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|  | **Course: ReFLAME Your English for the Humanities** |
| **Course status predmeta** |  **Semester** | **No. of ECTS credits**[[1]](#footnote-1) | **Duration/No. of classes** |
|  |  |  | 4h per day/53 |
| **Level**: B2.1 |
| **Prerequisites:** Level B1.1 |
| **Course learning objectives:** Developing professional vocabulary and enhancing communicative and written competence in English for the humanities. |
| **Lecturer:** prof. dr Marija Krivokapić |
| **Teaching methods:**  |
| **INTENSIVE SUMMER SCHOOL COURSE CONTENT:** |
|  **Day 1** | 1. Speaking: Discussing a photo of an everyday situation in a multicultural and multiracial city
2. Listening: Listening to two videos about humanities and discussing the value of the humanities
3. Reading: Reading and discussing a list of values of the humanities, adding values to the list
4. Language focus: flourish, empathy, empathize, sympathy, sympathize, foster
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| **Day 2** | 1. Language focus: developing vocabulary
2. Reading: F. David Martin and Lee A. Jacobus, “The Humanities: A Study of Values”
3. Speaking: discussing the text
4. Revision: close test
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| **Day 3** | 1. Language focus: revision of tenses
2. Language focus: revision of tenses
3. Listening: Wisdom to share
4. Speaking: discussing the video

Homework: Making a short documentary about an interesting person |
| **Day 4** | 1. Watching and discussing students’ documentaries
2. Language focus: developing vocabulary
3. Language focus: modals
4. Language focus: modals, revision
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| **Day 5** | 1. Reading: Committed fiction, *Brave New World*
2. Reading: Committed fiction, *Brave New World*
3. Speaking: discussing the text
4. Language focus: writing a short story prompted by a photo; developing vocabulary
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| **Day 6** | 1. Reading: “The Arrowmaker,” Kiowa
2. Speaking: discussing the text
3. Language focus: developing vocabulary
4. Language focus: revising grammar
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| **Day 7** | 1. Language focus: conditional sentences
2. Language focus: conditional sentences
3. Language focus: practicing conditional sentences, reading “If” by Rudyard Kipling
4. Language focus: conditional sentences, listening to “If I had a Million Dollars” by Barenaked Ladies, “Everybody Hold Still,” by Grace Jones
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| **Day 8** | 1. Language focus: developing vocabulary
2. Reading: “Language Matters: Considering Microaggressions in Science,” by by [Colin Harrison](https://www.lifescied.org/doi/10.1187/cbe.18-01-0011?cookieSet=1) and [Kimberly D. Tanner](https://www.lifescied.org/doi/10.1187/cbe.18-01-0011?cookieSet=1)
3. Reading: “Language Matters: Considering Microaggressions in Science,” by by [Colin Harrison](https://www.lifescied.org/doi/10.1187/cbe.18-01-0011?cookieSet=1) and [Kimberly D. Tanner](https://www.lifescied.org/doi/10.1187/cbe.18-01-0011?cookieSet=1)
4. Language focus: narrating examples of microaggression
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| **Day 9** | 1. Reading: “Sings,” by Thomas A. Sebeok
2. Speaking: discussing the text
3. Listening: *The Treachery of Images*
4. Speaking: discussing the painting
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| **Day 10** | 1. Speaking: discussing a series of advertisements
2. Listening: “Semiotics,” answering questions
3. Writing: Making a power point presentation
4. Discussing power point presentations
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| **Literature: ReFLAME Your English for the Humanities** |
| **Special remarks:** None. |
| **Learning outcomes:** **Upon the completion of this course students will be able to:**1. Demonstrate high levels of communicative competence in English for the humanities at the B2 level of the Common European Framework of Reference for Languages;2. Use standard language norms at all language levels in written and oral communication;3. Apply advanced grammar knowledge and skills of oral translation and translate texts from English and into English in the field of the humanities;4. Analyse the written or spoken text comprehensively and recognize key ideas and implicit meaning;5. Discuss topics on specialized theoretical and practical knowledge related to the latest scientific achievements in the field of the humanities; |

1. Za one koji imaju mogućnost da dodijele ECTS kredite, osim za UCG. [↑](#footnote-ref-1)