

PERIODISK EMNERAPPORT

BKS2124/V 2008

1. Beskrivelse av og kommentarer til eventuelle avvik fra og endringer i emnebeskrivelsen

According to the present description, this course focuses on:

“Et studium av skriftspråkernes historie med hovedvekt på 1900-tallet, sosiolingvistiske aspekter på språksituasjonen.”

The name of the course seems ambiguous. Although it is “BKS2124” and should be transparent as it is, it would be useful to emphasize in the course description that the course actually only deals with part of the former Yugoslavia. As it is, some students have different expectations; that is, they expect the topic “language and nationalism” in general.

2. Kommentarer til kvantitative gjennomføringsdata på emnet (karakterer, stryk, frafall)

The evaluation form for this course is a written exam (4 hours).

Seven students took the exam. One received a grade of "A," three a grade of "B," and three a grade of "C."

3. Er det indikasjoner/eksempler på særlig god kvalitet? Hvordan er de fulgt opp?

No particular comments.

4. Er det indikasjoner på sviktende kvalitet? Hvordan er de fulgt opp?

This is an advanced BA-course that requires B/C/S-language skills. It could be observed that non-native speakers have trouble understanding additional B/C/S course material (e.g., articles on specific language issues, declarations on language, etc.). This course requires BKS1120 and BKS1121 to be taken as prerequisites. It appears that students need more reading practice than is required in these courses. Therefore, it seems necessary to increase the obligatory reading load for these courses in the form of obligatory “homework.” This applies especially to BKS1121.

5. Hva er det fokusert på i denne perioden mht utvikling av studiekvalitet?

This is my first evaluation of this particular course. I have not been acquainted with previously defined goals.

6. Forslag til tiltak for å forbedre emnet

It is important for all students to have actually taken BKS1120 and BKS1121 prior to this course. Students should not be given permission to attend this course because of administrative errors at the faculty (as happened this time).

Moreover, the additional obligatory reading for this course (e.g., various articles on standardization issues, *Memorandum SANU*, *Deklaracija o nazivu i položaju hrvatskog književnog jezika*, etc.) must be defined and announced. In doing so, we show why practical language skills are relevant for this course, and that participants cannot be expected to read only Robert D. Greenberg's *Language and Identity in the Balkans. Serbo-Croatian and its Disintegration* because this book is only one part of the course reading list.

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