

(Table 5.2) Course unit description

Study program: Master Teacher	
Type and level of studies: Master Studies	
Course unit: Current Trends in Methodology of Serbian Language and Literacy Teaching	
Teacher in charge: Daliborka Puric, PhD, Associate Professor	
Language of instruction: English	
ECTS: 6	
Prerequisites: /	
Semester (Winter or Summer Semester)	
Course unit objective	
Acquiring theoretical and practical knowledge, professional experience and skills for applying modern forms of work in Serbian language teaching in junior primary school. Training for developing and improving teaching practice.	
Learning outcomes of Course unit	
Mastering theoretical and practical knowledge, professional experience and skills for applying modern forms of work in Serbian language teaching in junior primary school. Acquiring ability for developing and improving teaching practice.	
Course unit contents	
Theoretical classes	
Problem of methodology as a science and its epistemological framework. Research area of methodology. Structure of methodology. Interdisciplinarity of methodology. Methodology of Serbian language and literacy teaching as a scientific discipline. Methodological terminology, meta-language and metatext. Elements of Serbian language teaching in junior primary school. Textbook in Serbian language teaching. Literature as an integrative subject area of Serbian language teaching in junior primary school. Interculturality and Serbian language teaching. Challenges and dilemmas in language teaching. Evaluating students' knowledge and work.	
Practical classes	
Application of acquired knowledge in planning, organization and evaluation of Serbian language teaching in junior primary school. Developing and improving teaching practice.	
References	
McConaghy, J. (1990). <i>Children learning through literature: a teacher researcher study</i> . Portsmouth, N.H.: Heinemann.	
Moss, J.F. (2005). <i>Literature, literacy and comprehension strategies in the elementary school</i> . Urbana: National Council of Teachers of English.	
Popp, M.C. (2005). <i>Teaching language and literature in elementary classrooms: a resource book for professional development</i> . Mahwah, N.J.: L. Erlbaum Associates	
Puric, D. (2016). Interculturality in Readers in Serbian Language for Younger Elementary School Grades, <i>Journal Plus Education</i> , Vol. 16, No 2, p. 64–79, http://www.uav.ro/jour/index.php/jpe/issue/viewIssue/52/73	
Sloan, G. D. (1984). <i>The Child as Critic: Teaching Literature in Elementary and Middle Schools</i> . Teachers' College Press.	
Wragg, E. C. (ed.) (1989). <i>Classroom Teaching Skills</i> . London: Routledge.	
Number of active teaching hours	Other

Lectures: 2	Practice: 1	Other forms of classes: mentoring and monitoring: 1	Independent work	classes
Teaching methods				
Interactive classes and practical application of knowledge acquired; verbal-textual and analytical; popular lectures, discussion, method of practical activities, workshops, e-teaching, presentations and mentoring.				
Examination methods (maximum 100 points)				
Exam prerequisites		No. of points:	Final exam	No. of points:
Student's activity during lectures		20	oral examination	50
practical classes/tests			written examination	
seminars/homework		20	
Project		10		
Other				
Grading system				
Grade	No. of points		Description	
10	91–100		Excellent	
9	81–90		Exceptionally good	
8	71–80		Very good	
7	61–70		Good	
6	51–60		Passing	
5	Less than 51		Failing	