung in die Pragmatik. Hemsbach: WBG. 3. Rolf, Erhardt. 2013. Pragmatik: Implikaturen und Sprechakte. Wiesbaden 4. Erhardt, Claus / Heringer, Hans Jürgen. 2011. Pragmatik. Stuttgart: Wilhelm Fink UTB. 5. Meibauer, Jörg. 2008. Pragmatik. Eine Einführung. Tübingen: Staffenborg . 6. Ernst, Peter (2002): Pragmalinguistik : Grundlagen, Anwendungen, Probleme. Berlin, New York: De Gruyter,
Secondary literature:	<ol style="list-style-type: none"> 1. Betty J. Birner (2012) Introduction to Pragmatics. Vol. 38. John Wiley & Sons. 2. Stephen C. Levinson (1983). Pragmatics. Cambridge Textbooks in Linguistics. Cambridge University Press, 1983. 3. Steven Davis (1991):. Pragmatics: A Reader. Oxford University Press, 1991. 4. Meibauer et.al. (2015). Einführung in die germanistische Linguistik. Stuttgart/Weimar 5. Ernst, Peter (2004): Germanistische Sprachwissenschaft. Wien 6. Rolf von Schmidt, Eckard (2013): Inferentielle Pragmatik: Zur

Course content

Week	Lecture
Week 1:	Einführung in der Lehrveranstaltung
Week 2:	Bedeutungs- und Inhaltsaspekte in der Pragmatik
Week 3:	Pragmatische Zeichentheorie
Week 4:	Deixis
Week 5:	Anaphern
Week 6:	Referenz
Week 7:	Implikatur
Week 8:	Präsupposition
Week 9:	Sprechakttheorie
Week 10:	Indirektheit
Week 11:	Konversationsstruktur, Informationsstruktur
Week 12:	Anwendungsgebiete der Pragmatik: Gesprächsanalyse
Week 13:	Anwendungsgebiete der Pragmatik: Kontrastive und Interkulturelle Pragmatik
Week 14:	Anwendungsgebiete der Pragmatik: Experimentelle Pragmatik
Week 15:	Zusammenfassung und Ausblick

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus of the course *Comparitive Literature*

Basic course information	
Academic unit:	Faculty of Philology, Department of German Language and Literature
Course title:	ComparativeLiterature
Level:	MA
Course status:	Elective
Year of study:	5 th year 10 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time / Location:	
Course instructor:	Prof. asoc. dr. Naser Mrasori
Contact details:	e-Mail: Naser.Mrasori@uni-pr.edu
Course description:	<p>The subject "Comparative Literature" as a new field of study, is a necessity of the time, which has served and serves as a bridge between different literatures and cultures, and today is often referred to as the science of analogies and interdisciplinary influences. Comparative literature is a scientific discipline which studies literary phenomena during mutual relations but also with non-literary phenomena. The name is derived from Latin: comparare which means to compare. This course aims to analyze and describe at the university level, many basic issues of comparative literature, in order to study literature. Through study, comparison and analysis, the specific characteristics of this field will be given. Through concrete examples of creations belong to different languages and cultures, those belong to the same linguistic and cultural territory, are presented theoretically and practically during the development of this subject. The final part of the course deals with the basic issues of a comparative poetics.</p>

Objectives:

The purpose of this course is:
The subject "Comparative Literature" aims for the student:
to be well informed in general with the object of study of comparative literature, national and world literature;
by studying every object called literary, it seems to put it in relation to the other constituent elements of a culture.
to get knowledge on the concepts and methodologies of comparative literature
with definitions of comparative literature;
with general notions of comparative literature;
schools of literature compared to e.g. French, American, German, etc.
get knowledge on methodological art through the search for analogous connections, proximity and influence;
with interliterary influences
with the development of topics and forms of comparative literature;
with the distinction and definition of comparative literature;
by choosing literary-comparative works;
with semantic fields and term connotations;
with its history and development in different periods of time;
with translated theories and comparative stylistics

Learning outcomes:

The course "Comparative Literature" aims to inform students with:
Upon completion of the course, the student must have sufficient knowledge:

- for the object of study of comparative literature;
- for the methodologies of comparative literature study;
- the role and importance of comparative literature;
- for interliterary impacts;
- for the tasks and goals of the study of comparative literature;
- the role and contribution of translation in the

development of comparative literature;
 • be able to distinguish and explain concrete cases of influences, analogies, approximations in the original and translated literature.

Student's workload (which should correspond to learning outcomes)

Activity	Lessons	Days/weeks	Total
Activity	2	15	22,5
Lectures	10 min	15	2.5
Consultations with course conductor	5	2	10
Self-study (library/home)papers test preparation	2	15	30
Final prep	5	4	20
Field work			20
Test , exame	1	15	1
Homework Projects, presentations, etc.	30	1	0.5
Total			101.5:25 = 4.06 4 ECTS

Teaching methods:	<p>Teaching is delivered through lectures that provide the theoretical basis. Students should prepare and present a paper.</p> <p>The teaching takes place with lectures and relevant explanations. Interactive methods are used during explanations. Works that have concrete examples of influences, similarities, analogies in literature are read and analyzed. At the beginning of the lecture there is always a debate on the previous lecture.</p>
Assessment methods:	<p>The passing score for the course is 50%.</p> <ul style="list-style-type: none"> • submitted paper and its presentation 30% • active participation 10% • final exam 60%
Primary literature:	<ul style="list-style-type: none"> - AngelikaCOBINEAU: Einfuehrung in die Komparatistik.2 ueberarbeite und erweiterte Auflage. - Erich Schmidt,Berlinn 2004,ISBN 3-503-07909-2 - Ernst Grabowzski: Vergleichende Literaturwissenschaft fuer Einsteiger.Boehlau/UTB,Wien/Stuttgart 2011,ISBN 978-3-8252-

	<p>3565-9.</p> <ul style="list-style-type: none"> - Manfred Schmeling(Hrsg):Vergleichende Literaturwissenschaft.Teori und Praxis.Athenaion,Wiesbaden 1981,ISBN 3-7997-0764-6 - Yves Chevrel: Letërsia e krahasuar. Albin, Tirane 2002. - Umberto Eco, <i>Për letërsinë</i>, Tiranë, 2007 - Rene Velek, Ostin Voren, Teoria e letërsisë, Prishtinë, 198 - Ernst Grabowzski: Vergleichende Li.wissenschaft für Einsteiger. - Evi Zemanek, Alexander Nebrig (Hg.)Komparatistik.Akademie Verlag, Berlin, 2012, - H.Brackert, J.Stückrath. Literaturwissenschaft. 2001. - Rüdiger Zymner und Achim Hölter. Handbuch Komparatistik. Theorien, Arbeitsfelder, Wissenspraxis. 2013 Springer-Verlag GmbH Deutschland
Secondary literature:	<ul style="list-style-type: none"> - Jordan, L./Kortländer, B. (Hgg.) 1995: Nationale Grenzen und internationaler Austausch. Studien zum Kultur- und Wissenschaftstransfer in Europa. Narr, Tübingen, 1995. - Naser Mrasori. Kur Stefan Cvajg na flet shqip. Rozafa, Prishtinë, 2008. - Naim Kryeziu. Hajnrih Hajne poet i lirisë dhe i dashurisë. Rozafa, Prishtin, 2012. - M. de Matteis, B. Kadzadej, J. Röhling, (Hg). nterkulturalität und Landeswissenschaft. Athena, 2010, Oberhausen. - Osman Gashi, Studime interliterare, Prishtinë, 2001

Course content	
Week	Lecture
Week1:	Begriffserklärungen und Definitionen: Literatur; Allg. Literatur; Nationalliteratur; Weltliteratur; Literaturwissenschaft; Vergl. Literatur; Komparatistik, usw. Konturen der Komparatistik
Week2:	Einführung in die Komparatistik Zur Entwicklung des Begriffs „Vergl. Literatur“ und Anfänge der Vergl. Literaturgeschichte. Grundzüge der VL Arbeitsfelder und Methoden der literaturwissenschaftlichen Komparatistik
Week3:	Übersetzungswissenschaft und Übersetzungstheorien Zur modernen Übersetzungstheorie
Week4:	Die literarische Übersetzung;

	<p>Herausforderungen bei der Übersetzung Übersetzung als Kulturtransfer Übersetzungen im Wandel der Zeiten Bsp. Deutsche Lit. in albanischer Übersetzung</p>
Week5:	<p>Nationale und fremde Literaturen Relationen zwischen Literaturen (Einfluss und Wirkung) Gemeinsamkeiten und Unterschieden der Literaturen</p>
Week6:	<p>Wechselbeziehungen und gegenseitige Beeinflussung Spracheinfluss und kultureller Einfluss</p>
Week7:	<p>Mythos in der Literatur Mythos-Rezeption, Mythen und Mythologien Vergleichende Mythologie Bedeutung, Merkmale und Beispiele</p>
Week8:	<p>Erwartungshorizont Hermeneutik</p>
Week9:	<p>Rezeption, Rezeptionsgeschichte und Rezeptionsästhetik</p>
Week10:	<p>Literarische Rezeption Einfluss, Wirkung und Rezeptionsforschung</p>
Week11:	<p>Literatur und Mehrsprachigkeit Mehrsprachige Literatur-en</p>
Week12:	<p>Intermedialität & Interkulturalität</p>
Week13:	<p>Epochen und Literaturströmungen Literaturbewegungen Literarische Gruppe Beziehungen zwischen Epochen und Strömungen Interrelationen (trans-) historisch</p>
Week14:	<p>Der Vergleich in der Literaturwissenschaft Vergleichen als Wissenschaft Vergleich als Methode Vergleichsmethoden in der Literatur</p>
Week15:	<p>Literarische Schulen und Methoden in der Vergleichenden Literatur Frz; Amerik; Deutsche; Russische Schule Positivismus, Existenzialismus, Strukturalismus, Psychoanalyse, Feminismus, Hermeneutik, usw.</p>

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus of the course “Diploma paper MA”

Course basic information	
Academic unit:	Faculty of Philology, department of German Language and Literature
Course title:	Diploma paper MA
Level:	Master
Course status:	Compulsory
Year:	5 th year, 10 th term
Hours per week:	
ECTS:	10
Time/location:	
Course instructor:	
Contact details:	
Course description	Upon the completion of exams, the students write a MA-Diploma paper. They choose a topic in linguistics, literature or methodics in German as a foreign language. Selected topics are treated in the theoretical, empirical or practical aspect. This paper should prove that the student is able to work independently on a topic. The paper must be written in compliance with the rules for writing a scientific paper and with the regulations and the Statute of UP.
Learning outcomes:	<p>After the completion of all exams am the MA-thesis</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> -Capacity for planning, conduction and evaluation of advanced research in the field of German language or literature, - Writing advanced scientific texts, - Critical evaluation and use of available reference materials. <p>Advanced Transferable/Key Skills:</p> <ul style="list-style-type: none"> - writing skills - use of information technology - critical evaluation and use of sources

	- detailed explanations of findings		
Students' workload			
Activity	Orë mësimore	Ditë/Javë	Gjithsej
Tutoring and consultations	1	15	15
Homework			
Student's independent work (Home, library)	15	15	225
Final preparation for the exam	10	4	50
Evaluation (tests, quizzes, final exam)	4	1	4
Total			294: 25=11.76 10 ECTS
Teaching methodology	Independent work, done under mentorship.		
Assessment methods:	Diploma (MA) Diploma presentation		
Basic Literature	<ol style="list-style-type: none"> 1. Eco, Umberto (2005) <i>Wie man eine wissenschaftliche Abschlußarbeit schreibt.</i> 2. Pospiech, Ulrike. (2005) <i>Duden Ratgeber - Wie schreibt man wissenschaftliche Arbeiten?: Alles Wichtige von der Planung bis zum fertigen Text.</i> Mannheim. 3. Grätz, Frank. (2006) <i>Duden. Wie verfasst man wissenschaftliche Arbeiten?: Ein Leitfaden für das Studium und die Promotion.</i> 4. Trapp, Sebastian. (2007) <i>Wie man tatsächlich eine wissenschaftliche Arbeit schreibt: Daten, Schreibtechnik, Zeitplanung, Veröffentlichung - in der realen Welt.</i> <p>Students choose the scientific literature depending on their field of work in the MA-Diploma paper</p>		
Politikat akademike dhe kodi i sjelljes			

The master's thesis is worked individually by the student, proving that the theoretical skills acquired during the study period can be successfully applied to solve complex research problems. Plagiarism is not tolerated and punishable under UP regulations.

ELECTIVE COURSES

Syllabus for the course *Generative Syntax*

Basic course information	
Academic unit:	Faculty of Philology, department of German Language and Literature
Course title:	Generative Syntax
Level:	Master
Course status:	Elective
Year of study:	5 th year 10 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time / Location:	
Course instructor:	Prof. asoc. dr. Teuta Abrashi
Contact details:	teuta.abrashi@uni-pr.edu
Course description:	The course covers universal linguistic principles and the specifics of German language compared to other languages.
Objectives:	<ul style="list-style-type: none"> - To inform students on main principles of the discipline - To inform students on main notions of generativism - To enable students to relate theory with practice - To enable students to develop their knowledge and skills on generative syntax
Learning outcomes:	<p>Upon the completion of the course, students will be able:</p> <ul style="list-style-type: none"> - To identify and explain notions related to generative syntax - To explain main notions of generativism - To make a synthesis of generative syntax since

its origin

Student's workload (which should correspond to learning outcomes)

Activity	Lessons	Days/weeks	Total
Lectures	2	15	22,5
Consultations with course conductor	10 min	15	2,30
Tests, papers	1	2	2
Homework	1	15	15
Self-study (library/home)	2	30	30
Final exam preparation	4	7	28
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	1	1	1
Total			102,8:25=4.11 4 ECTS

Teaching methods: Teaching is delivered through lectures that provide the theoretical basis. Students should prepare and present a paper.

Assessment methods: The passing score for the course is 50%.

- Presentation of paper 30%
- active participation 10%
- submitted written paper 60%

Primary literature:

1. Philippi, Jule/Tewes, Michael (2010): Basiswissen Generative Grammatik. UTB Vandenhoeck&Ruprecht, Göttingen
2. Grewendorf, Günther (2002): Minimalistische Syntax. UTB, A. Francke Verlag, Tübingen / Basel
3. Klenk, U. (2003). Generative Syntax: 1. Konstituentenstrukturen. In: Hoffmann, Ludger (Hrsg.) Sprachwissenschaft (2010), Walter de Gruyter, Berlin/New York
4. Chomsky, Noam (1988/1996): Probleme sprachlichen Wissens: Prinzipien der Sprachstruktur. In: Hoffmann, Ludger (Hrsg.) Sprachwissenschaft (2010), Walter de Gruyter, Berlin/New York
5. Linke, Angelika/Nussbaumer, Markus / Portmann, Paul, R. (1991). Studienbuch Linguistik. Niemeyer, Tübingen

Secondary literature:

1. Busch, A./Stenschke, O. (2007): Germanistische Linguistik, Tübingen: Narr Franke (S.75-114)
2. Duden- Grammatik (2005) Bd.4 Mannheim

3. Engel U (2004): Deutsche Grammatik, München
4. Meibauer, J. (et.all) (2002): Einführung in die germanistische Linguistik, Stuttgart: Metzler (S.15-67)
5. Vater, H. (1996): Einführung in die Sprachwissenschaft, München: Fink (S.68-103)

Course content

Week	Lecture
Week 1:	Einführung, Was ist und was will generative Grammatik, Universalgrammatik
Week 2:	Konstituentenstrukturen I (der Begriff der Syntax, Sätze und Konstituenten, Sätze und Konstituenten, Konstituententest)
Week 3:	Konstituentenstrukturen II (Klassifikation von Konstituenten, das Lexikon, Wortarten, Subkategorisierung)
Week 4:	Lexikon, Wortarten, Subkategorisierung
Week 5:	Konstituentenstrukturen III (das Prädikat und seine Argumente, Theta-Theorie, das Projektionsprinzip)
Week 6:	X-Bar-Syntax (lexikalische Kategorien, VP, NP, AP)
Week 7:	Funktionale Phrasen (DP, IP, CP, TP u.a.)
Week 8:	Kasustheorie (struktureller und lexikalischer Kasus, morphologischer und abstrakter Kasus)
Week 9:	Bindungstheorie
Week 10:	Kontrolltheorie und andere Modelle der Theorie der Prinzipien und Parameter
Week 11:	Minimalistisches Program
Week 12:	Syntaktische Strukturen des Deutschen I (die Struktur der Verbalphrase)
Week 13:	Syntaktische Strukturen des Deutschen II (die Struktur der Nominalphrase)
Week 14:	Syntaktische Strukturen des Deutschen II (die Struktur der Präpositionalphrase)
Week 15:	Syntaktische Strukturen des Deutschen III (Satzstruktur)

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus for the course *Grammar models*

Basic course information	
Academic unit:	Faculty of Philology, department of German Language and Literature
Course title:	Grammar models
Level:	Master
Course status:	Elective
Year of study:	5 th year 10 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time / Location:	
Course instructor:	Prof. asoc. dr. Teuta Abrashi
Contact details:	teuta.abrashi@uni-pr.edu
Course description:	The course covers the main foundations of functional grammar, generative grammar, dependent grammar, and other theories, etc.
Objectives:	<ul style="list-style-type: none"> - To inform students on main foundations of functional grammar, generative grammar, dependent grammar, and other theories - To enable students to deduct message from articles, books, scientific papers, etc. - To enable students to relate theory and practice - To enable students to develop their knowledge and skills on grammar models
Learning outcomes:	<p>Upon the completion of the course, students will be able:</p> <ul style="list-style-type: none"> - To identify and explain notions related to grammatical patterns in general - To discuss different patterns: functional grammar, generative grammar, dependent grammar, and other theories

- To compare different theories on the topics covered.

Student's workload (which should correspond to learning outcomes)

Activity	Lessons	Days/weeks	Total
Lectures	2	15	22,5
Consultations with course conductor	10 min	15	2,30
Tests, papers	1	2	2
Homework	2	15	30
Self-study (library/home)	1	15	15
Final exam preparation	4	7	28
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	1	1	1
Total			104.8:25=4.19 4 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis. Students should prepare and present a paper.
Assessment methods:	The passing score for the course is 50%. <ul style="list-style-type: none"> • Presentation of paper 30% • active participation 10% • submitted written paper 60%
Primary literature:	<ol style="list-style-type: none"> 1. Jungen, Oliver/Lohnstein, Horst (2006): Einführung in die Grammatiktheorie. UTB, W. Fink Verlag, München 2. Müller, Stefan (2010): Grammatiktheorien- Einführngen. Staufenberg Verlag, Tübingen 3. Jungen, Oliver/Lohnstein, Horst (2007): Geschichte der Grammatiktheorie- von Dionysios Thrax bis Noam Chomsky. Wilhelm Fink Verlag, München
Secondary literature:	<ol style="list-style-type: none"> 6. Busch, A./Stenschke, O. (2007): Germanistische Linguistik, Tübingen: Narr Franke (S.75-114) 7. Duden- Grammatik (2005) Bd.4 Mannheim 8. Engel U (2004): Deutsche Grammatik, München 9. Meibauer, J. (et.all) (2002): Einführung in die germanistische Linguistik, Stuttgart: Metzler (S.15-67) 10. Vater, H. (1996): Einführung in die Sprachwissenschaft, München:

Course content

Week	Lecture
Week 1:	Einleitung (Kursziel, Elemente der Grammatikmodelle, Entwicklung der Grammatikmodelle)
Week 2:	Die Frühzeit der Grammatikmodelle (griechisches Modell, römisches Modell)
Week 3:	Die Alte Grammatik (logische Grammatik, allgemeine Grammaik, historische Grammatik)
Week 4:	Strukturalismus I (die Begründung des Strukturalismus durch de Saussur, Prager Schule, Kopenhagener Schule)
Week 5:	Strukturalismus II (Strukturalismus in Amerika)
Week 6:	Dependenz- und Valenzgrammatik I (Dependenz und Valenz, und Argumentenstruktur)
Week 7:	Dependenz- und Valenzgrammatik II (Valenztheorie und Kasusgrammatik)
Week 8:	Funktionale Grammatik (grundlegende Konzepte, Informationsstruktur des Satzes)
Week 9:	Generative Grammatik I (Gramatikagenerative I (Anfänge, grundlegende Konzepte, Transformationen)
Week 10:	Generative Grammatik II (Prinzipien und Parameter)
Week 11:	Generative Grammatik III (Minimalistisches Programm)A
Week 12:	Unifikationsgrammatik I (Lexikalisch Funktionale Grammatik LFG)
Week 13:	Unifikationsgrammatik II (Generalisierte Phrasenstruktur-Grammatik GPSG)
Week 14:	Unifikationsgrammatik III (Kopfgesteuerte Phrasenstruktur-Grammatk HPSG)
Week 15:	Optimalitätstheorie

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus of the course *Varieties of German*

Basic course information	
Academic unit:	Faculty of Philology, Department of German Language and Literature
Course title:	Varieties of German
Level:	MA
Course status:	Elective
Year of study:	5 th year 10 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time / Location:	
Course instructor:	Prof. ass. dr. Blertë Ismajli
Contact details:	eMail: blerte.ismajli@uni-pr.edu
Course description:	Natural languages are not unified but they exist in different standard variants, dialects, professional languages, etc. The German language, since spoken in different countries is a pluricentric language. This course focuses on the variants of German spoken in Germany, Austria and Switzerland. It explains lexical, structural and phonological features of these variants and compares them to standard German. In the last part we focus on the standard language and its variation, its status in German speaking countries and its relation to dialects.
Objectives:	<ul style="list-style-type: none"> - to explain the basic notions of language variation - to explain the phonological, structural and lexical features of different varieties of standard German in Germany, Austria and Switzerland - to understand the relation between dialects and varieties of standard German in different regions of the German speaking space

Learning outcomes:	Students who complete the course are able to:
	- to understand the theoretical concepts of variations linguistics
	- to understand the pluricentric nature of German
	- to describe the phonological, structural and lexical characteristics of the standard varieties of German in Germany, Austria and Switzerland
	- to put these characteristics in relation to dialects of German

Student's workload (which should correspond to learning outcomes)

Activity	Lessons	Days/weeks	Total
Lectures	2	15	22,5
Theory/Lab work/Tutorials			
Practical work	1	15	15
Midterm test preparation			
Consultations with course conductor	0.5	6	3
Field work			
Tests, papers	1	15	15
Homework	1	15	15
Self-study (library/home)			3
Final exam preparation	10	2	20
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.			
Total			97,5:25=3.9 4 ECTS

Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis. Students should prepare and present a paper.
Assessment methods:	The passing score for the course is 50%. <ul style="list-style-type: none"> • Presentation of paper 30% • active participation 10% • submitted written paper 60%
Primary literature:	<ol style="list-style-type: none"> 1. Kellermeier-Rehbein, Birte (2014): Plurizentrik. Einführung in die nationalen Varietäten des Deutschen. Berlin: Erich Schmidt Verlag 2. Ammon, Ulrich (1995): Die deutsche Sprache in Deutschland, Österreich und der Schweiz. Berlin, New York: de Gruyter 3. Neuland, Eva (Hg.) (2006): Variation im heutigen Deutsch. Perspektiven für den Sprachunterricht. Frankfurt a. M. usw.: Peter Lang.
Secondary literature:	<ol style="list-style-type: none"> 7. Földes, Csaba (2005): Kontaktdeutsch. Zur Theorie eines Varietätentyps unter transkulturellen Bedingungen von Mehrsprachigkeit. Tübingen: Narr. 8. Dittmar, Noerbert (1997): Grundlagen der Soziolinguistik – Ein Arbeitsbuch mit Aufgaben. Tübingen: Niemeyer

Course content

Week	Lecture
Week 1:	Einführung
Week 2:	Varietätenlinguistik – Grundbegriffe
Week 3:	Einordnung und Bestimmung von Varietäten
Week 4:	Diastratische Dimension (Soziolekte): Urbanolekte, Regiolekte, Substandard
Week 5:	Diaphasische Dimension (Situolekte): Register, Fremdenregister/Xenolekt, Sondersprachen
Week 6:	Soziolinguistischer Stil: Sexolekte, Jugendsprache
Week 7:	Kontaktvarietäten
Week 8:	Normativ-präskriptive Dimension: Standardvarietät
Week 9:	Sprachliche Variation im Deutschen - Deutsch als Plurizentrische Sprache
Week 10:	Linguistische Darstellung nationaler Varietäten: Nationale Varianten der Lexik
Week 11:	Linguistische Darstellung nationaler Varietäten: Nationale Varianten der

	Grammatik
Week 12:	Standardvariation innerhalb der deutschsprachigen Staaten
Week 13:	Soziolinguistische Aspekte der Standardvariation: Das Verhältnis zwischen Standardvarietät und Dialekt
Week 14:	Soziolinguistische Aspekte der Standardvariation: Nationale Varietäten und Identität
Week 15:	Nationale Varianten in Lexikographie und Didaktik

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus of the course *Psycholinguistics*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Psycholinguistics
Level:	MA
Course status:	elective
Year of study:	Viti i V semestri i X
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time/Location:	
Course instructor:	Prof. ass. dr. Vjosa Hamiti
Contact details:	vjosa.hamiti@uni-pr.edu
Course description:	<p>The processes of first and second language acquisition, its reception, production and understanding are the main focus of this course. How do children learn their mother tongue (first language)? How do they learn a foreign language (second language)? How is language created during the human evolution? What are the problems that occur during language production? What are the processes of language comprehension?</p> <p>These are some of the topics covered within the psycholinguistics course with a focus on German as a foreign language and its teaching.</p> <p>Speacial amphasize is also paid to psycholinguistic research methods, multilingualism and linguistic pathologies.</p>

Course aims:	<p>This course aims</p> <ul style="list-style-type: none"> - To explain basic notions of psycholinguistics - To explain the processes of mother tongue and foreign languages acquisition - To explain the reasons for difficulties in using language from a psycholinguistic point of view that makes language an artistic work, - what is literality and is it present only in the language of literature - but without turning stylistics into prescriptive theory.
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Learning outcomes:	<p>Upon completion of this course the student will be able:</p>
	<ul style="list-style-type: none"> - to understand the basic notions of the science of psycholinguistics
	<ul style="list-style-type: none"> - to explain the processes of language learning – native language and foreign languages
	<ul style="list-style-type: none"> - to apply theoretical knowledge in practice and draw independent and substantiated conclusions when dealing with specific problems in the field of psycholinguistics

Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	2	10
Assessment (test, quiz, final exam)	2	2	4

Projects, presentations, etc.	45 min	2	1.5
Total			101.25 hrs (101.25:25 = 4.05) 4 ECTS
Teaching methods:	Teaching is delivered through lectures that provide the theoretical basis, preparation and presentation of seminar papers, homework assignments.		
Assessment methods:	The passing score of the course is 50%. Attendance 10%; Individual homework 10%; Tests 30%; Final exam 50%.		
Primary literature:	<ul style="list-style-type: none"> 7. Butzkamm, W. (2002): Psycholinguistik des Fremdsprachenunterrichts. 3. Aufl. Tübingen und Basel: UTB 1505; 8. Müller, H. (2013) : Psycholinguistik_Neurolinguistik, W.Fink UTB 9. Slobin, D. (1987): Einführung in die Psycholinguistik, Frankfurt/M.: Scriptor; 10. Wode, H. (1988): Einführung in die Psycholinguistik, Ismaning: Hueber. 		
Secondary literature:	<ul style="list-style-type: none"> 7. Cook, Guy (2003): Applied Linguistics, Oxford University Press 8. Field John (2004): Psycholinguistics, The Key Concepts. Routledge, USA, Canada 9. Gernsbacher, Morton Ann (1990): Language Comprehension as structure building, Lawrence Erlbaum Associates, Hillsdale 10. Harley Trevor (2001): The Psychology of Language. Psychology Press 11. Jean Aitchison (2003): Words in the Mind. Blackwell,USA, UK, Australia 		
Course content			
Week	Lecture		
Week 1:	Einführung in die Lehrveranstaltung		
Week 2:	Forschungsmethoden der Psycholinguistik Gegenstand, Aufgaben, Stellung unter anderen Wissenschaften		
Week 3:	Sprache als Forschungsfeld der Linguistik, Psychologie und Neurowissenschaft		
Week 4:	Wortproduktion: Mentales Lexikon		

Week 5:	Satzproduktion
Week 6:	Sprachverarbeitung
Week 7:	Neurowissenschaftliche Komponenten der Sprachverarbeitung
Week 8:	Der kindliche Spracherwerb
Week 9:	Spracherwerbstheorie: Der nativistische Ansatz
Week 10:	Spracherwerbstheorie: Der konstruktivistische Ansatz
Week 11:	Sprachstörungen im Erwachsenenalter
Week 12:	Mehrsprachigkeit
Week 13:	Sprache und Gehirn
Week 14:	Experimentalplanung
Week 15:	Zusammenfassung und Ausblick

Academic policies and code of conduct

Students are obliged to attend lectures. No more than three absences during the semester are tolerated. Tasks arising from these lessons are compulsory and are part of the student's overall assessment. Plagiarism and copying during exams and other written papers are punishable. In such cases, the student is subject to disciplinary action as provided by UP regulations.

Syllabus of the course: *Intermedial critique*

Course basic information	
Academic unit:	Faculty of Philology, dep. of German Language and Literature
Course title:	Intermedial critique
Level:	MA
Course status:	Elective
Year:	V
Hours per week:	2+0
ECTS:	4 ECTS
Time/location:	
Course instructor:	Prof. asoc. Dr. Albulena Blakaj- Gashi
Contact details:	Tel: 038222970/ albulena.blakaj@uni-pr.edu
Course description	<p>The course <i>Intermedial critique</i> aims at introducing students with comparative art research, initiating from literature and expanding in other areas of art. Interdisciplinary studies today are at the center of interest. Interdisciplinarity means different domains of writing, while intermediality refers to the comparison between the literary text and media, such as theater, film, visual arts, etc. Therefore, connections between literature and other artistic media will be the study object of this course.</p>

Objectives:

The goals of this course are:

- To introduce and to advance students' knowledge with interdisciplinary and intermedial studies,
- To inform them about comparative researches initiating from literature and expanding in other fields of art;
- To provide students with the opportunity to reflect on mutual influences of literature and other arts;
- To advance the knowledge of students to other arts
- To train the students in the comparison between the literary text and other media (theatre, film, visual arts, etc.)

Learning outcomes:

Upon the completion of the course, students will be:

- Aware of the trends of the interdisciplinary studies;
- Know about intermediality as a comparison between literary text and other artistic mediums;
- Know about the impact of various literary forms on theatre, cinema and other mediums;
- Analyse and compare between literary works and other artistic creations;
- Analyse and present orally or in writing similarities and differences between a film or a theatre performance and a literary work upon which they are based.

Students' workload

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory / laboratory exercises			
Preparation for the intermediary exam	10	1	10

Tutoring and consultations	10min	15	2.5
Test, seminar	5	2	10
Homework	1	15	15
Student's independent work (Home, library)	2	15	30
Final preparation for the exam	10	1	10
Evaluation (tests, quizzes, final exam)	2	1	2
Projects, presentations etc.	30min	1	0.5
Total			102.5:25= 4.1 4 ECTS

Teaching methodology:	Mode of course delivery is based on student-centered and interactive approach. All students work on their seminar papers, which are then discussed in class. Students' active participation becomes crucial component in achieving the course objectives and learning outcomes.
Evaluation methods:	<ul style="list-style-type: none"> • Final exam 50% • Seminar work 20% • Presentation and activity in the classroom 30%
Basic Bibliog.:	<p>- Doerr, Kurwinkel (Hrsg): <i>Intertextualität, Intermedialität, Transmedialität: Zur Beziehung zwischen Literatur und anderen Medien</i>, Königshausen u. Neumann, 2014</p> <p>- Mahne, Nicole: <i>Transmediale Erzähltheorie: Eine Einführung (Englisch)</i> Taschenbuch – September 2007</p> <p>-Meier, Linda: <i>Intermedialität - Wechselwirkungen zwischen Literatur und Film</i>, Grin Verlag, 2013</p> <p>- Prette, M. C.: <i>Kunst verstehen: Alles über Epochen, Stile, Bildsprache, Aufbau</i>, Naumann & Göbel; Auflage: 3, 2009</p>

Additional Biblio:

- Stefan Volk: *Film lesen. Ein Modell zum Vergleich von Literaturverfilmungen mit ihren Vorlagen*. Tectum, Marburg 2010.
- Paech, Joachim: *Literatur und Film*, Metzler, J B; Auflage: 2., überarbeitete Auflage, 1997
- Seymour Chatman, *Story and Discourse (Narrative Structure in Fiction and Film)*, Ithaca, NY: Cornell University Press, 1978.
- Gebhardt, Volker: *Schnellkurs Kunstgeschichte Malerei*, DuMont Buchverlag; Auflage: 3, 2008

Academic policies and rules of behavior

The student is obliged to attend at least 80% of the lectures and tutorials. Plagiarism is considered to be the greatest academic crime. Anyone caught having plagiarized (whether copying, paraphrasing from different kinds of materials without acknowledging sources, presenting other people's work/ideas as their own and so forth) will receive a failing grade and might be subject to disciplinary measures. Students and teachers have to confine to ethical conducts.

Syllabus of the course *Selected author 2*

Basic course information	
Academic unit:	Faculty of Philology, Department of German Language and Literature
Course title:	Selected author II
Level:	MA
Course status:	Elective
Year of study:	5 th year 10 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time / Location:	
Course instructor:	Prof. ass. dr. Naim Kryeziu
Contact details:	naim.kryeziu@uni-pr.edu
Course description:	<p>The course "Selected Author II" aims to address an important author of German literature. Intensive treatment of a particular author within a semester creates the opportunity to approach the chosen author more closely, analysing his or her complete work, or at least most of it. This course will deal with authors who have not only gained fame among the greatest authors of world literature, but also that their work has resonated and influenced the development of this literature. At the centre of this course will be the most important authors who belong to the late twentieth and early twenty-first century, especially those works that are held as the most important and at the same time as the most famous and with the greatest impact on German literature and generally in world literature. Here we are talking about writers such as Thomas Mann, Franz Kafka, Stefan Zweig, Elias Canetti, Berthold Brecht, Joseph Roth, Hermann Hesse, Patrick Süskind, Heinrich Böll, Bernhard Schlinck, Jürgen Becker, Friedrich Dürrenmatt, Max Frisch, Maria Remark, Gunther Grass, etc.</p>

Objectives:	<p>The course "Selected Author II" aims for the student to:</p> <ul style="list-style-type: none"> - get acquainted with the main concepts and methodologies for the analysis of the literary work. - get acquainted with the life and work of the selected author. - get acquainted with the main topics that the author deals with in his work. - know the circumstances and conditions where the author has written the literary work - discover the main message of the work - learn what topics, motives, narratives, fables, etc. are. to a literary work - get acquainted with the types of novels - learn about the echo and the impact of a literary work. 			
Learning outcomes:	<p>Upon completion of this course, the student must have sufficient knowledge:</p> <ul style="list-style-type: none"> - to develop the ability to think independently about a literary work and to debate a topic from literature, - of those leading authors of modern German literature who occupy an important place in world literature - of the complete work of the selected author, - of the importance of the work of the respective author in German and world literature, - to compile a detailed seminar paper on any of the selected works of the author in question, - to express clearly the opinion on a topic elaborated in a literary work. 			
Student's workload (which should correspond to learning outcomes)				
Activity	<table border="1"> <thead> <tr> <th data-bbox="889 1818 1117 1873">Lessons</th> <th data-bbox="1117 1818 1377 1873">Days/weeks</th> <th data-bbox="1377 1818 1549 1873">Total</th> </tr> </thead> </table>	Lessons	Days/weeks	Total
Lessons	Days/weeks	Total		

Lectures	2	15	22,5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation	45 (min)	3	2,25
Consultations with course conductor	15 (min)	15	3,75
Field work			
Tests, papers	2	15	30
Homework	2	15	30
Self-study (library/home)	1	15	15
Final exam preparation	5	1	5
Assessment (test, quiz, final exam)	2	1	2
Projects, presentations, etc.	1	1	1
Total			110:25=4.41 4 ETCS

Teaching methods:	The teaching takes place with lectures and relevant explanations. Interactive methods are used during explanations. At the beginning of the lecture there is always a debate about the previous lecture. At the end of the lecture there is a joint repetition of the next lecture.
Assessment methods:	<ul style="list-style-type: none"> • First test 15% • Second test 15% • Active participation in lectures 15% • Regular attendance in lectures 5% • Final exam (written / oral) 50%
Primary literature:	Assigned after author selection.
Secondary literature:	Assigned after author selection.

Course content

Week	
Week1:	Das Leben und die intellektuelle Bildung des Autors
Week2:	Werk des Autors
Week3:	Das Thema, das im Werk behandelt wird
Week4:	Narration im literarischen Werk
Week5:	Fabula im Werk
Week6:	Der Charakter der Figuren im literarischen Werk
Week7:	Welches soziale Phänomen spricht der Autor an?
Week8:	Das Hauptmotiv für die Geburt des literarischen Werkes
Week9:	Die Idee des Autors in dem literarischen Werk
Week10:	Welchen Einfluss hat das Werk des Autors?
Week11:	Die Hauptziele des Autors in der literarischen Werk
Week12:	Bestimmung des Werkscharakters
Week13:	Die Bedeutung des Werks in der deutschen und Weltliteratur
Week14:	Kritikbewertung des Werkes
Week15:	Echo des Werkes

Academic policies and code of conduct

Students should come to the auditorium on time, because the late arrival brings interruption to the lesson and hinders, disrupts and distracts the students. It is not allowed to use electronic devices during the lesson, because they cause noise or other obstacles.

Syllabus of the course *Literary theories*

Basic course information	
Academic unit:	Faculty of Philology, Department of German Language and Literature
Course title:	Literary Theories
Level:	MA
Course status:	Elective
Year of study:	5 th year 10 th term
Number of hours per week:	2+0
ECTS Credits:	4 ECTS
Time / Location:	
Course instructor:	Prof. ass. dr. Naim Kryeziu
Contact details:	naim.kryeziu@uni-pr.edu
Course description:	The course "Literary Theories", as a subject at the university level, aims to acquaint students with basic knowledge in the field of literary theories. In this course the most important characteristics of classical literary theories are treated and explained, the role and importance of the application of modern literary theories in the scientific study of literary theories is explained. A special place is occupied by: theories of different literary epochs, from theories of antiquity to modern theories, positivist criticism, Russian formalism, German morphology, new American criticism, structuralism, phenomenology, existentialism, psycho-analytical criticism, mythological criticism, interpretation criticism, etc. This course aims to promote the acquisition of literary theories by studying them in their particular contexts.
Objectives:	The course "Literary Theories" aims to acquaint the student with: <ul style="list-style-type: none"> - the object of study and with the notions of literary theories in general - the beginnings of literary theories - the concepts and methods of literary theories

	<ul style="list-style-type: none"> - the poetic system of antiquity - the poetic system of humanism and with the renaissance, with classicism, and so on - romantic literary theories - post-romantic literary theories - aesthetics theories - literary currents - postmodernism and intertextuality - Russian formalism - modern linguistics and the language of literature - the new Anglo-American critique - structuralism and poststructuralism - reading and interpretation - modern psychoanalytic criticism - Marxist literary theories - feminist literary criticism.
<p>Learning outcomes:</p>	<p>Upon completion of the course, the student must have sufficient knowledge of:</p> <ul style="list-style-type: none"> - the object of study of classical and modern literary theories - the methodologies of studying literary theories - the role and importance of literary theories - the tasks and purposes of studying literary theories - ancient theories and for other theories in general - poetics, rhetoric, etc. - phenomenology, hermeneutics and recitation theory - the role and contribution of literary theories in the study of literature - the differences and similarities between

	literary theories
	- Russian formalism
	- modern psychoanalytic criticism
	- reading and interpretation
	- Marxist literary theories
	- feminist literary criticism.

Student's workload (which should correspond to learning outcomes)

Activity	Lessons	Days/weeks	Total
Lectures	2	15	22,5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation	45 (min)	3	2,25
Consultations with course conductor	15 (min)	15	3,75
Field work			
Tests, papers	2	15	30
Homework	2	15	30
Self-study (library/home)	1	15	15
Final exam preparation	5	1	5
Assessment (test, quiz, final exam)	2	1	2
Projects, presentations, etc.	1	1	1
Total			110:25=4.41 4 ETCS

Teaching methods:	The teaching takes place with lectures and relevant explanations. Interactive methods are used during explanations. At the beginning of the lecture there is always a debate about the previous lecture. At the end of the lecture there is a joint repetition of the next lecture.
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Assessment methods:	<ul style="list-style-type: none"> • First test 15% • Second test 15% • Active participation in lectures 15% • Regular attendance in lectures 5% • Final exam (written / oral) 50%
Primary literature:	<ol style="list-style-type: none"> 1. Oliver Simons: Literaturtheorien zur Einfuehrung, Hamburg 2009 2. Jan Urbich:Literarische Aesthetik. Koeln, Weimar, Wien 2011 3. Rene Wellek, Austin Warren: Theori der Literatur.Beltz Athenaeum Verlag.Koenigstein, 1985. 4. Xhonatan Keller: Teori Letrare, Era, 2001, Prishtinë
Secondary literature:	<ol style="list-style-type: none"> 1. Ann Jefferson & David Robey: Teori Letrare Moderne.Albas,2004 Tiranë. 2. Jost Schneider: Einfuehrung in die moderne Literaturwissenschaft. Aisthesis Verlag, Bielefeld 1998. 3. Floresha Dado:Teoria e veprës letrare.Shtëpia Botuese e Librit Universitar. Tiranë 1999

Course content

Week	
Week1:	<p>Die Konzepte der literarischen Theorien:</p> <ul style="list-style-type: none"> - der Unterschied zwischen Literaturtheorie und Literaturtheorien - literarische Theorien und ihre Bedeutung für die Literatur - Elemente von Theorien
Week2:	<p>Die Ursprünge literarischer Theorien:</p> <ul style="list-style-type: none"> - Die Ursprünge und Entwicklung literarischer Theorien - Antische literarische Theorien und ihre Bedeutung
Week3:	<p>Die poetische Kunst des Aristoteles:</p> <ul style="list-style-type: none"> - poetische Kunst - Rhetorik, Poetik und Stilistik - ihre Bedeutung
Week4:	<p>Antike - Mittelalter:</p> <ul style="list-style-type: none"> - Literatur als Fiktion - Literatur als ästhetisches Objekt - Literatur als Nachahmung
Week5:	<p>Humanismus und Renaissance:</p> <ul style="list-style-type: none"> - Humanismus und Wiedergeburt als kulturelles Phänomen - Die Entstehung von Humanismus und Wiedergeburt - Der Anstoß, den Humanismus und Wiedergeburt gegeben haben

Week6:	Romantik und Postromantik: <ul style="list-style-type: none"> - Quellen der Romantik - Deutsche Romantik - Vertreter der Romantik - Postromantische Theorien (Realismus und Naturalismus)
Week7:	Russischer Formalismus: <ul style="list-style-type: none"> - Der Ursprung des russischen Formalismus und seiner Vertreter - Ideen des russischen Formalismus und Gegenstand des Studiums des russischen Formalismus
Week8:	Die moderne Sprachwissenschaft der Literatur: <ul style="list-style-type: none"> - Gegenseitige Beziehungen zwischen Linguistik und Literatur - Echo dieser Theorie - Prager Schule
Week9:	Neue angloamerikanische Kritik: <ul style="list-style-type: none"> - Verwendung neuer angloamerikanischer Kritik - Die Bedeutung und der Beitrag der neuen amerikanischen Kritik
Week10:	Phänomenologie, Hermeneutik und Rezitationstheorie: <ul style="list-style-type: none"> - Methoden der Phänomenologie in literarischen Werken - Hermeneutik und Textinterpretation - Perspektive von Rezitationsstudien
Week11:	Lesen und Interpretieren:: <ul style="list-style-type: none"> - Literarischen Text lesen und verstehen - Die wesentliche Rolle der Interpretation literarischer Werke - Werk und Autor - Text nach Literaturkritiker
Week12:	Moderne psychoanalytische Kritik: <ul style="list-style-type: none"> - Beziehungen der psychoanalytischen Theorie zur Literaturkritik - Psychoanalyse
Week13:	Marxistische literarische Theorien: <ul style="list-style-type: none"> - Marxistische Literaturtheorie - Marxistische Konzepte
Week14:	Strukturalismus und Semiotik: <ul style="list-style-type: none"> - Strukturalismus und Poststrukturalismus - Semiologie und ihre Elemente
Week15:	<ul style="list-style-type: none"> - Feministische Literaturkritik: - Feminismus, Frauen, weiblich - Feminismus als Phänomen - Feministische Theorien

Academic policies and code of conduct

Students should come to the auditorium on time, because the late arrival brings interruption to the lesson and hinders, disrupts and distracts the students. It is not allowed to use electronic devices during the lesson, because they cause noise or other obstacles.

Syllabus of the course *Didactics of lexis in German language teaching*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	Didactics of lexis in German language teaching
Level:	MA
Course status:	Elective
Year of study:	Year V, semester X
Number of hours per week:	2
ECTS Credits:	4
Time/Location:	According to the schedule
Course instructor:	Prof.asoc.dr. Milote Sadiku
Contact details:	milote.sadiku@uni-pr.edu
Course description:	<p>Lexis has an important role in foreign language learning. Working with lexis in teaching intends to adopt a consistent vocabulary which serves to achieve important goals of communication as well as to be able to use the lexis of certain topics and certain communicative situations. The course covers methods in teaching a foreign language through lexis, main principles of introducing lexis in context, development of skills to select and classify lexis, presentation of lexis, different exercises on using lexis, engaging lexis in communication, etc.</p> <p>It will be discussed about the selection and classification of vocabulary, presentation and semantisation of lexis, different vocabulary exercises which affect its memorizing, etc.</p>
Course aims:	<ul style="list-style-type: none"> - To inform students on transmitting lexis in teaching German as a foreign language - To inform students on the methods for presentation of lexis - To inform students on exercises on using lexis

Learning outcomes:	<p>Upon the completion of the course, students will be able:</p> <ul style="list-style-type: none"> - To distinguish the most appropriate exercises on mastering lexis - To classify necessary lexis for communication in context - To use methods in presenting new lexis - To know about the techniques for the explanation of the meaning of new words.
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Student workload (which should correspond to learning outcomes)

Activity	Hours	Days/Weeks	Total
Lectures	2	15	22.5
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	1	15	11.25
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	1	15	15
Final exam preparation	5	1	5
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			96.25 hrs (96.25:25 = 3.85) 4 ECTS

Teaching methods:	<p>The lessons are taught through lectures that provide the theoretical basis and seminar papers that students prepare and present in the class, as well as ongoing tasks at home.</p>
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Assessment methods:	The passing score of the course is 50%. Attendance 10 %; Homeworks 10% Class presentation 30% Seminar assignment 50%
Primary literature:	<ul style="list-style-type: none"> • Huneke/Steinig (2013): Deutsch als Fremdsprache. • Katarzyna Kalka (2002): Effizienz verschiedener Lehrmethoden zur Wortschatzvermittlung. • Brinitzer, Michaela (2013): DaF unterrichten: Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache. Stuttgart. • Reiner Bohn (1999): Probleme der Wortschatzarbeit. <i>Fernstudieneinheit 22</i>. München. • Günther Storch (1999): Deutsch als Fremdsprache – Eine Didaktik.
Secondary literature:	<ul style="list-style-type: none"> • Bernd-Dietrich Müller (1994): Wortschatzarbeit und Bedeutungsvermittlung. Fernstudieneinheit 8. München • Lies Sercu (2000): Acquiring Intercultural Communicative Competence from Textbooks.

Course content

Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Struktur des Wortschatzes
Week 3:	Dimensionen des Wortschatzes: paradigmatische, konnotative und kontrastive Dimension Gedächtnispsychologische Aspekte der Wortschatzarbeit
Week 4:	Der Wortschatz als Lernproblem
Week 5:	Wortschatzarbeit im Unterricht: Einführen und Verstehen des Wortschatzes
Week 6:	Wortschatzpräsentation in Lehrwerken
Week 7:	Verfahren der Bedeutungsvermittlung
Week 8:	Bedeutung im engeren Sinn, Bedeutung im weiteren Sinn, Begriffe im kulturellen Kontext; Didaktische Konsequenzen

Week 9:	Techniken der Bedeutungsvermittlung
Week 10:	Wortschatz lernen und behalten
Week 11:	Strategien für das Wortschatzlernen
Week 12:	Wortschatz üben
Week 13:	Übungsgrundsätze
Week 14:	Einüben und Behalten des Wortschatzes: - Kognitive Wortschatzübungen
Week 15:	Einüben und Behalten des Wortschatzes: - Situativ-pragmatische Übungen

Academic policies and code of conduct

Students participate actively during lecture to deepen their knowledge in this field. They develop themselves with out-of-school activities, such as conferences, libraries, assignments and seminars. Teaching activities and out-of-school activities contribute to their best formation in this field.

Laptops and tablet computers are allowed to be used silently to take notes; other activities, such as checking your personal e-mail or browsing web pages are prohibited. Mobile phones / smartphones and other electronic devices (e.g. iPods) should be switched off (or switched to vibration)) and not to be exposed during classes.

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Syllabus of the course *School practice*

Basic course information	
Academic unit:	Faculty of Philology, German Language and Literature Department
Course title:	School practice
Level:	MA
Course status:	Elective
Year of study:	Year V, semester X
Number of hours per week:	2
ECTS Credits:	4
Time/Location:	According to the schedule
Course instructor:	Prof.asoc.dr. Milote Sadiku
Contact details:	milote.sadiku@uni-pr.edu
Course description:	The course offers students-teachers to complete their practice as teachers and to advance their teaching skills in lower and higher secondary schools. Students will observe and teach under the supervision of experienced teachers in lower and higher secondary schools. The experiences gain from professional practice they will document in a written report, which reflects their teaching process as well. Practice at school lasts a month.
Course aims:	The objectives of the course are: <ul style="list-style-type: none"> - to provide students the opportunity to apply and reflect on teaching and learning principles learned in methodology courses, - to enable students to plan and implement in practice the lessons, - to enhance the teaching skills of students in lower d higher and secondary schools, - to expand their repertoire of teaching by exposing them to creative teaching methods,
Learning outcomes:	Upon the completion of the course, students will be able: <ul style="list-style-type: none"> -to plan efficient lessons using knowledge on students' needs -to develop practical skills needed for the teaching analysis and assessment -to develop managerial strategies to treat common issues in class.

Student workload (which should correspond to learning outcomes)			
Activity	Hours	Days/Weeks	Total
Lectures			
Theory/Lab work/Tutorials			
Practical work			
Midterm test preparation			
Consultations with course instructor	2	15	22.5
Field work			
Test, seminar paper	7	3	21
Homework	1	15	15
Self-study (library/home)	2	15	30
Final exam preparation	5	1	5
Assessment (test, quiz, final exam)	2	2	4
Projects, presentations, etc.	45 min	2	1.5
Total			100 hrs (100:25 = 4) 4 ECTS
Teaching methods:	Interactive method is applied. Students must actively participate in class and cooperate and develop productive discussions with their peers about the planning and teaching of the lessons. They need to observe the teaching at the lower ore higher secondary schools and submit reports on observation .		
Assessment methods:	The passing score of the course is 50%. Observation report 40% School practice 40% Class activity 20%		
Primary literature:	<ul style="list-style-type: none"> - Michael Schart, Michael Legutke (2012): Lehrkompetenz und Unterrichtsgestaltung. Einheit 1. München. - Bimmel, Peter/Kast, Bernd/Neuner, Gerd (2003): <i>Deutschunterricht planen. Arbeit mit Lehreerklektionen</i>. Fernstudieneinheit 18. - Brinitzer, Michaela (2013): <i>DaF unterrichten: Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache</i>. Stuttgart. 		

Secondary literature:

- Barbara Ziebell/ Annegret Schmidjell (2002): *Unterrichtsbeobachtung und kollegiale Beratung*. Fernstudieneinheit 32.

Course content

Week	Lecture
Week 1:	Inhalt, Ziele und Gliederung der Lehrveranstaltung, Grundbegriffe
Week 2:	Lernziele
Week 3:	Lerninhalte
Week 4:	Lernaktivitäten
Week 5:	Sozialformen
Week 6:	Lernphasen
Week 7:	Lernphasen
Week 8:	Unterrichtsskizze
Week 9:	Attraktive Unterrichtsmethoden
Week 10:	Attraktive Unterrichtsmethoden
Week 11:	Lehren verstehen
Week 12:	Spielräume gestalten
Week 13:	Umgang mit Lehrwerken
Week 14:	Tests- und Prüfungssituationen
Week 15:	Spielerisch testen

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