



1. GENERAL INFORMATION			
1.1. Course teacher	Ass. Prof. Marina Milković, PhD	1.6. Year of the study programme	2-5
1.2. Name of the course	Croatian Sign Language 1	1.7. Credits (ECTS)	8
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	20P+40V
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate and integrated	1.9. Expected enrolment in the course	14-16
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COUSE DESCRIPTION			
2.1. Course objectives	The objective of this course is to familiarise students, theoretically and practically, with the sign language and other forms of manual communication between persons with hearing disability. Contents and structure of the course aim at the development of basic communication skills and knowledge necessary for working with persons with hearing disability. Exercises in this course allow the development of skill of reception and expression, and acquisition of basic vocabulary and grammar of the Croatian sign language.		
2.2. Course enrolment requirements and entry competences required for the course			
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - familiarisation with and understanding of basic skills of communication - increase of sensibility for specificities of persons with disabilities - familiarisation with specificities of communication with persons with disabilities - ability to engage in interdisciplinary dialogue in the area of humanistic and social disciplines about persons with disabilities 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - understanding of the relationship between a sign and its meaning - differentiation between verbal and non-verbal signs in human societies - understanding of the relation between language and other sign systems - understanding, definition, and specification of basic traits of language and community of deaf persons - development of visual and visual-spatial skills needed for receptive and expressive knowledge of the CSL - differentiation of manual forms of communication - differentiation of the system of facial grammar from expressions of emotions and non-verbal communication - differentiation between and usage of various forms of sentences (statements, question sentences, negative sentences), - usage of the appropriate vocabulary, grammatical rules, and rules of behaviour in communication and interaction with persons with hearing disability 		



<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>- development of the basis for further learning of the CSL</p> <p>Lectures:</p> <ul style="list-style-type: none"> - Signs and sign systems - Relation between language and other sign systems - Sign language as a system of signs - History and geography of sign languages - Community and culture of deaf persons <p>Exercises:</p> <ul style="list-style-type: none"> - EXCHANGE OF PERSONAL AND INTER-PERSONAL INFORMATION; Presenting oneself and getting to know others. Confirming information and correcting information. Yes/no questions. Questions with question pronouns. Personal pronouns. - ENVIRONMENT AND HOUSING; Finding one's way in space. Food and drink. Expressing of wishes. Numbers. Demonstrative pronouns. - PEOPLE AND RELATIONS BETWEEN THEM; Identity. Members of a family. Other inter-personal relations. Possessive pronouns. - TIME AND EVERYDAY ACTIVITIES; Yearly seasons. Coordination in time. Communication and means of communication. Free time. - LIFE AND HEALTH; Characteristics. 																																		
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in complete <input checked="" type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes	<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor-guided work <input type="checkbox"/> (add other)	<p>2.7. Comments:</p>																																
<p>2.8. Student responsibilities</p>	<p>Lectures and exercises are obligatory. When it comes to lectures and exercises, only one class can be missed. In the case more classes are missed for justified reasons (sickness, death in the family), students will have to make up for missed classes in agreement with the course teacher.</p>																																		
<p>2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)</p>	<table border="1"> <tr> <td>Class attendance</td> <td>2 ECTS</td> </tr> <tr> <td>Experiments</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Preliminary exam</td> <td>4 ECTS</td> </tr> <tr> <td>Written exam</td> <td></td> </tr> </table>	Class attendance	2 ECTS	Experiments		Essay		Preliminary exam	4 ECTS	Written exam		<table border="1"> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Seminar paper</td> <td></td> </tr> <tr> <td>Oral exam</td> <td></td> </tr> <tr> <td>Project</td> <td></td> </tr> </table>	Research		Report		Seminar paper		Oral exam		Project		<table border="1"> <tr> <td>Practical work</td> <td>2 ECTS</td> </tr> <tr> <td>(add other)</td> <td></td> </tr> <tr> <td>(add other)</td> <td></td> </tr> <tr> <td>(add other)</td> <td></td> </tr> <tr> <td>(add other)</td> <td></td> </tr> </table>	Practical work	2 ECTS	(add other)		(add other)		(add other)		(add other)			
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<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>The course is two-semester long and at the end of each semester there is a written preliminary exam. At the end of the winter semester, students will not get a grade, but an indication in their students' booklets that they have passed the preliminary exam, while the final grade will be indicated in their booklets at the end of the second semester. Students will be graded on the basis of their activities during classes (which are regularly kept track of),</p>																																		



	fulfilment of their obligations in the form of individual tasks and presentations, and their success on both preliminary exams. Students can attend a preliminary exam only if they have met all the obligations and have not missed any classes. The written preliminary exam is held during exam periods.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Bradarić-Jončić, S.(2000): <i>Manualni oblici komunikacije osoba oštećena sluha</i> . Hrvatska revija za rehabilitacijska istraživanja, 35, 2.		
	Mathur, G. & D.J. Napoli (2011): <i>Deaf around the World. The Impact of Language</i> . Oxford University Press, Inc.		
	Radovančić, B. (2004): <i>Crtime za povijest hrvatske surdologije</i> . ERF, Zagreb.		
	Interni video materijal.		
2.12. Optional literature (at the time of submission of study programme proposal)	Fromkin, V., Rodman, R. & N. Hyams (2013): <i>An Introduction to Language</i> . Wadsworth, Cengage Learning Moore, M.S. & L. Levitan (2003): <i>For Hearing People Only</i> . Deaf Life Press, Rochester, New York Morris, Ch. (1975): <i>Osnove teorije o znacima</i> , BIGZ, Beograd. Nöth, W. (2004): <i>Priručnik semiotike</i> , Ceres, Zagreb.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Periodic student questionnaire carried out by the University (pencil and paper method) every fifth year; on-line student questionnaire carried out by the University each year. Internal on-line questionnaire through the Merlin system each year.		
2.14. Other (as the proposer wishes to add)			