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COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/AOS1/15	Course name: Administration of OS
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1., 3.	
Course level: I., II.	
Prerequisites:	
Conditions for course completion:	
Learning outcomes: To be able to install Linux based system, divide disks, to know how to install, configure and manage several network deamons.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Introduction to network services 2. SSH 3. Routing and NAT 4. Introduction to Firewall 5. Advanced firewall settings 6. DHCP server 7. Web server (apache, php, mysql) 8. Monitoring Server (SNMP, MRTG) 9. Samba Server 10. Mail server (smtp, imap, postfix) 11. Proxy server 12. Windows server 13. Windows Server II. 14. Introduction to Virtualization (Hyper-V OpenVZ) 	
Recommended literature: <ol style="list-style-type: none"> 1. Linux Documentation Project, 4 updated edition. Brno: Computer Press (2008). 2. Stanek, W.: Windows Server 2012 Inside Out. Microsoft Press (2013) 3. Shah, S. Soyinka, W. Administration Linux. Grade (2007) 4. Nemeth, E., et al.: Linux. Brno: Computer Press (2008) 	
Course language: Slovak or english	
Notes:	

Course assessment					
Total number of assessed students: 28					
A	B	C	D	E	FX
57.14	21.43	14.29	0.0	7.14	0.0
Provides: RNDr. JUDr. Pavol Sokol, PhD., RNDr. Tomáš Bajtoš					
Date of last modification: 10.02.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ AETLmu/15	Course name: American Ethnic Literatures
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Test 1 - 50% Test 2 - 50%	
Learning outcomes: The students should be able to understand the main distinctive features of ethnic literatures in the USA; the main representatives of American ethnic literatures; their representative works and gain an overview of the development of African American, Native American, Asian American, and Hispanic American literatures. Students should be able to explain and comprehend terms and concepts related to American Ethnic literatures. Students are able to analyze texts from American ethnic literatures from literary, historical, cultural and gender point of view.	
Brief outline of the course: African American literature, Asian-American literature, Hispanic American literature, American Jewish literature, resistance, slave narratives, folklore, Harlem Renaissance, "New Negro" movement, assimilation, tradition, identity, racism, sexism, black nationalism, separatism, autobiography, oral tradition, ritual, nature, social values, Native American Renaissance, generation conflict, Issei/Nisei, Chicano, Chicana, class, gender	
Recommended literature: Buráková, Z., Filipová, P. (2021). American Ethnic Literatures and Cultures. Košice: Šafárik University Press. Nelson, E.S., Ethnic American literature : an encyclopedia for students, Santa Barbara : Greenwood/ABC-CLIO, 2015 Kolář, S. American Ethnic Literatures, Ostrava University, 2003	
Course language: English	
Notes:	

Course assessment					
Total number of assessed students: 93					
A	B	C	D	E	FX
68.82	12.9	8.6	5.38	1.08	3.23
Provides: prof. Dr. Vesna Lopičič, Mgr. Eva Simková, Mgr. Zuzana Buráková, PhD., Mgr. Petra Filipová, PhD.					
Date of last modification: 30.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ MMINm/15	Course name: Analysis of the Mass Media Discourse
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Continuous assessment: Preparation, active participation 40 %: Every student MUST have their own copies of the materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read articles provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments. Presentation 60 %: Comparative analysis of two texts. Each student will present a comparative analysis of two samples of texts - articles, ads, etc. Selection of the samples has to be approved by the lecturer. Final mark 100% (Preparation, active participation 40 %, Presentation of comparative analysis 60 %) Minimum pass mark is 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.	
Learning outcomes: Introduction to the subject of mass media communication, its importance, functions, discourses and aspects with focus on the discourses of press, other print media and television, how these operate within contemporary British and Slovak societies.	
Brief outline of the course: The first week session will take place in contact form. From week 2 all sessions will be online via MS TEAMS. Mass media communication, its functions, elements and workings, visual and verbal modes of media discourse, newspapers, product labels, tourist brochures, modes of address, modes of narrative, info and drama elements, discourse of advertising. Each theme will be presented first of all through a short lecture and subsequently discussed and analysed in greater depth within specific material analysis. Handouts represent the essential material needed for the course and you will be required to make your own copies from a master copy provided by the lecturer via MS TEAMS. Course organisation: Week 1 22.09.2020: Introduction to the course. Week 2 29.09.2020: Mass media communication, its functions, elements and workings.	

Week 3 06.10.2020: Visual and verbal modes of media discourse I. Newspaper discourse.
 Week 4 14.10.2020: Visual and verbal modes of media discourse II. Newspaper discourse.
 Week 5 20.10.2020: Info and drama elements in media discourse.
 Week 6 27.10.2020: Tutorials.
 Week 7 03.11.2020: Discourse of advertising.
 Week 8 10.11.2020: Discourse of product labels and tourist brochures.
 Week 9 17.11.2020: Bank Holiday - Students' Day
 Week 10 24.11.2020: Presentations of analysed material by students.
 Week 11 01.12.2020: Presentations of analysed material by students.
 Week 12 08.12.2020: Presentations of analysed material by students.
 Weeks 13-14: Tutorials.

Recommended literature:

Bell, A.: The Language of News Media. Blackwell, Oxford, 1991
 Crowley, D.& Mitchell, D.(ed.): Communication Theory Today. Polity Press, Cambridge, 1994
 Edginton, B. and Montgomery, M.: The Media. The British Council, London, 1996
 Fairclough, N.: Media Discourse. Arnold, London, 1995
 Fowler, R.: Language in the News: Discourse and Ideology in the Press. Routledge, L. 1991
 Goodman, S. and Graddol, D. (ed.): Redesigning English: New Texts, New Identities. Routledge, London, 1996
 Argyle, M. The Psychology of Social Class. London: Routledge, 1994.
 Meyrowitz, J. Multiple Media Literacies. 1998. In: Newcomb, H. ed. Television: The Critical View. Oxford: Oxford University Press, 2000.
 Montgomery, M. An Introduction to Language and Society. London: Routledge, 1986.

Course language:

English

Notes:

Course assessment

Total number of assessed students: 108

A	B	C	D	E	FX
81.48	8.33	8.33	0.93	0.93	0.0

Provides: doc. Mgr. Slávka Tomaščíková, PhD.

Date of last modification: 07.05.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KKF/ AKL/15	Course name: Ancient Culture and Literature
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Seminar paper, analysis of a particular work from ancient literature, written test, minimum 60%	
Learning outcomes: The student gets basic knowledge of the importance of ancient culture and origin of the literary genres in literature of antiquity, their characteristic features, the ability to identify the influence of ancient literature on world literature.	
Brief outline of the course: 1. Ancient culture in history. 2. Formation of literary genres in ancient literature: epic poem, lyric, drama, novel, satire. 3. Formation of literary theory: Poetics by Aristotle, De Arte Poetica by Horace.	
Recommended literature: 1. Canfora, L.: Dějiny řecké literatury. Praha 2001. 2. Conte, G.B.: Dějiny římské literatury. Praha 2003. 3. Lesky, A.: Geschichte der griechischen Literatur. München 1993. 4. Lesky, A.: A history of Greek literature. London 1966. 5. Stiebitz, F.: Stručné dějiny řecké literatury. Praha 1967,1977, Brno 1991. 6. Stiebitz, F.: Stručné dějiny římské literatury. Praha 1967,1977, Brno 1991 7. Stehlíková, E.: Antické divadlo. Praha 2005, The Oxford companion to classical civilization / edited by Simon Hornblower and Antony Spawforth. Oxford : Oxford University Press, 1998 (epos/Homer pp. 348-351, lyrika pp. 423-433, theatre old Greek comedy: pp. 185-186, new comedy: 189-190, Greek tragedy: pp. 723-739, theatre pp. 709-710, novel str. 495-497, satire pp. 636-638) The Oxford companion to classical literature / edited by M. C. Howatson. Oxford ; New York : Oxford University Press, 1989 (epos/Homer pp. 283-284, lyric äGreek) 335-336, theatre Greek comedy: pp. 147-150, tragedy: pp. 575-577, theatre: pp. 560-56, Aristoteles Poetika CL p. 450, novel p. 385, satire pp. 507-508)	
Course language:	
Notes:	

Course assessment					
Total number of assessed students: 92					
A	B	C	D	E	FX
11.96	14.13	21.74	22.83	11.96	17.39
Provides: doc. PhDr. František Šimon, CSc.					
Date of last modification: 25.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ ALSCm/15	Course name: Anglophone Literatures - Selected Chapters
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: REGULAR STUDENTS Assessment and evaluation: 1. Attendance Students are expected to attend each class according to schedule. Classes in Week 1 of the semester will be taught in the classroom in person. The remaining classes, including students' presentations, will be held online, through MS Teams, according to the schedule (Tuesdays, 12:35-14:05). Instructions regarding MS Teams will be provided during the first seminar. Attendance is compulsory in both online and in-person classes. Each student is allowed 2 absences at most. Important information regarding the final evaluation and the course in general will be discussed during the introductory session, therefore, failing to attend the Week 1 introductory session is ALSO COUNTED AS AN ABSENCE. Not logging into an online class is COUNTED AS AN ABSENCE. More than two missed seminars will result in failing the course, irrespective of exam or essay results. Students must be on time for class. 2. Active participation, completed homework assignments: (15 points) Students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own ANNOTATED copies of the required materials, complete the assigned tasks and exercises (available on UPJS OneDrive/MS Teams and during the lessons) and participate in class discussions. 3. Presentation: (20 points) Students will be asked to give a group presentation on two of the compulsory novels. Student presentations will take place in Week 5 or Week 6. Students must NOT read their presentations, but must be ready to speak in their own words. Each member of the group will receive the same number of points, so students are advised to cooperate closely. Details about the presentations will be discussed during the introductory seminar. 4. Seminar paper: (annotated bibliography: 20 points, final draft: 45 points) Students will be asked to submit a final paper. This paper will be submitted twice. The first draft, which will comprise an annotated bibliography and a thesis project (a minimum of 650 words) is due in Week 8. The final draft (a minimum of 1250 words) is due in Week 13. Details on the content and form of the paper will be provided during the course. Students must NOT PLAGIARISE	

their papers. Plagiarised papers will be awarded 0 points. Students will not be given the option of rewriting plagiarised seminar papers.

To pass the course, the SUM of all points (active participation + presentation + seminar papers) must be no less than 65 points.

Mark %

A 93–100

B 86–92

C 78–85

D 72–77

E 65–71

FX 64-0

EXTERNAL STUDENTS

The evaluation of this course consists of two parts: active participation (20 points) and seminar paper (80 points), which will be submitted in 3 drafts.

1. Active participation, completed homework assignments: (20 points)

Students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own ANNOTATED copies of the required materials, complete the assigned tasks and exercises (available on UPJS OneDrive/MS Teams and during the lessons) and participate in class discussions.

2. Seminar paper:

(annotated bibliography: 20 points, first draft: 20 points, final draft: 40 points)

Students will be asked to submit a final paper. This paper will be submitted three times. The first draft, which will comprise an annotated bibliography (a minimum of 500 words) is due on November 20, 2020. The second draft (a minimum of 1000 words) is due on December 4, 2020. The final draft (a minimum of 1500 words), which will be the revised and extended version of the second draft, is due on December 18, 2020. Details on the content and form of the paper will be provided during the course. Students must NOT PLAGIARISE their papers. Plagiarised papers will be awarded 0 points. Students will not be given the option of rewriting plagiarised seminar papers. To pass the course, the SUM of all points (active participation + seminar papers) must be no less than 65 points.

Mark %

A 93–100

B 86–92

C 78–85

D 72–77

E 65–71

FX 64-0

Learning outcomes:

This course is designed to serve as a continuation of the compulsory courses on the history of British literature. During the course, students will get acquainted with a number of "contemporary classics" - i.e. with important novels published in the 21st century. Students will be guided to think about how contemporary literature reflects the globalized world of today. Specifically, they will focus on themes of place and geography, identity construction and identity conflict, race and ethnicity, and migration.

As this is a graduate level course, students will be asked to work on their own or in teams and learn to be able to study literary works with minimum guidance from the lecturer. For this reason, students will be divided into study groups at the beginning of the semester, and each study group will focus on different novels. Students will also continue to develop their basic academic skills

(close reading of literary texts, analysis, comparative analysis, synthesis, formulation of academic arguments) and improve their ability of critical thinking.

Brief outline of the course:

SEMINARS-DESCRIPTION

REGULAR STUDENTS

Week 1 – IN CLASS: Introductory seminar

Week 2 – ONLINE/MS TEAMS: British post-war fiction

Week 3 – ONLINE/MS TEAMS: Contemporary British fiction

Week 4 – ONLINE/MS TEAMS: How to write a critical essay

Week 5 – ONLINE/MS TEAMS: Students' presentations session 1

Week 6 – ONLINE/MS TEAMS: Students' presentations session 2

Week 7: TUTORIALS

Week 8 – ONLINE/MS TEAMS: Groupwork. Analysis of compulsory novels and discussion - Plot and narration **FIRST DRAFT DUE**

Week 9 – ONLINE/MS TEAMS: November 17, public holiday – First draft review

Week 10 – ONLINE/MS TEAMS: Groupwork. Analysis of compulsory novels and discussion - Characters and techniques

Week 11 – ONLINE/MS TEAMS: Groupwork. Analysis of compulsory novels and discussion - Setting and context

Week 12– ONLINE/MS TEAMS: Groupwork. Analysis of compulsory novels and discussion - Themes and symbolism

Week 13: Tutorials **FINAL DRAFT DUE**

Week 14: Tutorials

EXTERNAL STUDENTS

Classroom session – November:

1. Instructions, rules and procedures
2. Main trends in post-war and contemporary British fiction
3. How to write a critical essay

Home study: analysis of compulsory novels

Recommended literature:

Compulsory reading (students choose one of the following pairs of novels):

Novels of London:

I. McEwan: Saturday (2005) and John Lanchester: Capital (2012)

Globalized society, travel and multiculturalism:

A. Smith: Hotel World (2001) and D. Szalay: All That Man Is (2016)

Post-Apocalyptic landscapes:

D. Mitchell: Cloud Atlas (2004) and K. Ishiguro: Never Let Me Go (2005)

Immigrant identities:

M. Ali: Brick Lane (2003) and Z. Smith: NW (2012)

Students are also **REQUIRED** to read additional seminar texts **BEFORE** the respective seminar session. If a student fails to read the seminar text, they will be considered absent for the given seminar session. **TEXTS** for seminar analysis are provided on UPJS OneDrive/MS Teams.

Recommended texts:

English, James F.: A Concise Companion to Contemporary British Fiction

Philip Tew: The Contemporary British Novel (Second Edition)

Philip Tew and Nick Hubble: London in Contemporary British Fiction

Suman Gupta: Globalization and Literature

Liam Connell and Nicky Marsh: Literature and Globalization: A Reader

<p>LETHBRIDGE, STEFANIE and JARMILA MILDORF: Basics of English Studies: An introductory course for students of literary studies in English.</p> <p>Holman, C. Hugh A Handbook to Literature, London: Colier Macmillan Publishers, 1986, or a more recent edition</p> <p>Abrams, M. H.: A Glossary of Literary Terms</p> <p>Eagleton, Terry: Literary Theory - An Introduction</p>					
<p>Course language: English</p>					
<p>Notes:</p>					
<p>Course assessment Total number of assessed students: 97</p>					
A	B	C	D	E	FX
27.84	29.9	20.62	9.28	7.22	5.15
<p>Provides: Mgr. Silvia Rosivalová Baučková, PhD.</p>					
<p>Date of last modification: 26.04.2021</p>					
<p>Approved:</p>					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPO/SDaM/15		Course name: Child and Adolescent Sociology			
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 2					
Recommended semester/trimester of the course: 3.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 867					
A	B	C	D	E	FX
49.83	29.87	15.34	3.34	1.27	0.35
Provides: Mgr. Alexander Onufrák, PhD.					
Date of last modification: 15.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPE/MT/09		Course name: Class Management			
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 2					
Recommended semester/trimester of the course: 2.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 514					
A	B	C	D	E	FX
53.89	34.24	8.75	1.56	0.58	0.97
Provides: doc. PaedDr. Renáta Orosová, PhD.					
Date of last modification: 08.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ KKV1/15	Course name: Classical and quantum computations
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 3 / 1 Per study period: 42 / 14 Course method: present	
Number of ECTS credits: 6	
Recommended semester/trimester of the course: 1., 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Written work Written and oral examination	
Learning outcomes: To provide information on quantum computer and quantum computations. To compare classical and quantum models and methods.	
Brief outline of the course: The basics of classical theory of computation: Turing machines, Boolean circuits, parallel algorithms, probabilistic computation, NP-complete problems, and the idea of complexity of an algorithm. Introduction of general quantum formalism (pure states, density matrices, and superoperators), universal gate sets and approximation theorems. Grover's algorithm, Shor's factoring algorithm, and the Abelian hidden subgroup problem. Parallel quantum computation, a quantum analogue of NP-completeness, and quantum error-correcting codes.	
Recommended literature: 1. BERMAN, G.P., DOOLEN, G.D., MAINIERI, R., TSIFRINOVIC, V.I. Introduction to Quantum Computers. World Scientific, 2003. 2. GRUSKA, J. Quantum Computing. McGraw-Hill, 1999. 3. JOHNSON, G. A Shortcut Through Time: The Path to the Quantum Computer, Knopf 2003. 4. KITAEV, A.Y., SHEN, A.H., VYALYI, M.N. Classical and Quantum Computation. American Mathematical Society, 2002. 5. NIELSEN, M.A., CHUANG, I.L. Quantum Computation and Quantum Information. Cambridge University Press, 2000. 6. HIRVENSALO, M., Quantum Computing, Springer 2004	
Course language:	
Notes:	

Course assessment					
Total number of assessed students: 136					
A	B	C	D	E	FX
25.0	35.29	13.97	12.5	6.62	6.62
Provides: prof. RNDr. Gabriel Semanišin, PhD., RNDr. Zuzana Bednárová, PhD.					
Date of last modification: 03.05.2015					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ VKN/15	Course name: Computational and cognitive neuroscience II
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of ECTS credits: 5	
Recommended semester/trimester of the course:	
Course level: II.	
Prerequisites:	
Conditions for course completion: Midterm exam Final exam consisting of written and/or oral part	
Learning outcomes: Advanced topics in computational and cognitive neuroscience, and in the tools used in neuroscience.	
Brief outline of the course: 1. Intro: Cognitive psychology, neural modeling. Theme 1: Topics in cognitive and neural science 2. Neural basis of vision 3. Visual object recognition and visual scene analysis 4. Auditory cognition. Echo suppression. Auditory scene analysis 5. Cortical sound processing. 6. Other topics in the study of brain and main: thinking, consciousness, emotions, motivation Topic 2: Modeling in cognitive and neural science 7. Intro 8. Connectionism, STM and LTM modeling 9. Additive and shunting neural networks. 10. Learning rule Outstar. 11. Adaptive resonance theory. 12. Statistical and decision-theory modeling Topic 3: Current research at UPJS 13. Invited lecture	
Recommended literature: 1. KANDEL, E. R., SCHWARTZ, J. H. and JESSELL, T.M.: Principles of Neural Science. McGraw-Hill, 2021 ISBN-13: 978-1259642234 2. Dayan P and LF Abbott: Theoretical Neuroscience - Computational and Mathematical Modeling of Neural Systems. MIT Press, 2005 ISBN-13: 978-0262541855 3. Thagard P: Mind: Introduction to Cognitive Science, 2nd Edition. Bradford Books. ISBN-13 : 978-0262701099	

4. HERTZ, J., KROGH, A. and PALMER R. G.: Introduction to the theory of neural computation. Addison-Wesley 1991 ISBN-13: 978-0201515602					
Course language: Slovak or English					
Notes: Content prerequisites: basics of neurobiology, cognitive psychology, linear algebra and differential equations, programming, or instructor's consent					
Course assessment Total number of assessed students: 8					
A	B	C	D	E	FX
50.0	12.5	25.0	12.5	0.0	0.0
Provides: doc. Ing. Norbert Kopčo, PhD.					
Date of last modification: 08.07.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ VYZ1/15	Course name: Computational complexity
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 4	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Oral examination.	
Learning outcomes: To give the students the theoretical background in computational complexity and theory of NP-completeness.	
Brief outline of the course: 1: Introduction: the notion of computational complexity, computational time, computational model, example - the problem of sorting, computational complexity as an asymptotic function 2: Basic computational models: RAM and RASP computers, the cost of an elementary step on these computers, single-tape Turing machine, multi-tape Turing machine, nondeterministic variants of these computational models, transformations among these models with respect to the time complexity 3: The classes P and NP: basic definitions, presenting (un)undirected graphs on the input, 3COL – the set of all 3-colorable graphs is in NP, 2COL - the set of all 2-colorable graphs is in P, SAT – the set of satisfiable Boolean formulas is in NP, CNF-SAT - Boolean formulas in conjunctive normal form 4: Variants of P and NP: decision problem, the problem of finding a solution, optimization problem, polynomial conversions among different variants 5: NP-completeness: reducibility in polynomial time and its transitivity, definition of the NP-completeness and its basic properties 6: NP-completeness of SAT 7: Variants of SAT: 3CNF-SAT - satisfiability of Boolean formulas in 3-conjunctive normal form, kCNF-SAT, CNF-SAT - satisfiability in k-conjunctive (conjunctive) normal form, 2CNF-SAT is in P 8: 3COL and its variants: 3COL (the problem of coloring vertices of a graph with 3 colors) in NP-complete, consequently: for each $k > 3$, kCOL (the problem of coloring with k colors) is NP-complete as well 9: Colorability of a planar graph with three colors: presenting a planar graph on the input, the proof of NP-completeness, coloring with a larger number of colors 10: Another NP-complete problems: Exact set cover, Clique, Vertex cover	

- 11: Hamiltonian path: Hamiltonian path in a directed and in undirected graph
- 12: Subset-sum-like problems: Subset Sum - the problem of whether any subset of the integers sum to precisely a target sum, Partition - the problem of whether a given multiset of positive integers can be partitioned into two subsets with equal sums, a “more relaxed” version of Partition - achieving an approximate equality of the sums, distribution of tasks among K parallel processors
- 13: Beyond P a NP: a review of the basic complexity classes - L, NL, P, NP, PSpace, NPSpace, ExpTime, NExpTime, ..., simulation of (non)deterministic space in (non)deterministic time, conversions in opposite directions
- 14: PSpace: QBF - true quantified Boolean formulas, prenex normal form, Pspace completeness of QBF, PSpace = NPSpace

Recommended literature:

1. J.E. Hopcroft, R.Motwani, J.D. Ullman: Introduction to automata theory, languages, and computation, Addison-Wesley, 2007.
2. M. Sipser: Introduction to the Theory of Computation, Thomson, 2nd edition, 2006.
3. L.A.Hemaspaandra, M.Ogihara: Complexity theory companion, EATCS series, texts in computer science, Springer-Verlag, 2002.
4. S. Arora, B. Barak: Computational Complexity: A Modern Approach, Cambridge Univ. Press, 2009.
5. G.Brassard, P.Bradley: Fundamentals of algorithmics, Prentice Hall, 1996.
6. D.P.Bovet, P.Crescenzi: Introduction to the theory of complexity, Prentice Hall, 1994.
7. C. Calude and J. Hromkovič: Complexity: A Language-Theoretic Point of View, in G. Rozenberg and A. Salomaa, Handbook of Formal Languages II, Springer, 1997.

Course language:

Slovak or english

Notes:

Content prerequisites:

Basic notions from the theory of automata and formal languages.

Basic skills in programming and design of algorithms (in any programming language).

Basics knowledge in mathematical logic, set theory, and graph theory.

Course assessment

Total number of assessed students: 335

A	B	C	D	E	FX
57.61	15.52	11.94	7.16	7.46	0.3

Provides: prof. RNDr. Viliam Geffert, DrSc.

Date of last modification: 17.08.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: ÚINF/MSSUI/15		Course name: Computer science and didactics of informatics			
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present					
Number of ECTS credits: 1					
Recommended semester/trimester of the course:					
Course level: II.					
Prerequisites: ÚINF/DIN1b/15, ÚINF/TIK1/15, (ÚINF/UGR1/15 and lebo ÚINF/KKV1/15 and lebo ÚINF/KKV1/21 and lebo ÚINF/UNS1/15 and lebo ÚINF/FO1/15)					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 14					
A	B	C	D	E	FX
42.86	21.43	21.43	7.14	7.14	0.0
Provides:					
Date of last modification: 24.04.2017					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ UKCUEm/15	Course name: Contemporary Great Britain
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Continuous assessment: Preparation, active participation 40 %: Every student MUST have their own copies of the book by Neale and Krutnik, materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read articles provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments. Presentation 60 %: Comparative analysis of two sitcoms. Individual students will present a comparative analysis of two samples of sitcoms. Selection of the samples has to be approved by the lecturer. Final mark 100% (Preparation, active participation 40 %, Presentation of comparative analysis 60 %) Minimum pass mark is 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.	
Learning outcomes: Introduction to the subject of television comedy, to contemporary debates about television comedy and its effects. Location of the study of television comedy in the wider context of the study of humour in social and aesthetic life. Reflection of British society in television comedy. Importance, functions, discourse and aspects of television comedy. Contemporary forms of television comedy with the focus on the sitcom and the stand-up/sketch based show. Critical analysis of examples of television comedy.	
Brief outline of the course: The first week session will take place in contact form. All subsequent sessions will be held online via MS TEAMS. After an introductory lecture, individual forms of television comedy will be discussed and analysed. Handouts represent a part of material needed for the course and you will be asked to make your own copies from a master copy provided by the lecturer via MS TEAMS. Course organisation: Week 1 21.09.2020: Introduction to the course. Week 2 28.09.2020: Importance, functions, and discourse of television comedy. Contemporary forms of television comedy. Social aspects in television comedy.	

<p>Week 3 05.10.2020: Critical analysis: Family setting – class and gender in Keeping Up Appearances.</p> <p>Week 4 12.10.2020: Critical analysis: Family / work setting - class, gender, race, nationality, homosexuality in Fawlty Towers.</p> <p>Week 5 19.10.2020: Critical analysis: Family / work setting – relationships in As Time Goes By.</p> <p>Week 6 26.10.2020: Tutorials.</p> <p>Week 7 02.11.2020: Critical analysis: Family setting – generations in My Family.</p> <p>Week 8 09.11.2020: Critical analysis: Female and male in Vicar Of Dibley and in Men Behaving Badly.</p> <p>Week 9 16.11.2020: Students' presentations.</p> <p>Week 10 23.11.2020: Students' presentations.</p> <p>Week 11 30.11.2020: Students' presentations.</p> <p>Week 12 07.12.2020: Students' presentations.</p> <p>Week 13-14: Tutorials.</p>																	
<p>Recommended literature:</p> <p>Neale, S. and Krutnik, F.: Popular Film and Television Comedy. Routledge, London, 1990</p> <p>Abercrombie, N. Television and Society. London: Polity Press, 1996. Argyle, M. The Psychology of Social Class. London: Routledge, 1994. Bilton, T. et al Introductory Sociology. London: Macmillan, 1996. Crowley, D. and Mitchell, D. (eds) Communication Theory Today. Cambridge: Polity Press, 1994. Fiske, J. and Hartley, J. Reading Television. London: Methuen, 1978.</p> <p>Hartley, J. Tele-ology: Studies in Television. London: Routledge, 1992. Meyrowitz, J. Multiple Media Literacies. 1998. In: Newcomb, H. ed. Television: The Critical View. Oxford: Oxford University Press, 2000. Montgomery, M. An Introduction to Language and Society. London: Routledge, 1986. Palmer, J.: Taking Humour seriously. Routledge, London, 1994 Reid, I. Social Class Differences in Britain. Glasgow: Fontana Paperbacks, 1989. Scannell, P. "Public Service Broadcasting and Modern Public Life". Media, Culture and Society, 1989. 11(2), 135-166.</p> <p>Thompson, J. B. The Media and Modernity: A Social Theory of the Media. Cambridge: Polity Press, 1995.</p>																	
<p>Course language:</p> <p>English</p>																	
<p>Notes:</p>																	
<p>Course assessment</p> <p>Total number of assessed students: 59</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>83.05</td><td>10.17</td><td>6.78</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </tbody> </table>						A	B	C	D	E	FX	83.05	10.17	6.78	0.0	0.0	0.0
A	B	C	D	E	FX												
83.05	10.17	6.78	0.0	0.0	0.0												
<p>Provides: doc. Mgr. Slávka Tomaščíková, PhD.</p>																	
<p>Date of last modification: 07.05.2021</p>																	
<p>Approved:</p>																	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ USCU/09	Course name: Contemporary USA
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course, students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL EXAM to collect information about their level of preparedness. Oral exams will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral examination will be equivalent with the content of the missed credit test but may last longer than a written test and can include deeper analysis of certain problem areas of the course. CONTINUOUS PREPARATION constitutes 10% of the final mark (maximum 10 points): Students are expected to prepare reports for each class by reading and processing the study materials and the required literature. Formal requirements for the home assignments: Minimum 2 but maximum 3 pages in Microsoft Word editor: letter type Times New Roman; letter size 12, spacing 1.5, 34 lines with 2865 characters per page with spaces. The report's header must contain the student's name and surname, study group, number of the given week according to the	

syllabus of the course and the title of the topic for the week. The reports must be submitted in Printable Document Format (PDF).

Content requirements for the assignment:

Students must present the content of the reading assignment synthesized in a clear and structured way: highlighting key information and data as well as presenting logical connections between them. The submitted report must represent the student's thorough understanding of the content and the problem area discussed in the reading assignment.

WARNING: Reports must be original work of the author! Any violation of copyright or breach of anti-plagiarism rules and regulations of the university will inevitably lead to disciplinary procedures! Repeated and systematic plagiarism will lead to the loss of credits assigned for completion the course!

Deadline and the format of the report:

Students must mail their home assignments to the following email address: rozenfeld.julius2@atk.sk by Saturday 24:00 each week. The reports must be mailed in PDF format. No other formats are accepted! No late submissions will be accepted unless separately negotiated with the supervisor of the course!

ATTENDANCE AND ACTIVE PARTICIPATION constitute 20% (maximum 20 points) of the final mark:

All students must attend all classes regardless they are organized face-to-face or online. Students must join the class sessions on time. Should anyone miss the first ten minutes of a class, will be marked as absent from the class. Points for active participation will be assigned only when the student actively contributes to the learning process during the sessions by joining discussions!

Volunteer work in extracurricular activities that are organized by the Department of the British and American Studies which clearly contribute to the students' professional development such as: lectures and workshops, career week activities, organization of open-door days, language competitions, conferences, Olympiads, and other similar activities are fully supported! Should these activities be organized during the regular session times, volunteers will be assigned the points for active participation as if they had participated in the regular class session.

ABSENCE DUE TO ILLNESS

A student absent from a class must file a valid doctor's certificate by emailing it in a PDF format to the lecturer as soon as possible. Due reports for the missed class must be submitted according to the syllabus of the course and no later than the following class attended by the student.

In an emergency, if the student is unable to contact the lecturer and mail the valid doctor's certificate or is being treated elsewhere, the lecturer must be informed by sending an email to the following email address: julius.rozenfeld@upjs.sk as soon as possible. In both cases, the student must also file a letter from a physician certifying the date and nature of the illness.

ABSENCE FOR OTHER REASONS

Students who must be absent for reasons other than illness, such as a death in the family or a reason of similar gravity, must contact the lecturer as soon as possible and submit relevant documents that certify the seriousness of the case.

There may be other activities which can validate missing a class or several classes, for example participation in high-quality international competitions, scientific research, conferences, or other relevant activities, which clearly contribute to the professional development of the student but final decision about the validity of the presented excuse fully falls in the lecturer's competency. Regular full-time or part-time employment is not an acceptable excuse for a missed class.

COVID-19 regulations:

Changing pandemic situation requires continuous adaptation. Online sessions organized via Microsoft Teams are the preferred alternative to in-person sessions if necessary. Attendance will be duly followed on online meetings too. Tests – if required for the completion of course – are

<p>also planned flexibly. Normally, the first credit test takes place during the 6th week of the term with a second credit test on the 12th week, but changes may apply. If necessary, these test dates can be changed according to the pandemic situation or replaced by online tests the form and content of which are comparable with a normal paper-based test. Students are required to follow the department's noticeboard and inform themselves continuously about the possible changes!</p>
<p>Learning outcomes:</p> <p>The course provides an overview of the United States. Students will understand the current dynamics of American culture by studying a wide range of topics from geographical diversity to political and social issues. Part of the course focuses on US citizenship, visa questions, job and travel opportunities for college students. In cooperation with American diplomatic bodies and cultural institutions, students will have the opportunity to understand their functioning and their contribution to the Slovak-American economic, political and cultural cooperation. Students are guided to critical thinking and are required to use analytical methods and techniques in their work. They are able to actively implement the acquired knowledge in the field of cultural and economic diplomacy as interpreters and translators, or as employees of various diplomatic bodies.</p>
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. Introduction to the topic of contemporary USA 2. The American landscape, cities and transportation 3. American culture and American values, ethics, philosophy and religion 4. The American legal system, the courts and their functioning 5. American domestic policy and American government 6. Economy and trade in the United States of America 7. Work and business in the USA 8. The American education system 9. Healthcare, retirement, and unemployment in the USA 10. Entertainment and American media
<p>Recommended literature:</p> <p>Obligatory literature:</p> <p>Johnson, Lance, (2012) WHTA FOREIGNERS NEED TO KNOW ABOUT AMERICA FROM A TO Z, How to Understand Crazy American Culture, People, Government, Business, Language and More. A to Z Publishing, Los Angeles, California, USA, ISBN-13: 978-1468172362</p> <p>Luedtke, Luther S. Ed.(1987) MAKING AMERICA, The Society and Culture of the United States, Forum Series, United States Information Agency, Division for the Study of the United States, Washington, ISBN: 973 87-19116</p> <p>Eds. Crowther, J., Kavanagh K. (1999) Oxford Guide to British and American Culture, Oxford University Press, ISBN: 0194313328</p> <p>Recommended literature:</p> <p>Hallywell, M. and Morley, C. eds. (2008) American Thought and Culture in the 21st Century, Edinburgh University Press, ISBN-9780748626021</p> <p>Gary W.McDonogh, Robert Gregg, and Cindy H.Wong eds. (2005) ENCYCLOPEDIA OF CONTEMPORARY AMERICAN CULTURE, Routledge, ISBN 0-203-99168-0 Master e-book ISBN, ISBN 0-415-16161-4 (Print Edition)</p>
<p>Course language:</p> <p>English</p>
<p>Notes:</p>

Course assessment					
Total number of assessed students: 34					
A	B	C	D	E	FX
32.35	17.65	32.35	5.88	2.94	8.82
Provides: Mgr. Július Rozenfeld, PhD.					
Date of last modification: 29.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/MPPc/15	Course name: Continuous Teaching Practice I
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 4t Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites: KAaA/MPPb/15	
Conditions for course completion: Students attend and observe 6 lessons and independently teach 81 lesson during their teaching practice under the supervision of a practice tutor. They fill in the required observation sheets of the lessons and submit their lesson plans for the lessons taught. At the end of the teaching practice, the students hand over the completed and signed documentation together with the evaluation of their activities. The documentation must be sent by e-mail as a PDF document to the address: julius.rozenfeld@upjs.sk	
Learning outcomes: Through observation and independent teaching, students acquire and develop practical skills, competencies and knowledge about teaching English as a foreign language. Students will also gain an overview and practical knowledge of the actual teaching environment. By completing the internship, they will be able to actively participate in the teaching process and function as foreign language teachers under the supervision of a practicing teacher.	
Brief outline of the course: Observation of the trainer teacher's lessons, consultations with the trainer teacher prior to actual teaching, preparation of teaching aids and didactic materials, independent teaching sessions, supervision of English language lessons, active participation in after-school activities.	
Recommended literature: The actual textbooks used and accepted by the educational institution.	
Course language: English	
Notes:	
Course assessment Total number of assessed students: 109	
abs	n
100.0	0.0
Provides:	

Date of last modification: 29.04.2021
Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/MPPd/15	Course name: Continuous Teaching Practice II
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 6t Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites: KAaA/MPPc/15	
Conditions for course completion: Students attend and observe 8 hours and independently teach 30 lessons during their teaching practice under the supervision of a training instructor. They fill in the required questionnaires about the observed lessons and submit their work plans for the lessons learned. At the end of the internship, they hand over the completed and signed documentation together with the evaluation of their activities to the practicing teacher. The documentation must be sent by e-mail as a PDF document to the address: julius.rozenfeld@upjs.sk	
Learning outcomes: Through observation and independent teaching, students acquire and develop practical skills, competencies and knowledge about teaching English as a foreign language. Students will also gain an overview and practical knowledge of the actual teaching environment. By completing the internship, they will be able to actively participate in the teaching process and function as foreign language teachers.	
Brief outline of the course: Observation of the trainer teacher's lessons, consultations with the trainer teacher prior to actual teaching, preparation of teaching aids and didactic materials, independent teaching sessions, supervision of English language lessons, active participation in after-school activities.	
Recommended literature: The Actual textbooks used and accepted by the educational institution.	
Course language: English	
Notes:	
Course assessment Total number of assessed students: 59	
abs	n
100.0	0.0
Provides:	

Date of last modification: 29.04.2021
Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/MPPc/15	Course name: Continuous practice teaching I
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 4t Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites: ÚINF/MPPb/15	
Conditions for course completion: Conditions for ongoing evaluation: <ol style="list-style-type: none"> 1. Observations in 6 lessons of the subject of informatics. 2. Independent leading of 18 lessons of the subject informatics. 3. Participation in analyzes from 20 lessons with a teacher trainer. 4. Active participation in out-of-class and after-school activities. Conditions for the final evaluation: <ol style="list-style-type: none"> 1. Submission of 6 observation records from lessons. 2. Submission of 18 lesson projects of preparation for lessons. 3. Submission of a list of observations and own lesson of the trainee. 4. Submission of an evaluation of the trainee's teaching practice. 5. Submission of a report on the continuous pedagogical practice. 6. Submission of a feedback sheet from the continuous pedagogical practice. Conditions for successful completion of the course: Fulfillment of all ongoing and final assignments.	
Learning outcomes: Under the professional supervision of an experienced teacher trainer, the student acquires practical pedagogical skills in teaching the subject of informatics. He gets acquainted with school life, out-of-class and after-school activities activities.	
Brief outline of the course: Observations of teacher trainer lessons, consultations of lesson preparations, preparation of teaching aids, leading own lessons, methodological and scientific analysis of lessons, active participation in out-of-class and after-school activities.	
Recommended literature: KOSO VÁ, Beata, Alena TOMENGO VÁ et al., 2015. Profesi jná praktická príprava budúch učiteľov [online]. Banská Bystrica: Vydavateľstvo Belianum, Univerzita Mateja Bela, Banská Bystrica, 226 pp. [cited. 2021-7-28]. ISBN 978-80-557-0860-7. Available from: https://publikacie.umb.sk/publication/publicationFileDownload.php?ID=18667 OROSO VÁ, Renáta and Zuzana BOBEROVÁ, 2016. Pregraduálna príprava učiteľov: Organizácia pedagogickej praxe na UPJŠ [online]. Košice: Univerzita Pavla Jozefa Šafárika	

v Košiciach, 142 pp. [cited 2021-7-28]. ISBN 978-80-8152-460-8. Available from: https://unibook.upjs.sk/sk/pedagogika/342-pregradualna-priprava-ucitelov-organizacia-pedagogickej-praxe-na-upjs BOBEROVÁ, Zuzana, 2017. Začínajúci učiteľ a školská legislatíva I. [online]. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 104 pp. [cited 2021-7-28]. ISBN 978-80-8152-490-5. Available from: https://unibook.upjs.sk/sk/pedagogika/398-zacinajuci-ucitel-a-skolska-legislativa-i Current informatics textbooks for primary and secondary schools in Slovakia.	
Course language: Slovak	
Notes: By default, teaching is carried out face to face. If this is not possible (eg due to a pandemic), teaching is provided at a distance through video conferencing programs and LMS.	
Course assessment Total number of assessed students: 13	
abs	n
100.0	0.0
Provides: doc. RNDr. Ľubomír Šnajder, PhD.	
Date of last modification: 04.08.2021	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/MPPd/15	Course name: Continuous practice teaching II
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 6t Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites: ÚINF/MPPc/15	
Conditions for course completion: Conditions for ongoing evaluation: <ol style="list-style-type: none"> 1. Observations in 8 lessons of the subject of informatics. 2. Independent leading of 30 lessons of the subject informatics. 3. Participation in analyzes from 30 lessons with a teacher trainer. 4. Active participation in out-of-class and after-school activities. Conditions for the final evaluation: <ol style="list-style-type: none"> 1. Submission of 8 observation records from lessons. 2. Submission of 30 lesson projects of preparation for lessons. 3. Submission of a list of observations and own lesson of the trainee. 4. Submission of an evaluation of the trainee's teaching practice. 5. Submission of a report on the continuous pedagogical practice. 6. Submission of a feedback sheet from the continuous pedagogical practice. Conditions for successful completion of the course: Fulfillment of all ongoing and final assignments.	
Learning outcomes: Under the professional supervision of an experienced teacher trainer, the student acquires practical pedagogical skills in teaching the subject of informatics. He gets acquainted with school life, out-of-class and after-school activities activities.	
Brief outline of the course: Observations of teacher trainer lessons, consultations of lesson preparations, preparation of teaching aids, leading own lessons, methodological and scientific analysis of lessons, active participation in out-of-class and after-school activities.	
Recommended literature: KOSO VÁ, Beata, Alena TOMENGO VÁ et al., 2015. Profesi jná praktická príprava budú cich učiteľov [online]. Banská Bystrica: Vydavateľstvo Belianum, Univerzita Mateja Bela, Banská Bystrica, 226 pp. [cited. 2021-7-28]. ISBN 978-80-557-0860-7. Available from: https://publikacie.umb.sk/publication/publicationFileDownload.php?ID=18667 OROSO VÁ, Renáta and Zuzana BOBEROVÁ, 2016. Pregraduálna príprava učiteľov: Organizácia pedagogickej praxe na UPJŠ [online]. Košice: Univerzita Pavla Jozefa Šafárika	

v Košiciach, 142 pp. [cited 2021-7-28]. ISBN 978-80-8152-460-8. Available from: https://unibook.upjs.sk/sk/pedagogika/342-pregradualna-priprava-ucitelov-organizacia-pedagogickej-praxe-na-upjs BOBEROVÁ, Zuzana, 2017. Začínajúci učiteľ a školská legislatíva I. [online]. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 104 pp. [cited 2021-7-28]. ISBN 978-80-8152-490-5. Available from: https://unibook.upjs.sk/sk/pedagogika/398-zacinajuci-ucitel-a-skolska-legislativa-i Current informatics textbooks for primary and secondary schools in Slovakia.	
Course language: Slovak	
Notes: By default, teaching is carried out face to face. If this is not possible (eg due to a pandemic), teaching is provided at a distance through video conferencing programs and LMS.	
Course assessment Total number of assessed students: 10	
abs	n
100.0	0.0
Provides: doc. RNDr. Ľubomír Šnajder, PhD.	
Date of last modification: 04.08.2021	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ COLGmu/15	Course name: Corpus Linguistics
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. Continuous assesment - BNC Frequency list - 50% - corpora compilation Sketchengine- 50% 2. Final assesment - ONLINE written exam The minimum to pass is 65%. It is a condition for the final exam. Since it is a continuous assessment, there is no retake. In the case the students fail to achieve the required percentage in continuous assessment they will not be allowed to take part in the final exam test and they fail the course. The final exam will be mediated via MS Teams. Students are free to choose the preferred mobile equipment for this purpose (mobile phones, tablets, laptops, etc.) but they are responsible for the readiness of the device to be used (technicalities, charged device, etc.). The tutor of the course will make use of any available option to prevent students from cheating during the test. Any identified cheating attempt will result in 0 test score and the student will be reported to the management of the Department and the Faculty.	
Learning outcomes: Course description The course consists of lectures and seminars. Both classes will be conducted in the distant form. For both lectures and seminars, students are supposed to be present on time not to hinder the fluency of the teaching process. If a student fails to attend a lecture/seminar it is their duty to obtain the respective information from their colleagues. Students are not allowed to record either lectures or seminars. Seminars are obligatory for all students. Students are expected to attend each class, however, a student can be absent twice without a need to justify his or her absence, The aim is to introduce corpus linguistics as a research method for descriptive and applied linguistics. To this end, the corpus consists of two parts: i. theory, which reviews the history of corpus linguistics and the basic stages of corpus building and annotation; and ii. practice, which is a series of hands-on sessions where the main corpus tools are exercises by use of a selection of free-access corpora, dictionaries, and concordancers and concordancer-related tools. The course aims at enabling students to: iii. understand the principles of corpus-based research;	

- iv. successfully the right corpus-related tools for their needs; and
- v. train in the basic stages of data collection, sampling and preparation.

Brief outline of the course:

1. An introduction to corpus linguistics
 - 1.1 What is corpus linguistics?
2. Computerised corpora
 - 2.1 The state of the art in corpus linguistics.
 - 2.2 The linguistic exploitation of computerised corpora
3. The size of corpora and its importance
 - 3.1 Computational tools and methods for corpus analysis
4. Corpus design, annotation and compilation
 - 4.1 Compilation of spoken corpora
 - 4.2 Compilation of written corpora
 - 4.3 Compilation of web-based corpora
5. Data retrieval
 - 5.1 Frequency lists
 - 5.2 Key-words
 - 5.3 n-Grams
 - 5.4 Collocations
6. Software tools and their development
 - 6.1 KWIC, Longman Mini-Concordancer, WordSmith, Mark Davies,
 - 6.2. BNC Sampler-based frequency list
7. Data processing
 - 7.1. Data collection
 - 7.2. Data sampling
 - 7.3. Data preparation
8. Manual versus Automatic annotation of selected data
 - 8.1 XML
 - 8.2 POS-tagging
9. Assignment - build you own corpora
 - 9.1 (Online access to) major corpora, frequency lists and dictionaries
 - 9.2 sketch engine
10. Corpus analysis of linguistic characteristics
 - 10.1 Morphology
 - 10.2 Lexicology
 - 10.3 Semantics
 - 10.4 Phraseology
 - 10.5 Grammar/Syntax
11. Classroom applications of corpus analysis
 - 11.1 Corpus-based research
 - 11.2. Corpus-driven research
12. Other applications of corpus analysis

Recommended literature:

- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- McEnery, T. & Hardie, A. (2012). *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press.
- McEnery, T. & Hardie, A. (2013). The history of corpus linguistics. In K. Allan (ed.), *The Oxford Handbook of the History of Linguistics*. Oxford: Oxford University Press.

Course language: English					
Notes:					
Course assessment Total number of assessed students: 70					
A	B	C	D	E	FX
62.86	17.14	8.57	7.14	2.86	1.43
Provides: prof. PhDr. Pavel Stekauer, DrSc., Mgr. Vesna Kalafus Antoniová, PhD.					
Date of last modification: 30.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPE/ TTUP/15		Course name: Creating Text Teaching Aids			
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 2					
Recommended semester/trimester of the course: 2.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 170					
A	B	C	D	E	FX
58.82	27.65	8.82	3.53	1.18	0.0
Provides: doc. PaedDr. Renáta Orosová, PhD.					
Date of last modification: 08.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/KPILTmu/15	Course name: Creative Writing and Literary Text Interpretation
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: You will write two stories and one critical essay in addition to maintaining a notebook and suggesting revisions. Story 1 30% A 93-100% Story 2 30% B 86-92% Critical Essay 20% C 78-85% Notebook 10% D 72-77% Responses 10% E 65-71%	
Learning outcomes: To improve students' fiction writing and develop their ability to critique writing from the perspective of craft.	
Brief outline of the course: February Week 1 17.2 Introduction. Week 2 24.2 Flash Fiction, Fiction, form, genre boundaries, criticism. March Week 3 3.3 Character. Readings. Notebook 1 due. Week 4 10.3 Narrative stance. Week 5 17.3 Setting, Scene. Notebook 2 due. Week 6 24.3 Story 1 draft due in class for peer review. Week 7 31.3 Reactions due and suggestion discussion. Notebook 3 due. April Week 8 7.4 Tutorials. Week 9 14.4 Description. Showing and Telling. Final Draft Story 1 due. Notebook 4 due Week 10 21.4 Controlling time and information. Week 11 28.4 Story 2 draft due. Peer Review. May Week 12 5.5 May Day, no class. Notebook 5 due. Week 13 12.5 Tutorial Week. Reactions due.	

Week 14 17.5 Tutorial Week. Story 2 and Critical Essay Due. Notebook 6 due.					
Recommended literature: Making Shapely Fiction, Jerome Stern. Writing Fiction: A Guide to Narrative Craft. Janet Burroway. 2003 Other material will be posted on ffweb. Please read the material before the assigned date, bring copies to class, and be prepared to discuss the material.					
Course language: English					
Notes:					
Course assessment Total number of assessed students: 20					
A	B	C	D	E	FX
50.0	30.0	20.0	0.0	0.0	0.0
Provides: Mgr. Kurt Magsamen					
Date of last modification: 12.02.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KSSFaK/ KJPUAP/15		Course name: Culture of Spoken Discourse			
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present					
Number of ECTS credits: 2					
Recommended semester/trimester of the course: 1.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Provides: PhDr. Iveta Bónová, PhD.					
Date of last modification: 08.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: ÚINF/ ODPU/15		Course name: Defence of diploma thesis			
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present					
Number of ECTS credits: 15					
Recommended semester/trimester of the course:					
Course level: II.					
Prerequisites: ÚINF/DSU1b/15					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 10					
A	B	C	D	E	FX
50.0	0.0	50.0	0.0	0.0	0.0
Provides:					
Date of last modification: 03.05.2015					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/TSM1a/15	Course name: Development and processing of multimedia
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1., 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Conditions for ongoing evaluation: 1. Creation of an educational animation. 2. Creation of a poster with vector and raster graphics. 3. Creation of an educational audio recording. 4. Creation of an instructional educational video. Conditions for successful completion of the course: Obtaining at least 50% of points for ongoing assignments.	
Learning outcomes: After completing this course, students are able to: a) deepen the knowledge of the principles of multimedia and to practice skills in the creation and processing of multimedia, b) create multimedia teaching aids with accompanying methodological commentary for teaching selected topics of school informatics, c) analyze and discuss the issue of teaching the creation and processing of multimedia in school informatics.	
Brief outline of the course: 1. Digitization and processing of raster image. 2. Digitization and processing of raster image. 3. Creating animations. 4. Creation of vector graphics. 5. Creation of vector graphics. 6. Creation of vector graphics. 7. 3D modeling and printing 8. 3D modeling and printing 9. Digitization and sound processing. 10. Digitization and sound processing. 11. Digitization and video processing. 12. Digitization and video processing.	
Recommended literature:	

LACHS, V., 2000. Making Multimedia in the Classroom. London : RoutledgeFalmer. ISBN 0415216842.

GÖBEL, S. et al., 2006. Technologies for Interactive Digital Storytelling and Entertainment (LNCS 4326). Darmstadt : Springer. ISBN 3540499342.

ADÁMEK, R. et al., 2010. Moderná didaktická technika v práci učiteľa. Elfa, s.r.o., Košice. ISBN 978-80-8086-135-3.

GUNIŠ, Ján, Ľudmila JAŠKOVÁ, Katarína MIKOLAJOVÁ and Jana PEKÁROVÁ, 2009. Ďalšie vzdelávanie učiteľov základných škôl a stredných škôl v predmete informatika: Multimédia. Bratislava: Štátny pedagogický ústav, 52 p. ISBN 978-80-89225-51-4. Also available from: <https://www.statpedu.sk/files/sk/o-organizacii/projekty/projekt-dvui/publikacie/multimedia.pdf>

ŠNAJDER, Ľubomír and Marián KIREŠ, 2005. Informatika pre stredné školy - Práca s multimédiami: tematický zôšit. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-10-00422-7.

Course language:

Slovak and partly English due to selected programs and information sources

Notes:

By default, teaching is carried out face to face. If this is not possible (eg due to a pandemic), teaching is provided at a distance through video conferencing programs and LMS.

Course assessment

Total number of assessed students: 14

A	B	C	D	E	FX
42.86	21.43	21.43	7.14	7.14	0.0

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 24.08.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/TSM1b/15	Course name: Development and processing of multimedia
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2., 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Conditions for ongoing evaluation: 1. Programmed SVG image. 2. Programmed animation. 3. Programmed sound or melody. 4. Programmed multimedia application. Conditions for successful completion of the course: Obtaining at least 50% of points for ongoing assignments.	
Learning outcomes: After completing this course, students are able to: a) explain the basic principles and procedures in multimedia programming, b) design and program multimedia applications.	
Brief outline of the course: 1. Programming of still images. 2. Programming of still images. 3. Programming of still images. 4. Programming of still images. 5. Animation programming. 6. Animation programming. 7. Animation programming. 8. Programming of sounds and melodies. 9. Programming of sounds and melodies. 10. Programming of sounds and melodies. 11. Creating a multimedia application. 12. Creating a multimedia application.	
Recommended literature: SATHAYE, Ninad, 2010. Python Multimedia: Beginner's Guide. Birmingham, UK: Packt Publishing. ISBN 978-1-849510-16-5. GUNIŠ, Ján, Viera MICHALIČKOVÁ, Martin CÁPAY a Ľubomír ŠNAJDER, 2020. Riešenie problémov a programovanie [online]. Bratislava: Centrum vedecko-technických informácií SR	

[cited 2021-7-10]. ISBN 9788089965625. Available from: <https://registracia.itakademia.sk/media/themes/nip-rpp.pdf>
 BLAHO, Andrej, 2016. Programovanie v Pythone 1 (prednášky k predmetu Programovanie (1) 1-AIN-130/13) [online]. Bratislava: Knižničné a edičné centrum FMFI UK, 322 s. [cited 2021-7-10]. ISBN 978-80-8147-067-7. Available from: <http://python.input.sk/>

Course language:

Slovak and partly English due to selected programs and information sources

Notes:

By default, teaching is carried out face to face. If this is not possible (eg due to a pandemic), teaching is provided at a distance through video conferencing programs and LMS.

Course assessment

Total number of assessed students: 6

A	B	C	D	E	FX
16.67	66.67	16.67	0.0	0.0	0.0

Provides: PaedDr. Ján Guniš, PhD.

Date of last modification: 24.08.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ ELHI/09	Course name: Development of the English Language
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: - written test. Minimum to pass 65%.	
Learning outcomes: The course introduces students to the evolutionary trends of the English language. Students will deal with the internal history of the given language, and will concentrate on the periods that were the most significant in the development. Students are able to: - describe periods of the development of the English language - implement the gained knowledge in their further study of the English language - view various phenomena in the English language from a diachronic perspective	
Brief outline of the course: Introduction (to the course + to the study of the development of the English language: historical and comparative linguistics, Linguistic Reconstruction, Indo-European, periods of the English Language) Germanic (the branches of Germanic, from IE to Germanic: Grimm's Law, Verner's Law, other major changes) Old English Middle English Early Modern English American English Phonology, Morphology - summary Syntax, vocabulary - summary	
Recommended literature: Recommended texts: CHAMONIKOLASOVA, J.: A Concise History of English. Brno, 2014. https://digilib.phil.muni.cz/data/handle/11222.digilib/131572/monography.pdf VACHEK, J. A Brief Survey of the Historical Development of English. Praha: SPN, 1978. DILLARD, J. L. A History of American English. London, New York: Longman, 1992. STRANG, B. A History of English. London: Methuen, 1970. FISIÁK, J. A Short Grammar of Middle English. Warszawa: PWN, 1996.	

FISIÁK, J. An Outline History of English. Warszawa: PWN, 1993.
 HLADKÝ, J. Čítanka pro seminář z historického vývoje angličtiny. Brno: Masarykova, 1983.
 VACHEK, J., FIRBAS, J. Historický pohled na dnešní angličtinu. Praha: SPN, 1966.
 KAVKA, J. Nástin dějin anglického jazyka. Ostrava: OU, 1992.
 MACHÁČEK, J. Stručný přehled historického vývoje angličtiny. Praha, 1956.

Course language:

English

Notes:

Course assessment

Total number of assessed students: 51

A	B	C	D	E	FX
64.71	11.76	13.73	5.88	3.92	0.0

Provides: prof. PaedDr. Livia Körtvélyessy, PhD.

Date of last modification: 28.04.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/VPU/17	Course name: Developmental Psychology for Teachers
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Evaluation of participation in teaching, continuous evaluation of activity in seminars, evaluation of seminar work,	
Learning outcomes: The graduate will understand the principles of developmental psychology, and will be able to characterize the norm in separate developmental stages with a specific focus on the period of school age and adolescence. As part of the seminar work, a students will process current knowledge published in foreign journals. They will have a knowledge about the current social discourse on the topics covered. The graduate will be able to consider various aspects of the possible influence of parents and friends on the development of piupils and apply the knowledge of developmental psychology in the practice of the teacher.	
Brief outline of the course: Determinants and factors of development, cognitive development, personality development. Socialization in separate developmental stages (family, peers, school). Specifics of development in the period of school age, in pubescence and adolescence. Parents and their role in child development. Application of knowledge of developmental psychology in the teacher's practice - communication with students in different developmental stages, creating a teacher-student relationship with respect to the development needs of the student.	
Recommended literature: Vágnerová, M. Vývojová psychologie. Portál, Praha 2000 Říčan, P. Cesta životem. Portál, Praha, 2004. Thorová, K. Vývojová psychologie. Portál, Praha, 2015. Macek, P. Adolescence. Praha: Portál, 2003 Matějček, Z. - rôzne diela	
Course language:	
Notes:	

Course assessment					
Total number of assessed students: 44					
A	B	C	D	E	FX
65.91	22.73	4.55	6.82	0.0	0.0
Provides: Mgr. Mária Bačíková, PhD.					
Date of last modification: 24.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ DIN1a/15	Course name: Didactics of informatics
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 3 Per study period: 42 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Conditions for ongoing evaluation: 1. Proposal of a thematic plan for teaching informatics at secondary or elementary school extended by 1 disponible hour. 2. Creation of a concept map and specific educational objectives for selected topic of school informatics. 3. Creation of a graded system of tasks for teaching selected topic of school informatics. 4. Proposal for the preparation of a lesson with a 5E inquiry cycle. Conditions for successful completion of the course: Obtaining at least 50% of points for ongoing assignments.	
Learning outcomes: After completing this course, students are able to: a) acquire an overview of the objectives, content, modern methods and aids for teaching school informatics, b) create conceptual map, cognitive objectives and graded tasks collection for selected topic of school informatics, c) create a inquiry-based methodology of teaching a selected topic of school informatics.	
Brief outline of the course: 1. Objectives and content of teaching informatics in primary and secondary schools. State educational program. Informatics textbooks. 2. Maturita on informatics. Examples of school educational programs. Designing own thematic plan. 3. Logical structure of the curriculum, conceptual mapping. Determination of specific educational objectives and creation of a concept map for a selected topic of school informatics (RBT). 4. Educational task, its forms, and parameters. A graded system of tasks. 5. Creation of a graded system of tasks for teaching a selected topic of school informatics. 6. Activating methods of teaching school informatics (discussion and situational methods). 7. Activating methods of teaching school informatics (staging methods, educational games, scientific humor). 8. Activating methods of teaching school informatics (problem teaching, peer learning).	

9. Activating methods of teaching school informatics (project teaching, flipped learning).
10. Inquiry-based learning, inquiry cycle, inquiry skills, levels of inquiry, 5E learning cycle.
11. Formative assessment, cognitive and metacognitive tools. Creating a worksheet with selected formative assessment tools.
12. Creating preparation for a lesson with a 5E learning cycle.

Recommended literature:

HAZZAN, Orit, Tami LAPIDOT and Noa RAGONIS, 2011. Guide to teaching computer science: an activity-based approach. New York: Springer. ISBN 9780857294425.

LAU, William, 2017. Teaching Computing in Secondary Schools: A Practical Handbook [online]. Taylor & Francis Group, 211 p. [cited 2021-7-10]. ISBN 9781315298191. Available from: <https://ebookcentral.proquest.com/lib/upjs-ebooks/detail.action?docID=5056529>

ČAPEK, Robert, 2015. Moderní didaktika: lexikon výukových a hodnoticích metod. Praha: Grada. Pedagogika (Grada). ISBN 978-80-247-3450-7.

LUKÁČ, Stanislav, Ľubomír ŠNAJDER, Ján GUNIŠ and Zuzana JEŠKOVÁ, 2016. Bádateľsky orientované vyučovanie matematiky a informatiky na stredných školách [online]. Košice: Prírodovedecká fakulta UPJŠ v Košiciach [cited 2021-7-10]. ISBN 978-80-8152-471-4. Available from: <https://unibook.upjs.sk/img/cms/2016/pf/bov.pdf>

SPENDLOVE, David, 2015. 100 Ideas for Secondary Teachers: Assessment for Learning [online]. Bloomsbury Publishing, 129 p. [cited 2021-7-9]. ISBN 9781472911018. Available from: <https://ebookcentral.proquest.com/lib/upjs-ebooks/detail.action?docID=1990785>

GANAJOVÁ, Mária, Beáta BRESTENSKÁ, Ján GUNIŠ, et al., 2021. Formatívne hodnotenie vo výučbe prírodných vied, matematiky a informatiky. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach. ISBN 978-80-8152-973-3.

GUNIŠ, Ján, Miloslava SUDOLSKÁ and Ľubomír ŠNAJDER, 2009. Ďalšie vzdelávanie učiteľov základných a stredných škôl v predmete informatika: Aktivizujúce metódy vo výučbe školskej informatiky. Bratislava: Štátny pedagogický ústav, 40 p. ISBN 978-80-89225-96-5. Also available from: https://www.statpedu.sk/files/sk/o-organizacii/projekty/projekt-dvui/publikacie/aktivizujuce_metody.pdf

Course language:

Slovak and partly English due to selected programs and information sources

Notes:

By default, teaching is carried out face to face. If this is not possible (eg due to a pandemic), teaching is provided at a distance through video conferencing programs and LMS.

Course assessment

Total number of assessed students: 69

A	B	C	D	E	FX
27.54	15.94	23.19	20.29	11.59	1.45

Provides: doc. RNDr. Ľubomír Šnajder, PhD., PaedDr. Ján Guniš, PhD.

Date of last modification: 01.08.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ DIN1b/15	Course name: Didactics of informatics
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of ECTS credits: 5	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Conditions for ongoing evaluation: <ol style="list-style-type: none"> 1. Creation of an interactive educational aid. 2. Microteaching with a sample solution of an algorithmic problem. 3. Assessment of administered didactic test. 4. Creation of an assignment and a commented author's solution of the STEAM task for the PALMA junior competition, correction, and assessment of student solutions. Conditions for the final evaluation: <ol style="list-style-type: none"> 1. Elaboration of a final paper focused on the conceptual process, creation of assignments with various didactic functions, naming misconceptions, and assessment of learning outcomes of selected topics of school informatics. 2. Presentation of own teacher's portfolio with discussion. Conditions for successful completion of the course: Obtaining at least 50% of points for ongoing and final assignments.	
Learning outcomes: After completing this course, students are able to: <ol style="list-style-type: none"> a) select and explain essential concepts for a selected topic of school informatics, b) create and present an assignment and a sample solution to an algorithmic problem, c) analyze and assess students' assignments and identify their misconceptions, d) design and discuss the methodology of teaching a selected topic of school informatics, which includes its own interactive teaching aid, e) complete your own teaching portfolio. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Assessment of students' learning outcomes in school informatics. Didactic tests. 2. Assessment of student projects. Student portfolio. 3. Conceptual process in school informatics. 4. Informatics concepts in informatics competitions (iBobor). 5. Informatics concepts in activities outside the computer (Computer Science Unplugged). 6. Methodology of teaching selected topics in the field of Representation and tools (coding, compression). 	

7. Methodology of teaching selected topics in the field of Representation and tools (encryption, steganography).
8. Methodology of teaching selected topics in the field of Representation and tools (data analysis and visualization).
9. Methodology of teaching selected topics in the field of Communication and Cooperation (communication and collaboration tools).
10. Methodology of teaching selected topics in the field of hardware and software (kits with sensors and actuators).
11. Methodology of teaching selected topics in the field of Information Society (information security and cybersecurity).
12. Completion of the portfolio of an informatics teacher (thematic plan, preparations from teaching self-reflection of student, worksheet with formative assessment tools, interactive educational aid, sample solution of an algorithmic problem, maturity assignment, system of tasks with increasing difficulty, assessment of an administered didactic test).

Recommended literature:

HAZZAN, Orit, Tami LAPIDOT and Noa RAGONIS, 2011. Guide to teaching computer science: an activity-based approach. New York: Springer. ISBN 9780857294425.

LAU, William, 2017. Teaching Computing in Secondary Schools: A Practical Handbook [online]. Taylor & Francis Group, 211 p. [cited 2021-7-10]. ISBN 9781315298191. Available from: <https://ebookcentral.proquest.com/lib/upjs-ebooks/detail.action?docID=5056529>

COMPUTER SCIENCE EDUCATION RESEARCH GROUP AT THE UNIVERSITY OF CANTERBURY, NEW ZEALAND. Computer Science Field Guide: An online interactive resource for high school students learning about computer science [online]. [cited 2021-7-10]. Available from: <https://www.csfieldguide.org.nz/en/>

COMPUTER SCIENCE EDUCATION RESEARCH GROUP AT THE UNIVERSITY OF CANTERBURY, NEW ZEALAND. Computer Science without a computer [online]. [cited 2021-7-10]. Available from: <https://csunplugged.org/en/>

QUEEN MARY, UNIVERSITY OF LONDON. Computer Science For Fun: A magazine where the digital world meets the real world [online]. [cited 2021-7-10]. Available from: <http://www.cs4fn.org/>

GUNIŠ, Ján and Ľubomír ŠNAJDER, 2009. Ďalšie vzdelávanie učiteľov základných škôl a stredných škôl v predmete informatika: Tvorba úloh a hodnotenie žiakov v predmete informatika. Bratislava: Štátny pedagogický ústav, 40 p. ISBN 978-80-8118-012-5. Also available from: https://www.statpedu.sk/files/sk/o-organizacii/projekty/projekt-dvui/publikacie/tvorba_ulo_h_a_hodnotenie.pdf

GUNIŠ, Ján and Ľubomír ŠNAJDER, 2010. Ďalšie vzdelávanie učiteľov základných škôl a stredných škôl v predmete informatika: Metodika výučby tematickej oblasti Informácie okolo nás. Bratislava: Štátny pedagogický ústav, 40 p. ISBN 978-80-8118-030-9. Also available from: https://www.statpedu.sk/files/sk/o-organizacii/projekty/projekt-dvui/publikacie/metodika_informacie_okolo_nas.pdf

GUNIŠ, Ján and Ľubomír ŠNAJDER, 2010. Ďalšie vzdelávanie učiteľov základných škôl a stredných škôl v predmete informatika: Metodika výučby tematickej oblasti Komunikácia prostredníctvom IKT. Bratislava: Štátny pedagogický ústav, 32 p. ISBN 978-80-8118-036-1. Also available from: https://www.statpedu.sk/files/sk/o-organizacii/projekty/projekt-dvui/publikacie/metodika_komunikacia_prostrednictvom_ikt.pdf

GUNIŠ, Ján and Ľubomír ŠNAJDER. Ďalšie vzdelávanie učiteľov základných škôl a stredných škôl v predmete informatika: Metodika výučby oblastí Princípy fungovania IKT a Informačná spoločnosť. Bratislava: Štátny pedagogický ústav, 32 p. ISBN 978-80-8118-045-3. Also

available from: https://www.statpedu.sk/files/sk/o-organizacii/projekty/projekt-dvui/publikacie/metodika_informacna_spolocnost.pdf

Course language:

Slovak and partly English due to selected programs and information sources

Notes:

By default, teaching is carried out face to face. If this is not possible (eg due to a pandemic), teaching is provided at a distance through video conferencing programs and LMS.

Course assessment

Total number of assessed students: 151

A	B	C	D	E	FX
17.88	33.77	23.84	15.89	7.95	0.66

Provides: doc. RNDr. Ľubomír Šnajder, PhD., PaedDr. Ján Guniš, PhD.

Date of last modification: 01.08.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ DPP1/14	Course name: Diploma Project I
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present	
Number of ECTS credits: 1	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 9	
abs	n
100.0	0.0
Provides:	
Date of last modification:	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ DPP2/14	Course name: Diploma Project II
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 9	
abs	n
100.0	0.0
Provides:	
Date of last modification:	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ DPP3/14	Course name: Diploma Project III
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 4	
abs	n
100.0	0.0
Provides:	
Date of last modification:	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PUDU/15	Course name: Drug Addiction Prevention in Educational Practice
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 1 Per study period: 28 / 14 Course method: present	
Number of ECTS credits: 4	
Recommended semester/trimester of the course: 1., 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1st part of the semester evaluation: active participation in the training part (30p). 2nd part of the semester evaluation: active participation in workshops (20p) 3rd part of the semester evaluation - preparation (10p) and implementation (10p) of block activities (20p, minimum 11 points). 4th part of the evaluation - written knowledge exam (20p, minimum 11 points). In total, students can get 90p and the final grade is as follows: 90 - 82: A 81 - 73: B 72 - 66: C 65 - 59: D 58 - 54: E 53 and less: FX. Detailed information in the electronic bulletin board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
Learning outcomes: The student understands principals of research data based prevention of risk behavior, can describe and explain the determinants of risk behavior as well as protective and risk factors for substance use. Understands and adequately interprets the theory explaining the background of substance and non-substance addictions. The student is also able to state and classify the types and forms of prevention, strategies and approaches in prevention, can distinguish effective strategies from ineffective ones. The student is able to apply the learned rules, procedures and competencies for the work of a teacher in the field of drug use prevention, as well as the acquired professional skills for the work of a teacher and prevention coordinator at school.	
Brief outline of the course: Psychological, pedagogical-psychological, medical and legal-forensic aspects of substance use prevention Prevention of substance use based on risk and resilience Primary, secondary and tertiary prevention of substance use Universal, selective and indicated prevention of substance use Effective substance prevention strategies based on research data Preparation and implementation of components of effective substance use prevention programs	
Recommended literature: Orosová, O. a kol. (2012). Základy prevencie užívania drog a problematického používania internetu v školskej praxi. Košice: UPJŠ.	

Sloboda, Z., & Bukoski, J. (Eds.). (2006). Handbook of Drug Abuse Prevention: Theory, Science, and Practice. New York: Springer. National and international scientific journals.					
Course language: slovak					
Notes:					
Course assessment Total number of assessed students: 321					
A	B	C	D	E	FX
50.78	40.19	8.1	0.93	0.0	0.0
Provides: prof. PhDr. Oľga Orosová, CSc., Mgr. Marta Dobrowolska Kulanová, PhD., Mgr. Lucia Barbierik, PhD., Mgr. Lenka Abrinková, Mgr. Frederika Lučanská, Mgr. Viera Čurová, Mgr. Marcela Štefaňáková, PhD.					
Date of last modification: 25.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPPaPZ/VP/09		Course name: Educational Counselling			
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 2					
Recommended semester/trimester of the course: 2.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 162					
A	B	C	D	E	FX
66.05	20.99	8.02	3.7	1.23	0.0
Provides: PhDr. Anna Janovská, PhD.					
Date of last modification: 28.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KAaA/ SS_AJL/15		Course name: English Language and Literature			
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present					
Number of ECTS credits: 1					
Recommended semester/trimester of the course:					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 43					
A	B	C	D	E	FX
18.6	32.56	30.23	6.98	11.63	0.0
Provides:					
Date of last modification: 03.05.2015					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/AJSUj/08	Course name: English for Specific Purposes
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. regular participation in seminars, which makes up 10% of the total evaluation for the subject. 2. written assignment (project), which makes up 40% of the total evaluation for the subject 3. final test, which makes up 50% of the total evaluation of the subject The final test or the written assignment re-takes are not possible . The final evaluation is given by the sum of points for regular participation in seminars, written assignment (project) and final test according to the following table: A 100% - 93% B 92% - 86% C 85% -78% D 77% -72% E 71% - 65% FX 64% - 0% In the case of the transition to online teaching through the MS Teams application, the content of the subject as well as its formal structure will remain unchanged.	
Learning outcomes: The course aims to familiarise students with the issue of ESP as a specialist discipline and also as part of the English language teaching and learning and provide them with invaluable insight into designing an ESP course.	
Brief outline of the course: 1. Introduction. English Language Teaching. 2. Teaching and Learning ESP. Course design. Translation. 3. Students' presentations, translation. 4. Students' presentations, translation. 5. Students' presentations, translation. 6. Students' presentations, translation. 7. Tutorials. 8. Students' presentations, translation. 9. Students' presentations, translation. 10. Students' presentations, translation. 11. Students' presentations, translation. 12. Students' presentations, translation. 13. Test. 14. Tutorials.	
Recommended literature:	

Basturkmen, H. 2006. Ideas and Options in English for Specific Purposes. Lawrence Erlbaum Associates, Publishers
Hutchinson, T., Waters, A. 1987. English for Specific Purposes. CUP
Straková, Z. 2004. Introduction to Teaching English as a Foreign Language. FHPV, PU Prešov.
Straková, Z., Cimermanová, I. 2005. Teaching and Learning English Language. FHPV, PU Prešov.
Swales, J. 1988. Episodes in ESP. Prentice Hall.

Course language:

English, Slovak

Notes:

Course assessment

Total number of assessed students: 296

A	B	C	D	E	FX
36.15	32.09	21.62	4.73	3.38	2.03

Provides: doc. Mgr. Renáta Timková, PhD.

Date of last modification: 02.05.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPE/ ZSP/15		Course name: Essentials of Special Education			
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 2					
Recommended semester/trimester of the course: 3.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 429					
A	B	C	D	E	FX
54.55	26.34	13.05	4.66	1.17	0.23
Provides: PaedDr. Michal Novocký, PhD.					
Date of last modification: 08.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPE/ ZZP/12		Course name: Experiential Education			
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 2 Per study period: 14 / 28 Course method: present					
Number of ECTS credits: 4					
Recommended semester/trimester of the course: 1., 3.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 299					
A	B	C	D	E	FX
47.16	37.12	13.71	2.01	0.0	0.0
Provides: doc. PaedDr. Renáta Orosová, PhD.					
Date of last modification: 08.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/FLTM/19	Course name: Foreign Language Teaching Methods for the 21st Century
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites: KAaA/DIAJmu1/15	
Conditions for course completion: Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course, students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL EXAM to collect information about their level of preparedness. Oral exams will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral examination will be equivalent with the content of the missed credit test but may last longer than a written test and can include deeper analysis of certain problem areas of the course. CONTINUOUS PREPARATION constitutes 10% of the final mark (maximum 10 points): Students are expected to prepare reports for each class by reading and processing the study materials and the required literature. Formal requirements for the home assignments: Minimum 2 but maximum 3 pages in Microsoft Word editor: letter type Times New Roman; letter size 12, spacing 1.5, 34 lines with 2865 characters per page with spaces. The report's header must contain the student's name and surname, study group, number of the given week according to the	

syllabus of the course and the title of the topic for the week. The reports must be submitted in Printable Document Format (PDF).

Content requirements for the assignment:

Students must present the content of the reading assignment synthesized in a clear and structured way: highlighting key information and data as well as presenting logical connections between them. The submitted report must represent the student's thorough understanding of the content and the problem area discussed in the reading assignment.

WARNING: Reports must be original work of the author! Any violation of copyright or breach of anti-plagiarism rules and regulations of the university will inevitably lead to disciplinary procedures! Repeated and systematic plagiarism will lead to the loss of credits assigned for completion the course!

Deadline and the format of the report:

Students must mail their home assignments to the following email address: rozenfeld.julius2@atk.sk by Saturday 24:00 each week. The reports must be mailed in PDF format. No other formats are accepted! No late submissions will be accepted unless separately negotiated with the supervisor of the course!

ATTENDANCE AND ACTIVE PARTICIPATION constitute 20% (maximum 20 points) of the final mark:

All students must attend all classes regardless they are organized face-to-face or online. Students must join the class sessions on time. Should anyone miss the first ten minutes of a class, will be marked as absent from the class. Points for active participation will be assigned only when the student actively contributes to the learning process during the sessions by joining discussions!

Volunteer work in extracurricular activities that are organized by the Department of the British and American Studies which clearly contribute to the students' professional development such as: lectures and workshops, career week activities, organization of open-door days, language competitions, conferences, Olympiads, and other similar activities are fully supported! Should these activities be organized during the regular session times, volunteers will be assigned the points for active participation as if they had participated in the regular class session.

ABSENCE DUE TO ILLNESS

A student absent from a class must file a valid doctor's certificate by emailing it in a PDF format to the lecturer as soon as possible. Due reports for the missed class must be submitted according to the syllabus of the course and no later than the following class attended by the student.

In an emergency, if the student is unable to contact the lecturer and mail the valid doctor's certificate or is being treated elsewhere, the lecturer must be informed by sending an email to the following email address: julius.rozenfeld@upjs.sk as soon as possible. In both cases, the student must also file a letter from a physician certifying the date and nature of the illness.

ABSENCE FOR OTHER REASONS

Students who must be absent for reasons other than illness, such as a death in the family or a reason of similar gravity, must contact the lecturer as soon as possible and submit relevant documents that certify the seriousness of the case.

There may be other activities which can validate missing a class or several classes, for example participation in high-quality international competitions, scientific research, conferences, or other relevant activities, which clearly contribute to the professional development of the student but final decision about the validity of the presented excuse fully falls in the lecturer's competency. Regular full-time or part-time employment is not an acceptable excuse for a missed class.

COVID-19 regulations:

Changing pandemic situation requires continuous adaptation. Online sessions organized via Microsoft Teams are the preferred alternative to in-person sessions if necessary. Attendance will be duly followed on online meetings too. Tests – if required for the completion of course – are

also planned flexibly. Normally, the first credit test takes place during the 6th week of the term with a second credit test on the 12th week, but changes may apply. If necessary, these test dates can be changed according to the pandemic situation or replaced by online tests the form and content of which are comparable with a normal paper-based test. Students are required to follow the department's noticeboard and inform themselves continuously about the possible changes!

Learning outcomes:

This course focuses on the issue of teaching grammar in the field of English as a foreign language. The main focus of the course is the demonstration and teaching of modern methods for teaching English grammar and the use of the English language using various techniques. Students will learn techniques for improving English grammar and the grammatical accuracy of their students' writing and speaking. Students will also learn assessment techniques and develop their ability to recognize and correct possible grammatical inaccuracies in the writing and speaking of their students. By completing the course, students will be able to implement the acquired knowledge in everyday pedagogical work, design techniques for the development of grammar and use modern technologies (computers and smart boards) for teaching English grammar.

Brief outline of the course:

1. Introduction into teaching English grammar for teachers of EFL
2. Grammar, grammars, and the traditional teaching of grammar
3. What works in teaching grammar
4. The role of adjectival modifiers
5. Connecting sentences and modifying adjectival
6. Editing and teaching editing skills
7. From rhetoric to grammar, the art of persuasion
8. Meaning of cohesive and transitional devices
9. What should we teach and when
10. How to respond students errors

Recommended literature:

Obligatory literature:

Weaver, C. (2008) GRAMMAR TO ENRICH & ENHANCE WRITING, Heinemann, Portsmouth, ISBN-10: 0-325-00758-6

Recommended literature:

Fenner, A-B. and Skulstad, AS. (2018) Teaching English in the 21st Century: Central Issues in English Didactics. Fagbokforlaget.

Kitade, K. (2015). Second language teacher development through CALL practice: The emergence of teachers' agency. CALICO Journal, 32(3), 396–425.

McKeeman, L., & Oviedo, B. (2015). 21st century world language classrooms: Technology to support cultural competence. Learn Language, Explore Cultures, Transform Lives. Retrieved from: <http://www.csctfl.org/documents/2015Report/Chapter%206.pdf>

Koike, D. and Lacorte, M. (2014) Toward intercultural competence: from questions to perspectives and practices of the target culture. Journal of Spanish Language Teaching 1:1, 15-30.

Brandl, K. (2008) Communicative Language Teaching in Action: Putting Principles to Work. Pearson.

Galloway, V. (1992) Toward a Cultural Reading of Authentic Texts. In H. Byrnes (Ed.), Languages for a Cultural World in Transition, Northeast Conference Reports (pp. 87-121). National Textbook Company.

Lee, J. and VanPatten, B. (2003) Making Communicative Language Teaching Happen (second edition). McGraw Hill.

Met, M. (online). Content-based Second Language Instruction: What is it? <http://carla.umn.edu/cobaltt/CBI.html>

Omaggio-Hadley, A. (2001) Teaching Language in Context (third edition). Heinle & Heinle.

Spinelli, E. y Siskin, H.J. (1992) Selecting, Presenting and Practicing Vocabulary in a Culturally-Authentic Context. Foreign Language Annals 25 (4), 305-315.

Course language:

English

Notes:

Course assessment

Total number of assessed students: 16

abs	n
93.75	6.25

Provides: doc. Mgr. Renáta Timková, PhD.

Date of last modification: 29.04.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ UKIN2m/15	Course name: Foreign Relations of the USA and Great Britain
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests(s). The student must be on time for class. 2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3. Continuous assessment – students will take 2 written tests. There will not be any re-take tests for the students who fail in one or both credit tests. Final assessment – scores of both tests will be summed up and it must be minimum 65% = a pass mark for the course. Otherwise, the students will not receive credits for the course. The final grade for the course will be based on the following grading scale. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less.	
Learning outcomes: Different aspects of Anglo-American relations will be discussed and analysed. The apparent cooperation in the fields of foreign and security policy will be assessed. The course illuminates “private” relations between the Anglo-American nations, as well as the importance of the personal relationships between the individual Presidents and Prime Ministers. For a better understanding of Anglo-American Affairs the common backgrounds of the two countries are assessed historically, culturally and in terms of language. The course will examine whether the concept of a Special Relationship in current Anglo-American relations is still a de facto reality or just a myth.	
Brief outline of the course: WEEK 1 : Introduction WEEK 2 : Anglo-American alliance 1939-41 WEEK 3 : Co-operation during 1941-45 WEEK 4 : Cold War in Europe and Asia – theoretical framework	

<p>WEEK 5 : Cold War in Europe and Asia (selected aspects of the 50s)</p> <p>WEEK 6 : Cold War in Europe and Asia (selected aspects of the 60s)</p> <p>WEEK 7 : Tutorial week</p> <p>WEEK 8 : Revision Test 1</p> <p>WEEK 9 : Anglo-American relations in the 1970s</p> <p>WEEK 10 : Anglo-American relations in the 1980s</p> <p>WEEK 11: Anglo-American relations in the 1990s</p> <p>WEEK 12: Anglo-American relations after 2000</p> <p>WEEK 13: Revision Test 2</p> <p>WEEK 14: Tutorial</p>																	
<p>Recommended literature: Marsh, S., Dobson, A.P.: The Anglo-American Relationship. Edinburgh University Press. 2013. Burk, K. : Old World, New World: the Story of Britain and America. 2007. Marsh, S., Dobson, A.P.: Churchill and the Anglo-American Special Relationship.Routledge. 2018. Marsh, S., Hendershot, R.:Culture matters: Anglo-American relations and the intangibles of ‘specialness’.Manchester University Press. 2020. Louis,W.R., Bull, H. (Eds) : The Special Relationship: Anglo-American Relations since 1945. 1984.</p>																	
<p>Course language: English</p>																	
<p>Notes:</p>																	
<p>Course assessment Total number of assessed students: 1</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>0.0</td><td>100.0</td><td>0.0</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </table>						A	B	C	D	E	FX	0.0	100.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX												
0.0	100.0	0.0	0.0	0.0	0.0												
<p>Provides: Mgr. Karin Sabolíková, PhD.</p>																	
<p>Date of last modification: 28.05.2021</p>																	
<p>Approved:</p>																	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: ÚINF/FO1/15		Course name: Formal languages and automata			
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 1 Per study period: 28 / 14 Course method: present					
Number of ECTS credits: 5					
Recommended semester/trimester of the course: 1., 3.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes: To provide theoretical background for studying computer science in general, by giving the necessary knowledge in theory of automata.					
Brief outline of the course: Greibach normal structure of contextfree gramars. Deterministic pushdown automata. Context-sensitive grammars and linearly-bounded Turing machines. Deterministic linearly-bounded Turing machines. Space bounded machines. Phrase-structure grammars and Turing machines. Post correspondence problem. Undecidable problems in the theory of formal languages.					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 11					
A	B	C	D	E	FX
36.36	36.36	18.18	9.09	0.0	0.0
Provides: prof. RNDr. Viliam Geffert, DrSc., Mgr. Alexander Szabari, PhD.					
Date of last modification: 03.05.2015					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ FSPm/15	Course name: Functional Sentence Perspective
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Active attendance of seminars Final written assignment in selected topics - 65% Pass	
Learning outcomes: Students are expected to attain the skills of FSP analysis of the English sentence and text.	
Brief outline of the course: The cycle of lectures is aimed to introduce the fundamental concepts and principles of the theory of Functional Sentence Perspective (FSP) of the Prague Linguistic School (Mathesius, Firbas, Sgall, Daneš), to outline a difference between the formal and FSP sentence analyses, to distinguish between the theme, rheme, and transition element of discourse, to classify the scale and scene, and thematic and rhematic tracing of a text stretch.	
Recommended literature: Firbas, J. (1992). Functional sentence perspective in written and spoken communication. Cambridge: CUP Daneš, F. (1974). Papers in functional sentence perspective. Prague: Academia Daneš, F. (1985). Věta a text. Prague: Academia Mathesius, V. (1975). A functional analysis of present-day English on a general linguistic basis. Prague: Academia. Sgall, P. et al. (1980). Aktuální členění věty v češtině. Prague: Academia. Svoboda, A. (1989). Kapitoly z funkční syntaxe. Prague: SPN. Vachek, J. (1990). A Linguistic Characterology of Modern English. Praha: SPN.	
Course language: English	
Notes:	

Course assessment					
Total number of assessed students: 14					
A	B	C	D	E	FX
42.86	21.43	28.57	0.0	7.14	0.0
Provides: PhDr. Slávka Janigová, PhD.					
Date of last modification: 01.05.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KSSFaK/ZTPUP/15	Course name: Fundamentals of Theory and Practice of Literary Translation
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: solving creative tasks by writing papers assessment of translation of poetic and prosaic texts	
Learning outcomes: acquiring basic knowledge of theory of literary translation and its combining with practice, i.e. by translating selected English texts	
Brief outline of the course: <ol style="list-style-type: none"> 1. Brief history of literary translation 2. Contemporary theories of translation (linguistic theory – Catford, communication theory – Nida, Levý, Popovič, Skopos theory – Vermeer) 3. Shift in translation, typology of shifts 4. Naturalization and exotization, historization and modernization in translation 5. Translation of poetic texts. Rhyme, rhythm, metaphor. 6. Translation of prosaic texts. Translation of realia. 7. Praxeological issues of translation 	
Recommended literature: Andričík, M.: K poetike umeleckého prekladu. Levoča: Modrý Peter, 2004. Andričík, M.: Preklad pod lupou. Levoča: Modrý Peter, 2013. Feldek, Ľ.: Z reči do reči. Bratislava: Slovenský spisovateľ, 1977. Ferenčík, J.: Kontexty prekladu. Bratislava: Slovenský spisovateľ, 1982. Hečko, B.: Preklad ako dobrodružstvo. Bratislava: Slovenský spisovateľ, 1991. Hochel, B.: Preklad a komunikácia. Bratislava: Slovenský spisovateľ, 1990. Levý, J.: Umění překladu. Praha: Československý spisovatel, 1963. Popovič, A.: Teória umeleckého prekladu. Bratislava: Tatran, 1975. Šimon, L.: Úvod do teórie a praxe prekladu. Prešov: Náuka, 2005. Vilikovský, J.: Preklad ako tvorba. Bratislava: Slovenský spisovateľ, 1984. Zambor, J.: Preklad ako umenie. Bratislava: Vydavateľstvo Univerzity Komenského, 2000.	
Course language:	
Notes:	

Course assessment					
Total number of assessed students: 82					
A	B	C	D	E	FX
24.39	57.32	17.07	0.0	0.0	1.22
Provides: prof. PhDr. Marián Andričík, PhD.					
Date of last modification: 16.09.2020					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KAaA/ GSTm/15		Course name: Gender Studies			
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 3					
Recommended semester/trimester of the course: 1.					
Course level: II.					
Prerequisites:					
Conditions for course completion: Participation in class - 20% Presentation and analysis of the selected topic - 40% Test - 40%					
Learning outcomes: Students can explain basic terminology and concepts connected with gender issues. Students are capable of active analysis of gender issues, gender roles, identities, and stereotypes in several media, cultural and social contexts. The absolvents are able to comprehensively read media texts as well as scientific articles related to gender and sexuality issues. The absolvents can implement the acquired knowledge about sexual and gender identities, roles and stereotypes in their own analysis of chosen issues.					
Brief outline of the course:					
Recommended literature: Browne, J. ed. (2007). The Future of Gender. Cambridge: Cambridge University Press. Butler, J. (2002). Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge. Holmes, M. (2009). Gender and Everyday Life. New York: Routledge. Mansfield, N. (2000). Subjectivity: Theories of the Self from Freud to Haraway. Allen & Unwin. Pilcher, J. & Whelehan, I. (2004). Fifty Key Concepts in Gender Studies. London: Sage Publications Ltd.					
Course language: English					
Notes:					
Course assessment Total number of assessed students: 98					
A	B	C	D	E	FX
42.86	20.41	9.18	9.18	9.18	9.18

Provides: Mgr. Petra Filipová, PhD.
Date of last modification: 03.05.2021
Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ GLOBm/15	Course name: Great Britain and the USA in the Age of Globalisation
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests(s). The student must be on time for class. 2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. Final evaluation: A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less	
Learning outcomes: This course is designed as an introduction to the British and American with the main focus on the British and American Society, Corporations and system of Government at all levels. In addition, themes such as education, health and welfare systems, and the British and American economy will be addressed.	
Brief outline of the course: Week 1: Course Introduction Week 2: Historical overview Week 3: 19th Century Changes Week 4: Effects of Two World Wars Week 5-6: Economy of the UK 7-8: Economy of the USA Week 9-11: Presentations	
Recommended literature: Watts D. : British Government and Politics. A comparative guide. Edinburgh University Press.2006. .Wright A.: British Politics. A very short introduction. Oxford University Press. 2003. Obelkevich, J. (ed.): Understanding Post-War British Society. Routledge, London, 1994 Oakland, J.: British Civilisation. Routledge, London, 1991 Spittles, B.: Britain since 1960. Macmillan, London, 1995 Stevenson, D.K. (1998). American Life and Institutions. Washington,	

D.C.: United States Information Agency. Urofsky, M. (Ed.). (1994). Basic Readings in U.S. Democracy. Washington, D.C.: United States Information Agency. Materials and sources as recommended by the lecturer.

Course language:

English

Notes:

Course assessment

Total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Provides: Mgr. Martina Martausová, PhD.

Date of last modification: 02.05.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: ÚINF/TIK1/15		Course name: Information theory, encoding			
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 1 Per study period: 28 / 14 Course method: present					
Number of ECTS credits: 4					
Recommended semester/trimester of the course: 1.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 88					
A	B	C	D	E	FX
64.77	11.36	12.5	3.41	0.0	7.95
Provides: prof. RNDr. Stanislav Krajčí, PhD.					
Date of last modification: 03.05.2015					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ VIV1/15	Course name: Internet in education
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 2 Per study period: 14 / 28 Course method: present	
Number of ECTS credits: 4	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Assessment of preliminary assignments - design of a teleproject, design of an e-learning course lesson, design and implementation of a video-conference activity. In final exam students will demonstrate an overview of using the Internet in education in written form and they will present and defend their final work focused on using the Internet in education (design and implementation of an e-learning course, teleproject, webquest, on-line competition, lesson exploiting several Internet sources and tools).	
Learning outcomes: 1. To acquire an overview of the possibilities of using the Internet in education. 2. To enhance skills for searching, acquiring, exchanging and presenting information via the Internet. 3. To design, develop and verify an Internet activity (e-learning course, teleproject, WebQuest, online competition, video lecture).	
Brief outline of the course: Overview of using the Internet in education. Educational Web sites and search engines. Design, implementation and evaluation of e-learning courses. Educational teleprojects, online competitions, teleexperiments. Communicating via the Internet - forums, blogs, videoconferences, social networking. Social, medical, ethical and legal aspects of using the Internet.	
Recommended literature: 1. CONRAD, Rita-Marie - DONALDSON, J. Ana (2011). Engaging the Online Learner: Activities and Resources for Creative Instruction. Jossey-Bass; Updated Edition edition 2011. ISBN 978-1118018194. 2. FREEDMAN, Terry (2010) The Amazing Web 2.0 Projects Book. http://www.terry-freedman.org.uk/web2_2010/Amazing%20Web%202%20Projects%20%20online%20version.pdf 3. MANN, B. L. Selected Styles in Web-based Educational Research. Information Science Pub, 2005. ISBN 15-9140-732-X. 4. BARANOVIČ, R. et al. Internet pre stredné školy - Učebnica Internetu. Praha : Computer Press, 2003. 275 s. ISBN 80-251-0088-X.	

Course language:					
Notes:					
Course assessment					
Total number of assessed students: 152					
A	B	C	D	E	FX
15.13	33.55	21.05	14.47	12.5	3.29
Provides: doc. RNDr. Ľubomír Šnajder, PhD., PaedDr. Ján Guniš, PhD.					
Date of last modification: 01.04.2020					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ INFm/15	Course name: Interpretation of Films
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Due to the precautions taken as a result of the Covid-19 pandemic, the course will run online via the MS Teams platform. Online classes will occur according to the schedule and our plan; the only difference will be the online environment. Attendance: Students are expected to attend each class according to the schedule. Should students miss three or more classes, they will not receive credits for the course no matter what their overall results are. Each technical problem, such as failed internet connection or other technical issues, must be announced to the lecturer in advance. Continuous assessment: Students are expected and politely required to actively participate in each lesson (active participation = participation in discussions based on having read the required texts and watched the required films). Each student must prepare notes from reading and/or film assignments on a weekly basis and an essay (analysis) on a topic chosen by the lecturer. Should students fail to provide either of the two compulsory parts, they will not receive credits. Final assessment: The final grade will be calculated as a sum of the score for assignment(s) - weekly assignments (50%), essay (50%). (No assignment, plagiarism, and other unacceptable practices will be awarded 0 points.) FINAL EVALUATION: A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less	
Learning outcomes: The course is designed to instruct students in the art of cinematic discourse and provide them with a set of information to help them develop and/or improve essential analytical skills in interpreting contemporary American cinema. It also invites students to participate more judiciously in the	

analysis of American cinema with the intention to enable them to question their role as passive spectators and increase their ability to watch films actively and critically.

Course content:

This course will examine significant issues in film theory and contemporary approaches to understanding the film. Since the 1970s, scholars have developed a variety of critical methods for studying media texts. This course focuses on the most viable ones to provide students with the tools necessary to interpret films as socio-cultural and ideological productions.

Brief outline of the course:

Week 1: Introduction

Week 2: Ideology

Reading assignment:

Cultural studies and film, Graeme Turner (pp.193-199)

Ideology, James H. Kavanagh (pp.306-307)

Week 3 and 4: Classical vs. post-Classical narrative

Film assignment:

Die Hard (1988)

Week 5: Psychoanalysis

Reading assignment:

Film and Psychoanalysis, Barbara Creed (pp.75-88)

Film assignment:

Forrest Gump (1994)

Week 6: Film and Feminism

Reading assignment:

Feminism and Film, Patricia White (pp.115-129)

Visual Pleasure and Narrative Cinema, Laura Mulvey (pp. 6-18)

Film assignment:

Mullholand Drive (2001)

Week 7: Race and Ethnicity in Film

Reading assignment:

Race, ethnicity, and film, Robyn Wiegman (pp. 156-166)

Film assignment:

To Kill a Mockingbird (1962)

Week 8: Tutorials

Week 9: Auteurism, Deconstruction, Post-structuralism

Reading assignment:

Post-structuralism and Deconstruction, Peter Brunette (pp.89-93)

Film assignment:

Chinatown (1974)

Week 10-14: Tutorials

Recommended literature:

Recommended literature:

ALTHUSSER, Louis. 1971. Ideology and Ideological state apparatuses. In EVANS, Jessica and HALL, Stuart (eds.). Visual Culture: The Reader. 1st edition. London: SAGE Publications Ltd. 1999, pp.317-323. Print.

BARTHES, Roland. 1991. Mythologies. Canada: Harper Collins Ltd. 1991, pp.125. Print.

BORDWELL, David, THOMPSON, Kristin and STAIGER, Janet. 2002. The Classical Hollywood Cinema: Film Style and Mode of Production to 1960. 6th edition. London: Routledge. 2002. Print.

BURGOYNE, Robert. 2010. Film Nation: Hollywood Looks at U.S. History. Minnesota: University of Minnesota press. 2010. Print.

DOANE, Mary Ann. 1987. The Desire to Desire: The Woman's Film of the 1940s. Indiana University Press. 1-37. 1987. Print.

ELSAESSER, Thomas. 2012. The Persistence of Hollywood. New York: Routledge. 2012. Print.

ELSAESSER, Thomas, and BUCKLAND, Warren. 2002. Studying Contemporary American Film. New York: Oxford University Press. 2002. Print

ELSAESSER, Thomas, HORWATH, A., and KING, N. (eds.). 2004. The Last Great American Picture Show. Amsterdam: Amsterdam University Press. 2004. Print.

HALL, Stuart. 1997. Representation: Cultural Representations and Signifying Practices. London: SAGE Publications Ltd. 1997, pp. 225-279, 315-323. Print.

HAYWARD, Susan. 2000. Cinema Studies: The Key Concepts. 2nd edition. London: Routledge. 2000, pp. 190-195. Print.

HILL, John and GIBSON, Pamela (eds.). American Cinema and Hollywood: Critical Approaches. 1st edition. Oxford: Oxford University Press. 2000,

KUHN, Annette. 1999. Women's Pictures: Feminism and Cinema. London: Verso. 1999. Print.

MULVEY, Laura. Visual Pleasure and Narrative Cinema. In HALL, Stuart and EVANS, Jessica (eds.) Visual Culture: The Reader. London: SAGE Publications, 1999, pp. 381-389. Print.

MCGOWAN, Todd. 2003. Looking for the Gaze: Lacanian Film Theory and Its Vicissitudes. Cinema Journal. Volume 42. Issue 3 (2003): pp. 27-47. Print.

NEALE, Steve. 2000. Genre and Hollywood. London: Routledge. 2000. Print.

RAY, Robert B. 1985. A Certain Tendency of the Hollywood Cinema: 1930-1980. Princeton: Princeton University Press. 1985. Print.

Course language:

EN

Notes:

Course assessment

Total number of assessed students: 97

A	B	C	D	E	FX
76.29	7.22	13.4	1.03	1.03	1.03

Provides: Mgr. Martina Martausová, PhD.

Date of last modification: 01.05.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ INTSAm/15	Course name: Interpreting A (Simultaneous)
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: The course is taught by two teachers. PhDr. Stefan Franko, PhD. teaches this course to interpreters and translators, for whom it is compulsory. Mgr. Ester Demjanová, PhD. teaches the course to other students (BAS and BAS in combination, GS) who may choose it as an elective course. Transfers between groups are not possible. All students must be signed up for the correct sessions and attend the lessons assigned to them as the content of the lessons varies. Different evaluation conditions apply to individual groups. For seminars with Mgr. Demjanová: Continuous assessment consists of 3 parts: - theoretical test (30 %), - one-time interpreting performance (30 %), - practical exam (40 %), To complete the course successfully, evaluation better than Fx is required from each of the three parts. Grading scale: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
Learning outcomes: Familiarize students with interpreting as such, types and genres of interpreting, interpreting strategies, rhetorical principles, praxeology and ethics of interpreting.	
Brief outline of the course: For seminars with Mgr. Demjanová, PhD.: 1. introductory lesson: objectives and conditions of the course 2. theoretical part: introduction to interpreting, interpreter's rules and credo, genres and types of interpreting practical part: exercises – Slovak language, presentation, interpretation in booths	

3. theoretical part: types of interpreting practical part: multitasking (games and exercises), list interpreting, interpreting in booths
4. theoretical part: revision, interpreting strategies practical part: booth interpreting, rephrasing and anticipation (games and exercises)
5. theoretical part: praxeology practical part: rewording (multiple rewording, deverbalization, dubbing) and self-monitoring (games and exercises), interpreting in booths
6. test - theoretical part
7. tutorials
8. theoretical part: evaluation of interpretation practical part: coping and stress-management Interpreting in booths
9. Interpreting in booths (optional)
10. Interpreting in booths (possibility of evaluation)
11. interpreting in booths (possibility of evaluation)
12. practical exam - final evaluation of subject
13. tutorials
14. tutorials

Recommended literature:

Jones, R. (1998) Conference Interpreting Explained. Manchester: St. Jerome Publishing
 Gile, D. (1995) Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins
 Nováková, T. 1993. Tlmočenie: teória, výučba, prax. Bratislava
 Čenková, I. (1988). Teoretické aspekty simultánného tlmočenia. Praha.
 For seminars with Mgr. Demjanová:
 Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. 183 s.
 Múglová, Daniela. 2009. Tlmočenie a preklad od antiky po súčasnosť alebo Čo spôsobil pád Babylonskej veže. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava : ARIMES, 2009, s. 82-208.
 Rozan, Jean-François. 2002. Note-taking in Consecutive Interpreting. Kraków : Tertium, 2002. 57 s.

Course language:

Slovak language, English language

Notes:

For seminars with Mgr. Demjanová, PhD.:

The language of the course is Slovak. Students are expected to have a very good English language competence, lack of such competence will not be excused when evaluating student's interpreting and will have an effect on the final assessment. The course is not recommended to the first-year students, since a very high command of English on the C1+ level is required. The course is recommended to those students who have attended consecutive interpreting courses during their bachelor studies.

Course assessment

Total number of assessed students: 129

A	B	C	D	E	FX
37.98	34.88	20.93	3.88	2.33	0.0

Provides: PhDr. Štefan Franko, PhD.

Date of last modification: 02.05.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ INTSBm/15	Course name: Interpreting B (Simultaneous)
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: For students of interpreting and translation: practical examination For seminars with Mgr. Demjanová: Continuous assessment consists of 2 parts: - activity and performance during classes (50 %), - practical examination (50 %), Grading scale: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
Learning outcomes: This course aims to help students practice simultaneous interpreting and achieve better results, and train for real-life simultaneous interpreting events. The student will attain adequate skills to perform simultaneous interpretation.	
Brief outline of the course: For seminars with Mgr. Demjanová: 1. Introductory lesson 2. Revision (Interpreting B), Simultaneous interpretation methods exercises (practical training) 3. Split-Attention Exercises; Simultaneous interpretation (practical training) 4. Time lag Exercises; Simultaneous interpreting (practical training) 5. Anticipation Exercises; Simultaneous interpreting (practical training) 6. Reformulation Exercises; Simultaneous interpreting (practical training) 7. Self-monitoring Exercises; Simultaneous interpreting (practical training) 8. Stress management Exercises; Simultaneous interpreting (practical training) 9. tutorials 10. Simultaneous interpreting (practical training)	

11. Simultaneous interpreting (practical training) 12. Final evaluation and summary of the course 13. tutorials 14. tutorials					
Recommended literature: Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. p. 183. Müglová, Daniela. 2009. Tlmočenie a preklad od antiky po súčasnosť alebo Čo spôsobil pád Babylonskej veže. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava : ARIMES, 2009, pp. 82-208.					
Course language: Slovak language, English language					
Notes: The course is taught by two teachers. PhDr. Stefan Franko, PhD. teaches this course to interpreters and translators, for whom it is compulsory. Mgr. Ester Demjanová, PhD. teaches the course to other students (BAS and BAS in combination, GS) who may choose it as an elective course. Transfers between groups are not possible. All students must be signed up for the correct sessions and attend the lessons assigned to them as the content of the lessons varies. Different evaluation conditions apply to individual groups. The language of the course is Slovak. Students are expected to have a very good English language competence, lack of such competence will not be excused when evaluating student's interpreting and will have an effect on the final assessment. The course is not recommended to the first-year students, since a very high command of English on the C1+ level is required. The course is recommended to those students who have attended consecutive interpreting courses during their bachelor studies.					
Course assessment Total number of assessed students: 122					
A	B	C	D	E	FX
43.44	35.25	12.3	5.74	3.28	0.0
Provides: PhDr. Štefan Franko, PhD.					
Date of last modification: 02.05.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/UPN/17	Course name: Introduction into Psychology of Religion
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: The assessment is based on the interim evaluation. The subject will be taught in both present and distance format. Up-to-date information concerning the subject for the given academic year can be found on the electronic board of the subject in the Academic information system of the UPJŠ.	
Learning outcomes: The aim of the subject is to gain a basic overview of the origin and current state of knowledge in the field of research and application of the psychology of religion. Students will acquire basic knowledge need for orientation in the field and emphasis will be given to individual reflection and critical thinking as well as application of already acquired knowledge from other (psychological) disciplines.	
Brief outline of the course: <ol style="list-style-type: none"> 1. History of psychology of religion in national and world context 2. Psychological perspective on religion and religious experience 3. Psychology of religion in an interdisciplinary context 4. Basic approaches to psychological interpretation and selected views 5. Different types of religious experience 6. Psychological view of religion from a biodynamic perspective 7. Spirituality versus religiosity in a postmodern society 8. Coping in the context of religiosity 9. Psychotherapy and religion, pastoral psychology 	
Recommended literature: Eliade, M. (1994). Posvátné a profánní. Praha: Česká křesťanská akademie. Eliade, M. (1995). Dějiny náboženského myšlení 1. Praha: Oikymen. Freud, S. (1999). Nutkavá jednání a náboženské úkony. In Freud, S., Spisy z let 1906–1909. Praha: Psychoanalytické nakladatelství. Fromm, E. (2003). Psychoanalýza a náboženství. Praha: Aurora Erikson, E. (1996). Mladý muž Luther: studie psychoanalytická a historická. Praha: Psychoanalytické nakladatelství. James, W. (1930). Druhy náboženské zkušenosti. Praha: Melantrich. Jung, C. G. (1993). Analytická psychologie: Její teorie a praxe. Praha: Academia.	

Křivohlavý, J. (2000). Pastorální péče. Praha: Oliva Pargament, K. (1997), Psychology of religion and coping, Říčan, P. (2007). Psychologie náboženství a spirituality. Praha: Portál. Říčan P. (2002), Psychologie náboženství, Portál, Praha, Stríženec, M. (2001) Súčasná psychológia náboženstva					
Course language:					
Notes:					
Course assessment Total number of assessed students: 25					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Provides: Mgr. Jozef Benka, PhD. et PhD.					
Date of last modification: 25.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: ÚINF/ UGR1/15		Course name: Introduction to computer graphics			
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present					
Number of ECTS credits: 5					
Recommended semester/trimester of the course: 1., 3.					
Course level: I., II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes: To provide the students with knowledge of graphics algorithms and basic principles of computer graphics.					
Brief outline of the course: Graphics hardware, input and output devices. Color models, palettes. Raster graphics algorithms for drawing 2D primitives. Filling and clipping. Curve modeling, interpolations and approximations, spline forms, Bézier curves, B-splines, surfaces. Homogenous coordinates, affine transformations, perspective and parallel projections. Visible-surface determination, illumination and shading. Rendering techniques, photorealism, textures, ray tracing, radiosity. Object representations, computer animation, virtual reality.					
Recommended literature: FOLEY, J. D., van DAM, A., FEINER, S., HUGHES, J.: Computer Graphics: Principles and Practice, Addison-Wesley, 1991 MORTENSON, M.E.: Geometric modeling, 2.ed., Willey, 1997					
Course language:					
Notes:					
Course assessment Total number of assessed students: 297					
A	B	C	D	E	FX
13.8	10.44	13.8	23.57	29.97	8.42
Provides: doc. RNDr. Jozef Jirásek, PhD., RNDr. Rastislav Krivoš-Belluš, PhD.					
Date of last modification: 03.05.2015					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ UNS1/15	Course name: Introduction to neural networks
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of ECTS credits: 5	
Recommended semester/trimester of the course: 1., 3.	
Course level: I., II.	
Prerequisites:	
Conditions for course completion: The condition for passing the course is the realization of a project with the application of neural networks, successful completion of two written tests in the field of neural networks and genetic algorithms, as well as successful completion of the written and oral part of the exam.	
Learning outcomes: The result of the education is an understanding of the basic principles of neural networks and genetic algorithms. The student will gain the ability to apply the acquired knowledge in intelligent data analysis and also work with a selected tool for modeling neural networks.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Basic concept arising from biology. Linear threshold units, polynomial threshold units, functions calculable by threshold units. 2. Perceptrons. Linear separable objects, adaptation process (learning), convergence of perceptron learning rule, higher order perceptrons. 3. Forward neural networks, hidden neurons, adaptation process (learning), backpropagation method. 4. Recurrent neural networks. Hopfield neural networks, properties, associative memory model, energy function, learning, optimization problems (business traveler problem). 5. Model of gradually created network. ART network, architecture, operations, initialization phase, recognition phase, search and adaptation phase. Use of the ART network. 6. Applications of studied models in solving practical problems. 7. Written test I. 8. Motivation to model genetic elements. Genetic algorithm. Application of genetic algorithms. 9. Genetic programming, root trees, Read's linear code. Basic stochastic optimization algorithms: blind algorithm and climbing algorithm. Forbidden search method. 10. Genetic and evolutionary programming with typing, examples of use. Grammatical evolution. 11. Special techniques of evolutionary computations. Selection mechanisms in evolutionary algorithms. 12. Use of genetic algorithms in training neural networks. Artificial life. 13. Written test II. 	
Recommended literature:	

1. AGGARWAL, Charu C. Neural networks and deep learning: a textbook. Cham: Springer, 2018. ISBN 978-3319944623. 2. KVASNIČKA, Vladimír. Úvod do teórie neurónových sietí. [Slovenská republika]: IRIS, 1997. ISBN 80-88778-30-1. 3. KVASNIČKA, Vladimír. Evolučné algoritmy. Bratislava: Vydavateľstvo STU, 2000. Edícia vysokoškolských učebníc. ISBN 80-227-1377-5. 4. MITCHEL, Melanie. An Introduction to Genetic Algorithms. Cambridge: MIT Press, 2002. ISBN 0-262-63185-7. 5. SINČÁK, Peter, ANDREJKOVÁ, G. Úvod do neurónových sietí, I. diel, Košice: ELFA, 1996. ISBN 808878638X					
Course language: Slovak or English					
Notes: Content prerequisites: Basics of programming in Python, or another alternative programming language suitable for data analysis					
Course assessment Total number of assessed students: 439					
A	B	C	D	E	FX
14.12	17.08	22.55	19.13	22.78	4.33
Provides: RNDr. Ľubomír Antoni, PhD., RNDr. Šimon Horvát					
Date of last modification: 26.08.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/IRSTm/15	Course name: Irish Studies
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Preparation and active participation 20 %: All students MUST have their own copies of the book by Wilson, materials, their own written preparations and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read materials assigned and/or provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments. Presentations 80 %: Pairs of students are expected to give a 5-minute presentation on one of the topics using materials and following instructions by the lecturer. Final mark 100%. Minimum pass mark 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less	
Learning outcomes: This course focuses on historic, political, social and cultural issues in Ireland. Within the topics covered by the course the development of the conflict in Northern Ireland as well as importance of Irish Gaelic and folk traditions find their place. Major institutions, contemporary forms of differentiation and inequalities, and their manifestations in different areas of culture are discussed.	
Brief outline of the course: After an introductory lecture and/or students' presentations, individual aspects of Irish identity will be discussed and analysed. Handouts represent a part of material needed for the course and you will be asked to make your own copies from a master copy provided by the lecturer. Course topics will include: Week 1: Introduction to the course. Week 2: Ireland - basic facts. Importance and representation of history, religion and culture in present-day Irish identities. Week 3-4: Irish history - periods of major importance. Students' presentations. Week 5: Critical analysis of articles published by British, Irish and Slovak press from 1990s. Students' presentations. Week 6-7: Irish Gaelic and its place in Irish society. Irishness in literary texts. Students' presentations. Week 8: Selling Irishness through visuals. Students' presentations. Week 9: Tutorials	

<p>Week 10: No class - Rector's free day</p> <p>Week 11: Selling Irish folk traditions by the Irish living on the British Isles - the Music Of Ireland. Selling Irishness by the Irish living outside the British Isles - Lord Of The Dance. Students' presentations.</p> <p>Week 12: Criticism through satire - Life Of Brian. Students' presentations. The future of Ireland?</p> <p>Week 13-14: Tutorials.</p>																	
<p>Recommended literature:</p> <p>Wilson, T.: Ulster: Conflict and Consent. Blackwell, Oxford, 1998.</p> <p>Sevaldsen, J.: Contemporary British Society. Akademis, Copenhagen, 2008.</p> <p>Irish - Facing the Future. European Bureau for Lesser Used Languages. Irish Committee, Dublin, 2007.</p> <p>Coogan, T.P. (ed.): Ireland and the Arts. Quarter, London, 1999.</p> <p>Mackey, J.P. (ed.): The Irish Contribution. I.I.S., Belfast, 1994.</p> <p>Monty Python's Life Of Brian</p> <p>Michael Flatley's Lord Of The Dance The Music of Ireland</p>																	
<p>Course language:</p> <p>English</p>																	
<p>Notes:</p>																	
<p>Course assessment</p> <p>Total number of assessed students: 64</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>96.88</td><td>1.56</td><td>1.56</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </table>						A	B	C	D	E	FX	96.88	1.56	1.56	0.0	0.0	0.0
A	B	C	D	E	FX												
96.88	1.56	1.56	0.0	0.0	0.0												
<p>Provides: doc. Mgr. Slávka Tomaščíková, PhD.</p>																	
<p>Date of last modification: 07.05.2021</p>																	
<p>Approved:</p>																	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ CERTb/15	Course name: Language Competences for Language Certificates
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: combined, present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2., 4.	
Course level: I., II., N	
Prerequisites:	
Conditions for course completion: Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL EXAM to collect information about their level of preparedness. Oral exams will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral examination will be equivalent with the content of the missed credit test but may last longer than a written test and can include deeper analysis of certain problem areas of the course. CONTINUOUS PREPARATION constitutes 10% of the final mark (maximum 10 points): Students are expected to prepare reports for each class by reading and processing the study materials and the required literature. Formal requirements for the home assignments: Minimum 2 but maximum 3 pages in Microsoft Word editor: letter type Times New Roman; letter size 12, spacing 1.5, 34 lines with 2865 characters per page with spaces. The report's header must contain the student's name and surname, study group, number of the given week according to the	

syllabus of the course and the title of the topic for the week. The final document must be saved in Printable Document Format (PDF). Ignoring any of these criteria will automatically lead to the refusal of the submitted report.

Content requirements for the assignment:

Students must present the content of the reading assignment synthesized in a clear and structured way: highlighting key information and data as well as presenting logical connections between them. The submitted report must represent the student's thorough understanding of the content and the problem area discussed in the reading assignment.

WARNING: Reports must be original work of the author! Any violation of copyright or breach of anti-plagiarism rules and regulations of the university will inevitably lead to disciplinary procedures! Repeated and systematic plagiarism will lead to the loss of credits assigned for completion the course!

Deadline and the format of the report:

Students must mail their home assignments to the following email address: rozenfeld.julius2@atk.sk by Saturday 24:00 each week. The reports must be mailed in PDF format. No other formats are accepted! No late submissions will be accepted unless separately negotiated with the supervisor of the course!

ATTENDANCE AND ACTIVE PARTICIPATION constitute 20% (maximum 20 points) of the final mark:

All students must attend all classes regardless they are organized face-to-face or online. Students must join the class sessions on time. Should anyone miss the first ten minutes of a class, will be marked as absent from the class. Points for active participation are assigned **ONLY** to the students who actively contribute to the learning process during the sessions with joining discussions!

Volunteer work in extracurricular activities that are organized by the Department of the British and American Studies which clearly contribute to the students' professional development such as: lectures and workshops, career week activities, organization of open-door days, language competitions, conferences, Olympiads, and other similar activities are fully supported! Should these activities be organized during the regular session times, volunteers will be acknowledged as if they had participated in the regular class session.

ABSENCE DUE TO ILLNESS

A student absent from a class must file a valid doctor's certificate by emailing it in a PDF format to the lecturer as soon as possible. Due reports for the missed class must be submitted according to the syllabus of the course and no later than the following class attended by the student.

In an emergency, if the student is unable to contact the lecturer and mail the valid doctor's certificate or is being treated elsewhere, the lecturer must be informed by sending an email to the following email address: julius.rozenfeld@upjs.sk as soon as possible. In both cases, the student must also file a letter from a physician certifying the date and nature of the illness.

ABSENCE FOR OTHER REASONS

Students who must be absent for reasons other than illness, such as a death in the family or a reason of similar gravity, must contact the lecturer as soon as possible and submit relevant documents that certify the seriousness of the case.

There may be other activities which can validate missing a class or several classes, for example participation in high-quality international competitions, scientific research, conferences, or other relevant activities, which clearly contribute to the professional development of the student but final decision about the validity of the presented excuse fully falls in the lecturer's competency. Regular full-time or part-time employment is not an acceptable excuse for a missed class.

COVID-19 regulations:

Changing pandemic situation requires continuous adaptation. Online sessions organized via Microsoft Teams are the preferred alternative to in-person sessions if necessary. Attendance will

be duly followed on online meetings too. Tests – if required for the completion of course – are also planned flexibly. Normally, the first credit test takes place during the 6th week of the term with a second credit test on the 12th week, but changes may apply. If necessary, these test dates can be changed according to the pandemic situation or replaced by online tests the form and content of which are comparable with a normal paper-based test. Students are required to follow the department's noticeboard and inform themselves continuously about the possible changes!

Learning outcomes:

The course is focused on the development of language skills and other competencies that are necessary for successful completion of the Test of English as a Foreign Language known by the acronym TOEFL and obtaining the international language certificate TOEFL iBT (i.e. Internet-Based Test). Students develop the ability to listen with comprehension, speaking, reading and writing through practical exercises and understand the principles of using correct grammar through a variety of topics that may appear in this test. The course also provides a detailed explanation of the processes and recommendations for passing the TOEFL iBT test. By completing the course, students will be able to successfully complete the TOEFL iBT, or equivalent language test.

Brief outline of the course:

1. Language Testing, Its History, Background, Requirements
2. Learning Techniques, Hints and Tips
3. Developing Listening Skills
4. Developing Speaking through Listening
5. Developing Effective Reading
6. Vocabulary Building
7. Developing Writing for Testing
8. Understanding Grammar in Speaking
9. Developing Grammar in Writing
10. Real Test Practice
11. Scoring, Assessment and Self-Development

Recommended literature:

Obligatory literature:

1. Educational Testing Services, Official TOEFL iBT® Tests with Audio, Volume 1
2. Educational Testing Services, The Official Guide to the TOEFL® Test, Fourth Edition, McGraw Hill, New York, ISBN: 978-0-07-176657-9
3. Longman Preparation Series for the TOEIC Test: Advanced Course, Third Edition, Pearson ESL, ISBN-10: 0130988421

Course language:

English

Notes:

Course assessment

Total number of assessed students: 163

A	B	C	D	E	FX
50.31	4.91	11.04	5.52	5.52	22.7

Provides: Mgr. Július Rozenfeld, PhD.

Date of last modification: 29.04.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ CERTb/15	Course name: Language Competences for Language Certificates
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: combined, present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1., 3.	
Course level: I., II., N	
Prerequisites:	
Conditions for course completion: Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL EXAM to collect information about their level of preparedness. Oral exams will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral examination will be equivalent with the content of the missed credit test but may last longer than a written test and can include deeper analysis of certain problem areas of the course. CONTINUOUS PREPARATION constitutes 10% of the final mark (maximum 10 points): Students are expected to prepare reports for each class by reading and processing the study materials and the required literature. Formal requirements for the home assignments: Minimum 2 but maximum 3 pages in Microsoft Word editor: letter type Times New Roman; letter size 12, spacing 1.5, 34 lines with 2865 characters per page with spaces. The report's header must contain the student's name and surname, study group, number of the given week according to the	

syllabus of the course and the title of the topic for the week. The final document must be saved in Printable Document Format (PDF). Ignoring any of these criteria will automatically lead to the refusal of the submitted report.

Content requirements for the assignment:

Students must present the content of the reading assignment synthesized in a clear and structured way: highlighting key information and data as well as presenting logical connections between them. The submitted report must represent the student's thorough understanding of the content and the problem area discussed in the reading assignment.

WARNING: Reports must be original work of the author! Any violation of copyright or breach of anti-plagiarism rules and regulations of the university will inevitably lead to disciplinary procedures! Repeated and systematic plagiarism will lead to the loss of credits assigned for completion the course!

Deadline and the format of the report:

Students must mail their home assignments to the following email address: rozenfeld.julius2@atk.sk by Saturday 24:00 each week. The reports must be mailed in PDF format. No other formats are accepted! No late submissions will be accepted unless separately negotiated with the supervisor of the course!

ATTENDANCE AND ACTIVE PARTICIPATION constitute 20% (maximum 20 points) of the final mark:

All students must attend all classes regardless they are organized face-to-face or online. Students must join the class sessions on time. Should anyone miss the first ten minutes of a class, will be marked as absent from the class. Points for active participation are assigned **ONLY** to the students who actively contribute to the learning process during the sessions with joining discussions!

Volunteer work in extracurricular activities that are organized by the Department of the British and American Studies which clearly contribute to the students' professional development such as: lectures and workshops, career week activities, organization of open-door days, language competitions, conferences, Olympiads, and other similar activities are fully supported! Should these activities be organized during the regular session times, volunteers will be acknowledged as if they had participated in the regular class session.

ABSENCE DUE TO ILLNESS

A student absent from a class must file a valid doctor's certificate by emailing it in a PDF format to the lecturer as soon as possible. Due reports for the missed class must be submitted according to the syllabus of the course and no later than the following class attended by the student.

In an emergency, if the student is unable to contact the lecturer and mail the valid doctor's certificate or is being treated elsewhere, the lecturer must be informed by sending an email to the following email address: julius.rozenfeld@upjs.sk as soon as possible. In both cases, the student must also file a letter from a physician certifying the date and nature of the illness.

ABSENCE FOR OTHER REASONS

Students who must be absent for reasons other than illness, such as a death in the family or a reason of similar gravity, must contact the lecturer as soon as possible and submit relevant documents that certify the seriousness of the case.

There may be other activities which can validate missing a class or several classes, for example participation in high-quality international competitions, scientific research, conferences, or other relevant activities, which clearly contribute to the professional development of the student but final decision about the validity of the presented excuse fully falls in the lecturer's competency. Regular full-time or part-time employment is not an acceptable excuse for a missed class.

COVID-19 regulations:

Changing pandemic situation requires continuous adaptation. Online sessions organized via Microsoft Teams are the preferred alternative to in-person sessions if necessary. Attendance will

be duly followed on online meetings too. Tests – if required for the completion of course – are also planned flexibly. Normally, the first credit test takes place during the 6th week of the term with a second credit test on the 12th week, but changes may apply. If necessary, these test dates can be changed according to the pandemic situation or replaced by online tests the form and content of which are comparable with a normal paper-based test. Students are required to follow the department's noticeboard and inform themselves continuously about the possible changes!

Learning outcomes:

The course is focused on the development of language skills and other competencies that are necessary for successful completion of the Test of English as a Foreign Language known by the acronym TOEFL and obtaining the international language certificate TOEFL iBT (i.e. Internet-Based Test). Students develop the ability to listen with comprehension, speaking, reading and writing through practical exercises and understand the principles of using correct grammar through a variety of topics that may appear in this test. The course also provides a detailed explanation of the processes and recommendations for passing the TOEFL iBT test. By completing the course, students will be able to successfully complete the TOEFL iBT, or equivalent language test.

Brief outline of the course:

1. Language Testing, Its History, Background, Requirements
2. Learning Techniques, Hints and Tips
3. Developing Listening Skills
4. Developing Speaking through Listening
5. Developing Effective Reading
6. Vocabulary Building
7. Developing Writing for Testing
8. Understanding Grammar in Speaking
9. Developing Grammar in Writing
10. Real Test Practice
11. Scoring, Assessment and Self-Development

Recommended literature:

Obligatory literature:

1. Educational Testing Services, Official TOEFL iBT® Tests with Audio, Volume 1
2. Educational Testing Services, The Official Guide to the TOEFL® Test, Fourth Edition, McGraw Hill, New York, ISBN: 978-0-07-176657-9
3. Longman Preparation Series for the TOEIC Test: Advanced Course, Third Edition, Pearson ESL, ISBN-10: 0130988421

Course language:

English

Notes:

Course assessment

Total number of assessed students: 163

A	B	C	D	E	FX
50.31	4.91	11.04	5.52	5.52	22.7

Provides: Mgr. Július Rozenfeld, PhD.

Date of last modification: 29.04.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ ACW1m/15	Course name: Language Skills - Academic Writing
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Attendance and Participation: You may miss one class without penalty. If you miss two or more, you will fail the course. If you are repeatedly late, you will not be allowed to complete the course. You are expected to contribute to the class discussion and to provide insightful comments on the readings and on your classmates' work. I will lower your grade by one letter if you are consistently silent, disengaged, or unprepared. Drafts, Deadlines, and Late Work: Throughout the course, I will encourage you to write multiple drafts of each paper. Writing multiple drafts will improve your writing and take some of the stress out of the final deadline. Ideally, you will have a well developed rough draft well before the deadline, so you should always be able to get something in. Your work will be read and critiqued by your fellow classmates, so please make your drafts as complete as possible and come prepared for a lively discussion. Late work will not be accepted. If any draft or paper is late, you will fail the entire course. Continuous Assessment: You will write two short papers, three pages each, and one long paper of at least eight pages. A page means approximately 330 words. Assignment descriptions are posted on ffweb. The final paper may be a revision of one of the short papers. For each paper, I will break down your overall grade into four categories: Concept, Structure, Language, and Documentation. On your final paper, if you receive an FX in any one of these four categories, you will fail the course. Any paper not properly documented will receive an FX overall. It breaks down like this: Paper 1 25% A 93-100% Paper 2 25% B 86-92% Paper 3 50% C 78-85% D 72-77% E 65-71%	
Learning outcomes: To teach grammatical and rhetorical forms, improve students' research and analytical skills, and clarify the conventions of academic discourse with special emphasis on developing a thesis which is complex enough to sustain a graduate level paper.	
Brief outline of the course:	

Weekly Schedule: Week 1 21.9 Introductions. Week 2 28.9 Graduate writing. Week 3 5.10 Writing Process. Your Thesis. What's a good one? Week 4 12.10 The Gospel of Clarity and the Theory of Argument. Week 5 19.10 First Paper Due. Peer review. Common Problems. Week 6 26.10 Tutorial Week Week 7 2.11 In Class Review of first paper. Research Week 8 9.11 Second Paper Due. Peer Review. Types of Argument. Week 9 16.11 In class review of Second Paper. Week 10 23.11 Incorporating metadiscourse while writing clearly Week 11 30.11 Revision Strategies Week 12 7.12 Draft of final paper Due and peer review. Week 13 14.12 Tutorials Week 14 21.12 Tutorials. Final Paper Due. There is no exam.					
Recommended literature: The Craft of Research, any edition. Booth, Colomb, and Williams. MLA Handbook for Writers of Research Papers, seventh edition, 2009.					
Course language: English					
Notes:					
Course assessment Total number of assessed students: 106					
A	B	C	D	E	FX
28.3	33.02	29.25	5.66	2.83	0.94
Provides: Mgr. Kurt Magsamen					
Date of last modification: 26.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ ACW2m/15	Course name: Language Skills - Advanced Essay Writing
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: You will write two short essays, give a reader response, and write a final essay. Paper 1 20% A 93-100% Paper 2 20% B 86-92% Reader R 10% C 78-85% Paper 3 50% D 72-77% E 65-71%	
Learning outcomes: To improve students' rhetorical criticism, syntactic awareness, formal flexibility, editing and writing skills, and chances to get published.	
Brief outline of the course: February Week 1 18.2 Introduction. Week 2 25.2 History, development, and variety of essays. CNF review March Week 3 4.3 Reading discussion Week 4 11.3 First Paper Draft Due, Peer Review Week 5 18.3 In class review and reader response. Week 6 25.3 Readings, incorporating theory. Week 7 1.4 Second Paper Draft Due, Peer Review (HT) April Week 8 8.4 Tutorials. Week 9 15.4 Review of Second Paper and reader response. Week 10 22.4 Readings, Narrative as Argument Week 11 29.4 Readings Discussion May Week 12 6.5 Draft of Final Paper Due, Peer Review. Summary Week 13 13.5 Tutorials Week 14 20.5 Tutorials. Final Paper Due	
Recommended literature:	

Style: Ten Lessons in Clarity and Grace, 7th ed. 2003 by Joseph M. Williams. The Art of the Personal Essay. An Anthology from the Classical Era to the Present. Phillip Lopate. 1994					
Course language: The course will be conducted in English.					
Notes:					
Course assessment Total number of assessed students: 85					
A	B	C	D	E	FX
50.59	37.65	8.24	2.35	1.18	0.0
Provides: Mgr. Kurt Magsamen					
Date of last modification: 26.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/LTYPmu/15	Course name: Language Typology and Universals
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Conditions for course completion: <ul style="list-style-type: none"> - continuous assessment - 2 tests during the semester - minimum to pass: 65% 	
Learning outcomes: Aims: Providing the students with the essential terminology, basic approaches, theories, and conceptions that have shaped the studies of language universals and typological studies. Application of the acquired knowledge in students' projects. Students are able to: <ul style="list-style-type: none"> - describe languages from the perspective of the individual language levels - implement the gained knowledge into the work with typological databases - evaluate data collected from typological databases and classify languages in to language types - design a simple typological project 	
Brief outline of the course: Brief outline of the course: Introduction to the course Genealogical classification of languages Phonological typology Morphological typology Syntactic typology Lexical typology Areal typology Language universals How to approach language typology? How do typologists work?	
Recommended literature: Körtvélyessy, L. 2017. Essential of language typology. Košice UPJŠ. Prístupné: https://unibook.upjs.sk/sk/anglistika-a-amerikanistika/365-essentials-of-language-typology Croft, W. 1990. Typology and universals, Cambridge: CUP. Shibatani, M. and Bynon, T. 1995. Approaches to Language Typology. Oxford University Press.	

Moravcsik, E. 2012. Introducing language typology. Cambridge: CUP					
Course language:					
Notes:					
Course assessment Total number of assessed students: 70					
A	B	C	D	E	FX
38.57	22.86	20.0	10.0	7.14	1.43
Provides: prof. PaedDr. Lívia Körtvélyessy, PhD.					
Date of last modification: 28.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ LGpm/15	Course name: Linguistic Proseminar
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 1.	
Course level: I., II.	
Prerequisites:	
Conditions for course completion: 1. Attendance - students are expected to attend each class according to schedule. Should the student miss two or more classes without relevant reason, he/she will not receive credits for the course no matter what his/her overall results are. The student must be on time for class or he/she will be marked as absent. 2. Continuous and final assessment: Preparation and active participation (50 %) 1. Each student is expected to have their own copy of the class material, to read and analyse them before the lesson (own written preparation is necessary). 2. Active contribution to seminar discussion by presenting information and comments not only from the material assigned by the lecturer, but also from the other sources related to the discussed major linguistic theories and movements, is required. Presentation (50%) Each student is to prepare a 30 minute presentation related to the given area of linguistics (details will be specified on the first, introductory seminar) Final assessment is given by the sum of continuous assessment (active participation 50%, presentation 50%). There is no retake for any part of the continuous assessment. FINAL EVALUATION = final assessment mark: Mark % A 92 – 100 B 87 – 91 C 82 – 86 D 77 – 81 E 65 – 76 FX 64 and less	
Learning outcomes: This course aims to provide students with a brief survey of the main schools, movements, and approaches of linguistic thought in 20th century Europe and USA	
Brief outline of the course: 1. The 19th century linguistics	

2. Saussure: language as a social fact 3. The Descriptivists 4. The Sapir-Whorf hypothesis 5. Functional linguistics: the Prague School 6. Noam Chomsky and generative grammar 7. Relational grammar: Hjelmslev, Lamb, Reich 8. Generative phonology 9. The London School					
Recommended literature: Sampson, Geoffrey (1980). Schools of Linguistics. Stanford: Stanford University Press. Culler, Jonathan (1993). Saussure. Bratislava: Archa. Deleuze, Gilles (1993). Podľa čoho poznáme štrukturalizmus? Bratislava: Archa. Vachek, Josef (1964). A Prague School Reader in Linguistics. Bloomington: Indiana University Press. or any other books on the analysed topics that are currently available					
Course language: English					
Notes:					
Course assessment Total number of assessed students: 75					
A	B	C	D	E	FX
45.33	32.0	16.0	6.67	0.0	0.0
Provides: prof. Myroslava Fabian, DrSc., Mgr. Roman Gajdoš, doc. Mgr. Renáta Panocová, PhD.					
Date of last modification: 04.05.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ LITPm/15	Course name: Literary Proseminar
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: You may miss one class without penalty. If you miss two or more, you will fail the course. If you are repeatedly late, you will not be allowed to complete the course. You are expected to contribute to the class discussion and to provide insightful comments on the readings and on your classmates' work. If you do not bring a READABLE copy of the text under discussion, you will be counted absent. I will lower your grade by one letter if you are consistently silent, disengaged, or unprepared. Drafts, Deadlines, and Late Work: Your work will be read and critiqued by your fellow classmates, so please make your drafts as complete as possible and come prepared for a lively discussion. Late work will not be accepted. If any draft or paper is late, you will fail the entire course. Continuous Assessment: You will write two papers. Each paper must be preceded by an abstract. For each paper, I will break down your overall grade into four categories: Concept, Structure, Language, and Documentation. Your final grade will not be more than one letter grade higher than the lowest of these four grades on your final paper. Abstracts 10% A 93-100% Paper 1 40% B 86-92% Paper 2 40% C 78-85% D 72-77% E 65-71%	
Learning outcomes: To examine literary techniques and critical trends regarding African American, Jewish American, and Western American literature.	
Brief outline of the course: Weekly Schedule: Week 1 22.9 Introductions. Week 2 29.9 Richard Wright and the African American Novel Week 3 6.10 Black Boy, historical context. Week 4 13.10 Black Boy, possible classifications. Week 5 20.10 Philip Roth. Jewish American Traditions	

Week 6 27.10 Tutorial Week. Week 7 3.11 Philip Roth. Gender First paper due. Week 8 10.11 Philip Roth. Race Week 9 17.11 Holiday, no class Week 10 24.11 Annie Proulx, Western Lit. Week 11 1.12 Annie Proulx The environment in literature Week 12 8.12 Review. Abstract for final paper due. Week 13 15.12 Tutorials Week 14 22.12 Tutorials. Final Paper Due. There is no exam.					
Recommended literature: Black Boy. Richard Wright The Human Stain, Philip Roth. Bad Dirt, Annie Proulx					
Course language: English					
Notes:					
Course assessment Total number of assessed students: 52					
A	B	C	D	E	FX
23.08	51.92	17.31	7.69	0.0	0.0
Provides: Mgr. Kurt Magsamen					
Date of last modification: 26.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: ÚINF/ LOP1/15		Course name: Logic programming			
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present					
Number of ECTS credits: 5					
Recommended semester/trimester of the course: 2., 4.					
Course level: I., II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes: To learn bases of declarative programming (as complementary method to procedural programming) and basic methods of implementations of logic programming languages.					
Brief outline of the course: Facts and rules in Prolog. Unification of terms (Robinson's unification algorithm). Recursion and backtrack in Prolog. Computational step and computational tree. Classification of terms. Lists. Functors and operators in composed terms. Predicates for input and output. Dynamic database. Cycles (repeat-fail, for). Predicates related to backtrack. Cut. Predicates evaluating of arithmetic expressions.					
Recommended literature: Bratko, I.: Prolog – programming for artificial intelligence, third edition. Addison-Wesley, 2001 Nilsson U., Maluszynski J.: Logic, Programming and Prolog, John Wiley & Sons Ltd. 1995 Nienhuys-Cheng Sh.H., Wolf R.: Foundations of Inductive Logic Programming, Springer-Verlag, 1997					
Course language:					
Notes:					
Course assessment Total number of assessed students: 284					
A	B	C	D	E	FX
22.18	12.68	14.08	24.3	25.0	1.76
Provides: doc. RNDr. Ondrej Krídlo, PhD., prof. RNDr. Stanislav Krajčí, PhD.					
Date of last modification: 03.05.2015					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ MATHm/15	Course name: Master's Thesis Defense
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present	
Number of ECTS credits: 14	
Recommended semester/trimester of the course:	
Course level: II.	
Prerequisites:	
Conditions for course completion: To obtain the required number of credits in the structure prescribed by the study plan. The state examination board will decide on students' assessment. Final assessment consists of the following elements: Assessment in the supervisor's review - 20 % Assessment in the opponent's review - 40 % Discussion within defense - 40 % Contentual and formal (language) aspect of student's verbal and written presentation of knowledge will be reflected in the final assessment in the following ratio: 80 % : 20%.	
Learning outcomes: The aim of the course Master's Thesis Defense is that the students demonstrate their interest in the selected topic, mastering of the topic from both theoretical and practical point of view, as well as the competence to apply acquired knowledge by working independently. Verification of student's acquired competences in compliance with the graduate profile.	
Brief outline of the course: The aim: The aim of the course Master's Thesis Defense is that the students demonstrate their interest in the selected topic, mastering of the topic from both theoretical and practical point of view, as well as the competence to apply acquired knowledge in a creative way by working independently. Verification of student's acquired competences in compliance with the graduate profile. Syllabus: During discussion, students are required to respond to comments contained in the supervisor's review, opponent's review, and to answer the questions of the members of state examination board. The chairman of state examination board, opponent and supervisor of master's thesis may specify the literature which students need to study for the purpose of defense. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining. The state examination board will decide on students' assessment. Final assessment consists of the following elements: Final assessment: Assessment in the supervisor's review - 20 %	

Assessment in the opponent's review - 40 % Discussion within defense - 40 % Presentation of results of master's thesis, answering the questions of the opponent(s) and the questions of the members of examination board.					
Recommended literature: The chairperson of state examination board, opponent and supervisor of master's thesis may specify the literature which students need to study for the purpose of defense. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining.					
Course language: English					
Notes:					
Course assessment Total number of assessed students: 9					
A	B	C	D	E	FX
33.33	33.33	33.33	0.0	0.0	0.0
Provides:					
Date of last modification: 15.05.2019					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ MASE1j/08	Course name: Master's Thesis Seminar 1
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: You may miss one class without penalty. If you miss two or more, you will fail the course. This is a workshop class which depends upon you giving timely, useful feedback to your fellow students. If you come to class unprepared or skate through peer reviews with banal and obvious comments, I will lower your grade by one letter.	
Learning outcomes: To improve students' research and analytical skills and clarify the conventions of academic discourse with special emphasis on critical analysis and editing.	
Brief outline of the course: Covid Protocols: We will use in-person instruction for as long as possible, but will most likely change to on-line classes. Guidelines for doing so and subsequent student responsibilities are well described on the University website, and it is the student's responsibility for knowing and adhering to all requirements. Regarding this class, it is important to state that changing the form of instruction will not change the content, goals, or schedule of the class. Work requirements and deadlines will not change. When the class moves online, we will have class as scheduled using MS teams. Therefore, you must join the class team and familiarize yourself with the all the technical requirements to use that platform smoothly. All students are required to use their UPJS email for all class communications. Weekly Schedule Week 1 23.9 Introductions. Week 2 30.9 Review Due. Thesis. Writing, editing, proofreading. Week 3 7.10 Readings and review discussion. Week 4 14.10 First Paper Due. Peer Review. Edit assignments. Week 5 21.10 Edits Due. Paper review. Week 6 28.10 Tutorial Week Week 7 4.11 Plagiarism and Research Week 8 11.11 Second Paper Due. Peer Review. Argument Theory and types. Week 9 18.11 Edits Due. Paper Review. Week 10 25.11 "That's what I meant to say."	

Week 11 2.12 Draft Due. Peer review. Week 12 9.12 Edits Due. Revision Strategies Week 13 16.12 Tutorial Week. Week 14 23.12 Tutorial Week. Final Paper Due.					
Recommended literature: Style: Ten Lessons in Clarity and Grace, 7th ed. 2003 by Joseph M. Williams. The Craft of Research, any edition. Booth, Colomb, and Williams. MLA Handbook for Writers of Research Papers, seventh edition, 2009. Additional material will be posted. Please print these articles and bring them to class for discussion.					
Course language: English, Slovak					
Notes:					
Course assessment Total number of assessed students: 250					
A	B	C	D	E	FX
26.0	40.4	22.8	6.4	3.2	1.2
Provides: Mgr. Kurt Magsamen, doc. Mgr. Soňa Šnircová, PhD., doc. Mgr. Renáta Timková, PhD., doc. Mgr. Slávka Tomaščíková, PhD., Mgr. Zuzana Buráková, PhD., prof. Myroslava Fabian, DrSc., Mgr. Petra Filipová, PhD., PhDr. Štefan Franko, PhD., doc. Mgr. Renáta Gregová, PhD., PhDr. Slávka Janigová, PhD., Mgr. Vesna Kalafus Antoniová, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD., Mgr. Martina Martausová, PhD., doc. Mgr. Renáta Panocová, PhD., Mgr. Silvia Rosivalová Baučeková, PhD., Mgr. Július Rozenfeld, PhD., Mgr. Karin Sabolíková, PhD., Mgr. Adriana Saboviková, PhD., prof. PhDr. Pavel Stekauer, DrSc.					
Date of last modification: 18.09.2020					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ MASE2m/15	Course name: Master's Thesis Seminar 2
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Completing the course requires regular consultations with supervisor of master thesis throughout the semester, at least once a week at the time defined by supervisor. Another precondition for completing the course is submission of the final version of master thesis to supervisor (no later than two weeks before deadline for uploading of master thesis to AIS system) who will review the text and assess whether the submitted text complies with essential minimum requirements regarding the content and form of master thesis. If the master thesis complies with all the requirements, the supervisor will give A-E. If the submitted text does not comply with the essential minimum requirements regarding the content and form of master thesis, the supervisor will give FX. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 0- 64%	
Learning outcomes: The final version of master thesis submitted to supervisor.	
Brief outline of the course:	
Recommended literature: Recommended literature: MLA Handbook for Writers of Research Papers, seventh edition. 2009. Materials published on the website of UK UPJŠ. Materials supplied by supervisor.	
Course language: English	
Notes:	

Course assessment					
Total number of assessed students: 173					
A	B	C	D	E	FX
61.85	16.18	12.14	2.89	4.05	2.89
Provides: prof. Myroslava Fabian, DrSc., Mgr. Petra Filipová, PhD., PhDr. Štefan Franko, PhD., doc. Mgr. Renáta Gregová, PhD., PhDr. Slávka Janigová, PhD., Mgr. Vesna Kalafus Antoniová, PhD., prof. PaedDr. Livia Körtvélyessy, PhD., Mgr. Kurt Magsamen, Mgr. Martina Martausová, PhD., doc. Mgr. Renáta Panocová, PhD., Mgr. Július Rozenfeld, PhD., Mgr. Karin Sabolíková, PhD., Mgr. Adriana Saboviková, PhD., prof. PhDr. Pavel Stekauer, DrSc., doc. Mgr. Renáta Timková, PhD., doc. Mgr. Slávka Tomaščíková, PhD., doc. Mgr. Soňa Šnircová, PhD., Mgr. Zuzana Buráková, PhD.					
Date of last modification: 07.05.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ DIAJmu1/15	Course name: Methodology of English Language Teaching 1
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites: KPE/PDU/15KPPaPZ/PaSPP/09 and leboKPPaPZ/PPgU/15	
Conditions for course completion: Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course, students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL EXAM to collect information about their level of preparedness. Oral exams will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral examination will be equivalent with the content of the missed credit test but may last longer than a written test and can include deeper analysis of certain problem areas of the course. CONTINUOUS PREPARATION constitutes 10% of the final mark (maximum 10 points): Students are expected to prepare reports for each class by reading and processing the study materials and the required literature. Formal requirements for the home assignments: Minimum 2 but maximum 3 pages in Microsoft Word editor: letter type Times New Roman; letter size 12, spacing 1.5, 34 lines with 2865 characters per page with spaces. The report's header must contain the student's name and surname, study group, number of the given week according to the	

syllabus of the course and the title of the topic for the week. The reports must be submitted in Printable Document Format (PDF).

Content requirements for the assignment:

Students must present the content of the reading assignment synthesized in a clear and structured way: highlighting key information and data as well as presenting logical connections between them. The submitted report must represent the student's thorough understanding of the content and the problem area discussed in the reading assignment.

WARNING: Reports must be original work of the author! Any violation of copyright or breach of anti-plagiarism rules and regulations of the university will inevitably lead to disciplinary procedures! Repeated and systematic plagiarism will lead to the loss of credits assigned for completion the course!

Deadline and the format of the report:

Students must mail their home assignments to the following email address: rozenfeld.julius2@atk.sk by Saturday 24:00 each week. The reports must be mailed in PDF format. No other formats are accepted! No late submissions will be accepted unless separately negotiated with the supervisor of the course!

ATTENDANCE AND ACTIVE PARTICIPATION constitute 20% (maximum 20 points) of the final mark:

All students must attend all classes regardless they are organized face-to-face or online. Students must join the class sessions on time. Should anyone miss the first ten minutes of a class, will be marked as absent from the class. Points for active participation will be assigned only when the student actively contributes to the learning process during the sessions by joining discussions!

Volunteer work in extracurricular activities that are organized by the Department of the British and American Studies which clearly contribute to the students' professional development such as: lectures and workshops, career week activities, organization of open-door days, language competitions, conferences, Olympiads, and other similar activities are fully supported! Should these activities be organized during the regular session times, volunteers will be assigned the points for active participation as if they had participated in the regular class session.

ABSENCE DUE TO ILLNESS

A student absent from a class must file a valid doctor's certificate by emailing it in a PDF format to the lecturer as soon as possible. Due reports for the missed class must be submitted according to the syllabus of the course and no later than the following class attended by the student.

In an emergency, if the student is unable to contact the lecturer and mail the valid doctor's certificate or is being treated elsewhere, the lecturer must be informed by sending an email to the following email address: julius.rozenfeld@upjs.sk as soon as possible. In both cases, the student must also file a letter from a physician certifying the date and nature of the illness.

ABSENCE FOR OTHER REASONS

Students who must be absent for reasons other than illness, such as a death in the family or a reason of similar gravity, must contact the lecturer as soon as possible and submit relevant documents that certify the seriousness of the case.

There may be other activities which can validate missing a class or several classes, for example participation in high-quality international competitions, scientific research, conferences, or other relevant activities, which clearly contribute to the professional development of the student but final decision about the validity of the presented excuse fully falls in the lecturer's competency. Regular full-time or part-time employment is not an acceptable excuse for a missed class.

COVID-19 regulations:

Changing pandemic situation requires continuous adaptation. Online sessions organized via Microsoft Teams are the preferred alternative to in-person sessions if necessary. Attendance will be duly followed on online meetings too. Tests – if required for the completion of course – are

also planned flexibly. Normally, the first credit test takes place during the 6th week of the term with a second credit test on the 12th week, but changes may apply. If necessary, these test dates can be changed according to the pandemic situation or replaced by online tests the form and content of which are comparable with a normal paper-based test. Students are required to follow the department's noticeboard and inform themselves continuously about the possible changes!

Learning outcomes:

The course is designed to help students understand and use the concepts of didactics and combine knowledge in this area with the problems of teaching English as a foreign language. Students will gain a general overview of the didactics of teaching English and the special characteristics of foreign language teaching. By completing the course, students will be able to create a work plan, design and implement a lesson for teaching English as a foreign language, select appropriate teaching techniques for the development of vocabulary, grammar, stylistics and pronunciation; understand the principles of work evaluation and implement them in the field of normative and alternative evaluation.

Brief outline of the course:

1. Introduction into Teaching English as a Foreign Language (EFL)
2. Planning Curriculum & Planning Lesson Content
3. Planning Activities and Managing Classroom Interaction
4. Teaching Young and Adolescent Learners
5. Formative and Alternative Assessment & Large-Scale Assessment
6. Techniques for Developing the Listening Skill
7. Techniques for Developing the Speaking Skill
8. Techniques for Developing the Reading Skill
9. Techniques for Developing the Writing Skill

Recommended literature:

Required literature:

Murray, Denise E., Christison, MaryAnn: What English Language Teachers Need to Know, Volume I, Understanding Learning, Routledge, 2011, ISBN13:978-0-415-80639-8

Murray, Denise E., Christison, MaryAnn: What English Language Teachers Need to Know, Volume II, Facilitating Learning, Routledge, 2011, ISBN13:978-0-415-80641-1

DVD: Blair Bateman and Baldomero Lago, Methods of Language Teaching, Routledge - Taylor & Francis Group, ISBN: 9780415601016

Jana Hart'anská, Zdenka Gadušová, Methodology of Teaching English as a Foreign Language, 1995, Vysoká škola pedagogická, Nitra, ISBN 80-88738-43-1

Recommended literature:

Michael Toolan, Language Teaching Integrational Linguistic Approaches, 2011, Routledge, ISBN: 978-0-415-80806-4

Lubna Alsagoff, Sandra Lee McKay, Guangwei Hu, Willy A. Renandya, Principles and Practices for Teaching English as an International Language, 2012, Routledge, ISBN: 978-0-415-89167-7

Hossein Nassaji, Sandra S. Fotos, Teaching Grammar in Second Language Classrooms Integrating Form-Focused Instruction in Communicative Context, 2010, Routledge, ISBN: 978-0-415-80205-5

Elaine Payne, Lesley Whittaker, Developing Essential Study Skills, 2nd Edition, Pearson Education Limited, Prentice Hall, 2006, ISBN: 13:978-0-273-68804-4

Patsy M. Lightbown, Nina Spada, How Languages are Learned (1999), Oxford University Press, ISBN 0194370003

Michael Cole, Shelia R. Cole: The Development of Children, 4th edition, Worth Publishers, New York, 2001, ISBN 1429202254, 9781429202251

Course language: English					
Notes:					
Course assessment Total number of assessed students: 69					
A	B	C	D	E	FX
24.64	14.49	24.64	11.59	20.29	4.35
Provides: Mgr. Július Rozenfeld, PhD.					
Date of last modification: 29.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/DIAJmu2/15	Course name: Methodology of English Language Teaching 2
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites: KAaA/DIAJmu1/15	
Conditions for course completion: Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course, students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL EXAM to collect information about their level of preparedness. Oral exams will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral examination will be equivalent with the content of the missed credit test but may last longer than a written test and can include deeper analysis of certain problem areas of the course. CONTINUOUS PREPARATION constitutes 10% of the final mark (maximum 10 points): Students are expected to prepare reports for each class by reading and processing the study materials and the required literature. Formal requirements for the home assignments: Minimum 2 but maximum 3 pages in Microsoft Word editor: letter type Times New Roman; letter size 12, spacing 1.5, 34 lines with 2865 characters per page with spaces. The report's header must contain the student's name and surname, study group, number of the given week according to the	

syllabus of the course and the title of the topic for the week. The reports must be submitted in Printable Document Format (PDF).

Content requirements for the assignment:

Students must present the content of the reading assignment synthesized in a clear and structured way: highlighting key information and data as well as presenting logical connections between them. The submitted report must represent the student's thorough understanding of the content and the problem area discussed in the reading assignment.

WARNING: Reports must be original work of the author! Any violation of copyright or breach of anti-plagiarism rules and regulations of the university will inevitably lead to disciplinary procedures! Repeated and systematic plagiarism will lead to the loss of credits assigned for completion the course!

Deadline and the format of the report:

Students must mail their home assignments to the following email address: rozenfeld.julius2@atk.sk by Saturday 24:00 each week. The reports must be mailed in PDF format. No other formats are accepted! No late submissions will be accepted unless separately negotiated with the supervisor of the course!

ATTENDANCE AND ACTIVE PARTICIPATION constitute 20% (maximum 20 points) of the final mark:

All students must attend all classes regardless they are organized face-to-face or online. Students must join the class sessions on time. Should anyone miss the first ten minutes of a class, will be marked as absent from the class. Points for active participation will be assigned only when the student actively contributes to the learning process during the sessions by joining discussions!

Volunteer work in extracurricular activities that are organized by the Department of the British and American Studies which clearly contribute to the students' professional development such as: lectures and workshops, career week activities, organization of open-door days, language competitions, conferences, Olympiads, and other similar activities are fully supported! Should these activities be organized during the regular session times, volunteers will be assigned the points for active participation as if they had participated in the regular class session.

ABSENCE DUE TO ILLNESS

A student absent from a class must file a valid doctor's certificate by emailing it in a PDF format to the lecturer as soon as possible. Due reports for the missed class must be submitted according to the syllabus of the course and no later than the following class attended by the student.

In an emergency, if the student is unable to contact the lecturer and mail the valid doctor's certificate or is being treated elsewhere, the lecturer must be informed by sending an email to the following email address: julius.rozenfeld@upjs.sk as soon as possible. In both cases, the student must also file a letter from a physician certifying the date and nature of the illness.

ABSENCE FOR OTHER REASONS

Students who must be absent for reasons other than illness, such as a death in the family or a reason of similar gravity, must contact the lecturer as soon as possible and submit relevant documents that certify the seriousness of the case.

There may be other activities which can validate missing a class or several classes, for example participation in high-quality international competitions, scientific research, conferences, or other relevant activities, which clearly contribute to the professional development of the student but final decision about the validity of the presented excuse fully falls in the lecturer's competency. Regular full-time or part-time employment is not an acceptable excuse for a missed class.

COVID-19 regulations:

Changing pandemic situation requires continuous adaptation. Online sessions organized via Microsoft Teams are the preferred alternative to in-person sessions if necessary. Attendance will be duly followed on online meetings too. Tests – if required for the completion of course – are

also planned flexibly. Normally, the first credit test takes place during the 6th week of the term with a second credit test on the 12th week, but changes may apply. If necessary, these test dates can be changed according to the pandemic situation or replaced by online tests the form and content of which are comparable with a normal paper-based test. Students are required to follow the department's noticeboard and inform themselves continuously about the possible changes!

Learning outcomes:

The course is designed to help students understand and use the concepts of approach, method, technique and design and combine their knowledge with areas of teaching English as a foreign language. Students will gain a general overview of the main approaches and methods used in language teaching and will learn to apply this knowledge in their own pedagogical work. By completing the course, students will be able to objectively evaluate the benefits and possibilities of teaching methods, integrate that knowledge in everyday pedagogical work, and professionally evaluate their own pedagogical outputs. Graduates will be prepared to work as a teacher of English as a foreign language.

Brief outline of the course:

1. Introduction into Methods and Approaches of Teaching English as a Foreign Language (ELF)
2. Grammar Translation Method & Audiolingual Method
3. Cognitive Approach & Total Physical Response
4. Natural Approach & Communicative Language Teaching
5. Teaching Proficiency and Reading Through (TPR) Storytelling & Content-Based Instruction
6. Task-Based Instruction & Lexical Approach
7. Integrating Language and Content: CLIL
8. Learning Theories
9. Exploring One's Own Instruction

Recommended literature:

Required literature:

Murray, Denise E., Christison, MaryAnn: What English Language Teachers Need to Know, Volume I, Understanding Learning, Routledge, 2011, ISBN13:978-0-415-80639-8

Murray, Denise E., Christison, MaryAnn: What English Language Teachers Need to Know, Volume II, Facilitating Learning, Routledge, 2011, ISBN13:978-0-415-80641-1

DVD: Blair Bateman and Baldomero Lago, Methods of Language Teaching, Routledge - Taylor & Francis Group, ISBN: 9780415601016

Jana Hart'anská, Zdenka Gadušová, Methodology of Teaching English as a Foreign Language, 1995, Vysoká škola pedagogická, Nitra, ISBN 80-88738-43-1

Recommended literature:

Michael Toolan, Language Teaching Integrational Linguistic Approaches, 2011, Routledge, ISBN: 978-0-415-80806-4

Lubna Alsagoff, Sandra Lee McKay, Guangwei Hu, Willy A. Renandya, Principles and Practices for Teaching English as an International Language, 2012, Routledge, ISBN: 978-0-415-89167-7

Hossein Nassaji, Sandra S. Fotos, Teaching Grammar in Second Language Classrooms Integrating Form-Focused Instruction in Communicative Context, 2010, Routledge, ISBN: 978-0-415-80205-5

Elaine Payne, Lesley Whittaker, Developing Essential Study Skills, 2nd Edition, Pearson Education Limited, Prentice Hall, 2006, ISBN: 13:978-0-273-68804-4

Patsy M. Lightbown, Nina Spada, How Languages are Learned (1999), Oxford University Press, ISBN 0194370003

Michael Cole, Shelia R. Cole: The Development of Children, 4th edition, Worth Publishers, New York, 2001, ISBN 1429202254, 9781429202251

Course language: English					
Notes:					
Course assessment Total number of assessed students: 66					
A	B	C	D	E	FX
15.15	36.36	36.36	6.06	3.03	3.03
Provides: Mgr. Július Rozenfeld, PhD.					
Date of last modification: 29.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/SNP/09	Course name: Mobbing, Violence and Their Prevention
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1., 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Active participation in seminars. Detailed information will be given. Active participation - 20% Seminar work - 40% Seminar work 2 - 40%	
Learning outcomes: The student will acquire the latest information about bullying in schools and its consequences, about solving problematic situations associated with bullying as well as about possible ways of prevention. Within the seminars, students will develop professional skills through the implementation of prevention activities. At the same time, their sensitivity to the issue of bullying and their willingness to actively address it during their pedagogical practice will increase.	
Brief outline of the course: Aggressive behavior. Characteristics of actors of bullying (personality, characteristics of family environment). Manifestations and possible causes of bullying. Bullying as a group process. The role of teacher, school and parent in solving bullying. Possibilities of prevention of bullying at the level of school, class, individuals. Primary, secondary and tertiary prevention. Socio-psychological activities used in the prevention of bullying.	
Recommended literature: Kolář, M.: Bolest šikanování. Cesta k zastavení epidemie šikanování ve školách. Portál, Praha, 2001 Jánošová a kol. Psychologie školní šikany. Grada, Praha, 2016 Říčan, P.: Agresivita a šikana mezi dětmi. Portál, Praha, 1995	
Course language:	
Notes:	

Course assessment					
Total number of assessed students: 143					
A	B	C	D	E	FX
80.42	17.48	1.4	0.7	0.0	0.0
Provides: Mgr. Mária Bačíková, PhD.					
Date of last modification: 24.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚFV/ MDT06/19	Course name: Modern Didactical Technology
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: All assignments must be uploaded by a student and accepted by a teacher according to assessment criteria. Active participation at the seminar with minimum 80% participation.	
Learning outcomes: Student graduated from subject will be able: - recognise basic tools for teaching activities, - to use all types of actual tools in education of science or humanities, - to design and realise educational activities by using modern technologies.	
Brief outline of the course: 0. Introduction 1. Cloud services 2. Digital notebooks 3. Digital imaging 4. Digital image processing 5. Digital text processing 6. Digital audio processing 7. Digital video, processing, videoconferencing 8. Google online services 9. Interactive didactical system (whiteboard, e-voting system, tablet) 10. Computer based laboratories 11. Digital technologies and virtual experiments 12. Digital teacher's workspace	
Recommended literature: 1. Kireš, M. et al.: Modern didactical technics in teacher practice, Košice: Elfa, 2010, ISBN 788080861353 2. actual information from web sites related to didactical technologies, 3. catalogues of teaching tools, 3. actual articles about modern trends in science and humanities education.	

Course language: Slovak, English					
Notes:					
Course assessment Total number of assessed students: 59					
A	B	C	D	E	FX
38.98	40.68	13.56	3.39	3.39	0.0
Provides: doc. RNDr. Jozef Hanč, PhD.					
Date of last modification: 31.03.2020					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ VKSLmu/15	Course name: Modern Literary Trends
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Active participation in seminar discussion - 20 % Test - 30% Oral exam – 50 % Final assessment: Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 - 0	
Learning outcomes: Students will get an insight into the philosophical basis of modern literary trends and sociocultural contexts in which they developed. They will improve their critical thinking skills in interpreting literary text and deepen their ability to support their interpretations through well - reasoned arguments.	
Brief outline of the course: Realizmus- Gustav Flaubert, Madame Bovary Modernizmus (roman prírodu vedomia, absurdná dráma)- Virginia Woolf, Mrs Dalloway, Samuel Beckett, Waiting for Godot Postmodernizmus (magický realizmus, metafikcia)- Angela Carter, Nights at the Circus, Milan Kundera, Immortality	
Recommended literature: Šnircová, Soňa, Realism, Modernism, Postmodernism: Five Modern Literary Texts in Context. Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2015. Spôsob prístupu: http://unibook.upjs.sk/image/data/knihy%202015/FF/Realism-Modernism-Postmodernism-Snircova.pdf . Bowers, M. A. Magic(al) Realism. London: Routledge, 2004. Esslin, Martin. The Theatre of the Absurd. London: Methuen, 2001. Faulkner, P. Modernism London: Methuen & Co Ltd, 1977.	

Furst, L. R. (ed.) Realism. London: Longman, 1992.
 Friedman, M. Stream Of Consciousness, A Study in Literary Method. New Haven: Yale University Press, 1955.
 Grant, Damian, Realism, Methuen & Co Ltd, London, 1970
 Hinchliffe, A. P. The Absurd. London: Methuen & Co Ltd., 1969.
 Villanueva, Dario Theories of Literary Realism, State University of New York Press, 1997
 Warnes, Christopher. 2009. Magical Realism and the Postcolonial Novel: Between Faith and Irreverence. New York: Palgrave Macmillan.
 Waugh, P. Metafiction, Methuen: London, 1984.
 Šnircová, Soňa. Feminist Aspects of Angela Carter's Grotesque. – 1 vyd. – Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2012. – 122 s. – ISBN 9788070979402

Course language:

Notes:

Course assessment

Total number of assessed students: 125

A	B	C	D	E	FX
36.8	26.4	24.0	3.2	9.6	0.0

Provides: doc. Mgr. Soňa Šnircová, PhD.

Date of last modification: 21.05.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPS/MTR/18	Course name: Motivation Training in Behavioral Changes
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 4	
Recommended semester/trimester of the course: 4.	
Course level: II.	
Prerequisites: KPS/KLP/08,KPS/PTER/08	
Conditions for course completion: Active participation in seminars: Practising motivational interviewing with a client. Writing a paper during the semester.	
Learning outcomes: Knowledge: After completing the course, students can define motivation and methods of motivation of clients/patients to change the behaviour, identify individual motivational phases, and define the rules of therapeutic intervention. Skills: motivational interview, identification of motivational phases of clients/patients, using of therapeutic techniques. Social competences: responsibility for participation in motivating of clients/patients, showing empathy.	
Brief outline of the course: Topics: Personal motivation to participate in training in behavioural change motivation Introduction to theory - motivation and behavioural changes Motivation: phases of motivation - creating groups Motivation: behaviour and motivation Identification of behavioural change phase and intervention Resistance and ambivalence Change planning and implementation Role play in model clinical cases	
Recommended literature: Boletho R. 2004. Motivational Practice. Promotion Healthy Habits and Self-Care of Chronic Diseases. MHH Publication, USA Wilczek-Ruzyczka, E., Czabanowska, A. (Eds.), 2010. Jak motywować do zmiany zachowania? Trenion motywacyjny dla studentów i profesjonalistów. Krakow: WUJ.	
Course language: Slovak, English	
Notes:	

Course assessment					
Total number of assessed students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Provides: prof. PhDr. Margita Mesárošová, CSc., doc. Ewa Wilczek-Ruzyczka, PhD.					
Date of last modification: 22.03.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPE/PDK/17		Course name: Pedagogical Communication			
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 2					
Recommended semester/trimester of the course: 1.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 65					
A	B	C	D	E	FX
73.85	23.08	3.08	0.0	0.0	0.0
Provides: PaedDr. Michal Novocký, PhD.					
Date of last modification: 08.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPE/ PDD/17		Course name: Pedagogical Diagnostics			
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 2					
Recommended semester/trimester of the course: 2.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 45					
A	B	C	D	E	FX
84.44	8.89	6.67	0.0	0.0	0.0
Provides: PaedDr. Michal Novocký, PhD.					
Date of last modification: 08.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPE/PPD/15	Course name: Pedagogy and Psychology
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present	
Number of ECTS credits: 1	
Recommended semester/trimester of the course:	
Course level: II.	
Prerequisites: KPE/PDU/15,KPPaPZ/PPgU/15	
Conditions for course completion: Obtaining the required number of credits in the prescribed composition by the study plan.	
Learning outcomes: Verification of the acquired competencies of the student in accordance with the profile of the graduate.ie required number of credits in the prescribed composition by the study plan.	
Brief outline of the course: Pedagogy: 1. Pedagogy, basic pedagogical categories, system of pedagogical scientific disciplines. 2. Education, pages and functions of education, educational process, self-education.3. Factors of education, educated individual, pedagogue, pedagogical profession, professional competencies.4. School education, family education. 5. Educational goals, taxonomy, requirements, classification of educational goals.6. Methods of education. 7. Pedagogical principles. 8. School system of the Slovak Republic. 9. Didactics, basic questions of didactics, current starting points of didactics. 10. Objectives of the teaching process, the teacher's work with the objectives of teaching.11. Content of education, basic curriculum, extension curriculum, elements and components of curriculum. 12. Assessment in school education, types, functions and criteria of assessment.13. Pedagogical control, methods and forms of pedagogical control.14. Teacher's work planning, written preparation of the teacher for teaching.15. Teaching process, stages of the teaching process and their didactic functions.16. Organizational forms of teaching, lesson, stages, types of lessons.17. Teaching methods, classification, functions, selection of teaching methods. 18. Didactic principles of the teaching process. 19. Basic pedagogical documents, textbook, functions and structural components of the textbook.20. Current concepts of the teaching process. Psychology: 1.Psychology as a science, goals and subject of psychology in terms of influential psychological directions.2.Pedagogical psychology in teacher training, its subject, function.3.Psychology in school practice: professional forms of control and assistance, psychological examination, counseling process. Crisis intervention. Code of ethics.4.Psychology in school practice: approaches and models of prevention, prevention spectrum, protective and risk factors of risk behavior of schoolchildren in the context of the theory of triadic influence.5.Psychology in school practice: effective strategies for prevention of substance use.6.Psychology of education from from the point of view of psychodynamic approach (Psychoanalysis and Individual Psychology) .7.Psychology of education from the point of	

view of humanistic psychology.8. Psychology of education from the point of view of cognitive psychology.9. Psychology of learning and types of learning supplemented by examples from school practice. / success in the context of individual theories of cognitive development.11. Nutritional peculiarities, school non-success / intelligence in terms of intelligence.12. Memory and developmental peculiarities, school non-success 13. Attention and developmental peculiarities, school non / success peculiarities of individual types of family, educational styles.15. Social relations at school, the modes of cognition of interaction U and Ž. Psychosocial climate of school class and school, methods of cognition, sociometry.16. Social influence: presence of others, interpersonal influences and meaningful understanding of social influence in teacher's work.17. Teacher as a professional, his professional ability, teaching style, attitudes towards students, expectations towards students, coping with stress, burnout syndrome.18. Students: gifted and talented, school failure, non-thriving pupils and failing pupils, pupils' self-efficacy.19. Types of research plans and their creation (setting goals, hypotheses, variables, selection of research sample) in the context of pedagogical-psychological research.20. Selected methods of pedagogical-psychological research - questionnaire, interview, observation and possibilities of their use in school practice.

Recommended literature:

Pedagogika:

- Čapek, R. (2016). Moderní didaktika. Praha: Grada.
 Dytrtová, R., Krhutová, M. (2009). Učitel. Příprava na profesi. Praha: Grada.
 Kalhous, Z., Obst, O. (2002). Školní didaktika. Praha: Portál.
 Petlák, E. (2016). Všeobecná didaktika. Bratislava: Iris.
 Petlák, E. (2005). Kapitoly zo súčasnej didaktiky. Bratislava: IRIS.
 Prucha, J. (2017). Moderní pedagogika. Praha: Portál.
 Turek, I. (2014). Didaktika. Bratislava: Wolters Kluwer.
 Vališová, A., Kasíková, H. (2010). Pedagogika pro učitele. Praha: Grada.
 Zormanová, L. (2014). Obecná didaktika. Praha: Grada.

Psychológia:

- Mareš, J. (2013). Pedagogická psychologie. Praha : Grada.
 Mareš, J., ČÁP, J. (2001). Psychologie pro učitele. Praha: Portál.
 Džuka, J. (2003). Základy pedagogickej psychológie. Prešov: UK.
 Orosová, O. a kol. (2005). Psychológia a pedagogická psychológia 1. Košice: UPJŠ.
 Orosová, O. a kol. (2012). Základy prevencie užívania drog a problematického používania internetu v školskej praxi. Košice: UPJŠ.
 Bačíková, M., Janovská, A. (2019). Základy metodológie pedagogicko-psychologického výskumu. Sprievodca pre študentov učiteľstva. 2. rozšírené vydanie. Šafárik press, Košice.
 Gavora, P. a kol. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. Dostupné online na www.e-metodologia.fedu.uniba.sk.
 Vágnerová, M. (2005). Základy psychológie. Praha : Karolinum.
 Vágnerová, M. (2005). Vývojová psychológia. Praha : Karolinum.
 Vágnerová, M. (2005). Škoní podadenská psychologie pro pedagogy. Praha : Karolinum.
 Výrost, J., Slaměník, I. (2008). Sociální psychologie. Praha : Grada.
 Výrost, J., Salměník, I. (1998). Aplikovaná sociální psychologie I. Praha: Portál. Strana: 2
 Fontana, D. (1997). Psychologie ve školní praxi. Praha: Portál.
 Zelina, M. (2011). Stratégie a metódy rozvoja osobnosti dieťaťa: (metódy výchovy). Bratislava, Iris.
 Křivohlavý, J. (2004). Pozitivní psychologie. Praha: Portál.
 Křivohlavý, J. (2003). Psychologie zdraví. Praha: Portál.

Course language:					
Notes:					
Course assessment					
Total number of assessed students: 508					
A	B	C	D	E	FX
28.35	27.17	25.98	15.16	3.15	0.2
Provides:					
Date of last modification: 07.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ PIVBUSEm/15	Course name: Political Institutions of Great Britain and the USA
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1.Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). The student must be on time for class or he/she will be marked as absent. 2.Active participation, completed homework assignments - students are required to come prepared and do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3.Final assessment – students will take 2 tests, in WEEK 7 and WEEK 12 or 13. Final grade will be calculated as a total sum of grades from the two tests. The final grade for the course will be based on the following grading scale. A 93-100%B 86-92%C 78-85%D 72-77%E 65-71%FX 64 and less. Should you have any questions on the forms of assessment, address them to your lecturer at the beginning of the semester.	
Learning outcomes: The aim is to provide the students with information on how the British/American political system operates and to understand the nature of British/American political development and society, key institutions and practices in British/American politics including the attitudes and behaviour of British/American citizens. The principal aim of the course is to familiarize students with the development and the consequences of political institutions. Political Theory helps us better understand the concepts that have shaped our politics, including freedom, equality, individuality, democracy and justice. The student will be able to implement the theory in exploration how a better or more balanced political world could be created.	
Brief outline of the course: Week 1: Introductory lesson Week 2: Heywood/CH1/ What is politics? Heywood/CH2/Political ideas and ideologies Week 3: Heywood/CH3/Politics and the state	

<p>Watts 2006/The Setting of British and American politics</p> <p>Week 4:</p> <p>Heywood/CH15/part Constitutions</p> <p>Watts 2006/The Constitution</p> <p>Week 5:</p> <p>Heywood/CH14/Assemblies</p> <p>Watts 2006/The Legislature</p> <p>Week 6: TUTORIAL WEEK : NO REGULAR CLASSES</p> <p>Week 7: TEST 1</p> <p>Heywood/CH16/Public policy and the bureaucracy</p> <p>Watts 2006/The Executive</p> <p>Week 8:</p> <p>Heywood/CH15/part The law and The Judiciary</p> <p>Watts 2006/The Judiciary</p> <p>Week 9:</p> <p>Heywood/CH10/ Representation, Elections and Voting</p> <p>Watts 2006/ Elections, Voting</p> <p>Week 10:</p> <p>Heywood/CH11/Parties and party systems</p> <p>Watts 2006/ Political parties</p> <p>Week 11:</p> <p>Heywood/CH7/part Identity politics</p> <p>Heywood/CH19/World order and global governance</p> <p>Watts 2006/Great Britain, USA and their contemporary trends</p> <p>Week 12 :</p> <p>REVISION</p> <p>TEST 2</p> <p>Week 13: TUTORIALS</p> <p>Week 14 :TUTORIALS</p>
<p>Recommended literature:</p> <p>Compulsory materials :</p> <ul style="list-style-type: none"> * Heywood, A.2019. Politics. Red Globe Press. *Watts, D. 2003. Understanding US/UK Government and Politics. A comparative guide. Manchester University Press. *Watts, D. 2006. British Government and Politics. A comparative guide. Edinburgh University Press. *Wright, T. 2003. British Politics. A very short introduction. Oxford University Press. * supplementary materials as instructed by the lecturer <p>Recommended materials :</p> <ul style="list-style-type: none"> *Abercrombie, N., at al. 2000. Contemporary British Society. Cambridge, CUP.
<p>Course language:</p> <p>English</p>
<p>Notes:</p>

Course assessment					
Total number of assessed students: 156					
A	B	C	D	E	FX
37.18	32.69	18.59	5.77	5.13	0.64
Provides: Mgr. Karin Sabolíková, PhD.					
Date of last modification: 28.05.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ PSOLm/15	Course name: Prague School of Linguistics
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. regular participation in seminars, which makes up 10% of the total evaluation for the subject. 2. written assignment (project), which makes up 40% of the total evaluation for the subject 3. final test, which makes up 50% of the total evaluation of the subject The final test or the written assignment re-takes are not possible . The final evaluation is given by the sum of points for regular participation in seminars, written assignment (project) and final test according to the following table: A 100% - 93% B 92% - 86% C 85% -78% D 77% -72% E 71% - 65% FX 64% - 0% In the case of the transition to online teaching through the MS Teams application, the content of the subject as well as its formal structure will remain unchanged.	
Learning outcomes: Students are expected to elaborate on the major ideas of the Prague Linguistic School and update its message in the light of the current linguistic conceptions in various linguistic branches.	
Brief outline of the course: The cycle of lectures is aimed to clarify the significance and position of the Prague Linguistic School in the history of linguistics, surveying its origination, major linguistic concepts of its outstanding representatives (Mathesius, Trubeckoj, Jakobson, Trnka, Skalička, Vachek, Firbas, Dušková) and their contribution to the respective linguistic disciplines.	
Recommended literature: Daneš, F. (1984). On Prague School Functionalism. (Trier: University of Trier) Vachek, J. (1999). Prolegomena k dějinám Pražské školy jazykovědné. Jinočany: H&H. Černý, J. (1996). Dějiny lingvistiky. Olomouc: Votobia. Skalička, V. (2004). Vladimír Skalička. Souborné dílo. I. a II. Díl. Ed. F.Čermák, J.čermák, P.Čermák, C.Poeta Praha: Karolinum. Leška, O. (1998). Prague Circle Linguistics. In Linguistica Pragensia. Vol.VIII/2.s. 57-72. Čermák, F.(1995). Prague School of Linguistics Today. In Linguistica Pragensia. 1995/1, s. 1-10. Trnka, B. (1958). Prague Structural Linguistics. In Philologica Pragensia. X/1.s. 33-40.	
Course language: English language	
Notes:	

Course assessment					
Total number of assessed students: 22					
A	B	C	D	E	FX
72.73	27.27	0.0	0.0	0.0	0.0
Provides: doc. Mgr. Renáta Timková, PhD.					
Date of last modification: 02.05.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ PDSI1/15	Course name: Pro-seminar to diploma thesis in informatics
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion:	
Learning outcomes: To inform students about areas of informatics they are suitable to work in diploma theses. In the end of semester students have to prepared themes of diploma theses, goals and recommended study literature.	
Brief outline of the course: The seminar is oriented to problems prospective to preparations of Diploma theses.	
Recommended literature: MEŠKO, D., KATUŠČÁK, D. Akademická príručka. 1. vyd. Vydavateľstvo Osveta : Martin, 2004. 316 s. ISBN 80-8063-150-6 ISO 690: 1987 Documentation - Bibliographic references. Content, form and structure. ISO 2145: 1978 Documentation - Numbering of divisions and subdivisions in written documents. Eco, U.: Jak napsat diplomovou práci, z taliančiny Come si fa una tesi di laures, Milano, 1977, Olomouc, Votobíax. Odborná a vedecká literatúra týkajúca sa diplomovej práce podľa odporúčania vedúceho diplomovej práce.	
Course language:	
Notes:	
Course assessment Total number of assessed students: 72	
abs	n
97.22	2.78
Provides: doc. RNDr. Ľubomír Šnajder, PhD.	
Date of last modification: 03.05.2015	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPPaPZ/PASZ/17		Course name: Problem and Aggressive Behaviour of Pupils. Etiology, Prevention and Intervention.			
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 2					
Recommended semester/trimester of the course: 2.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course: General principles of mental development as a basis for recognizing mental disorders in children and adolescents. Etiology of mental disorders and developmental disorders in children and adolescents. Definition of aggressive behavior. Concepts of aggression vs. aggressiveness. Theoretical approaches to aggression. Causes and factors of aggressive behavior. Violence at school and in the family. Bullying. Psychology of problem students. Problems resulting from disturbed behavior. Problems arising from group relationships. Adolescent lifestyle issues. Problems resulting from impaired emotional experience. Solving problematic and aggressive behavior in the school environment. School classroom management, group preventive and intervention work with the classroom. Crisis intervention. Work with parents of problem students. Principles of interviewing a parent. Cooperation with other experts. Prevention of aggressive and problematic behavior at school. Classroom and school climate, school prevention programs. Viac o tomto zdrojovom texteNa získanie ďalších informácií o preklade sa vyžaduje zdrojový text Odoslať spätnú väzbu Bočné panely					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 49					
A	B	C	D	E	FX
65.31	26.53	8.16	0.0	0.0	0.0
Provides: PhDr. Anna Janovská, PhD.					
Date of last modification: 28.06.2021					

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/KPE/ EPU/15	Course name: Professional Ethics for Teachers and School Counsellors
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2., 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. Active participation in seminars (max. 1 absence) - 30p, 2. Preparation for the seminar - 40p, 3. Preparation (description and analysis) of the moral dilemma - 30p. By summing the points obtained during the semester, the student obtains the final evaluation according to the scale: A 87 - 100, B 77 - 86, C 69 - 76, D 61 - 68, E 56 - 60, FX 55 and less. Detailed information in the electronic board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
Learning outcomes: The student will understand the principles of teacher ethics and the ethics of the educational counselor as one of the branch types of professional ethics. The student can theoretically reflect on the ethical and moral issues of the teaching profession and the function of the educational counselor (including the formulation of moral values, principles and standards of the teaching profession and the function of the educational counselor in the form of codes of ethics). He is able to analyze and solve practical moral problems in pedagogical practice, which supports the development of professional skills of students. The student is able to critically evaluate situations with a moral context thanks to the opportunity to discuss moral and ethical issues in an open way.	
Brief outline of the course: Moral emotions (theories of emotion, the center of emotions in the brain, types of emotions and their manifestations) Development of moral reasoning, cognitive approaches to moral reasoning and their comparison (Piaget, Kohlberg, Gilligan, Eisenberg, Selman, Lind), Moral behavior (from the point of view of learning theories) and moral (vs. social and emotional) intelligence in the work of a teacher Possibilities of examining moral behavior and judgment (socio-psychological research of conformity, obedience, aggression and psychodiagnostic approaches to the determination of moral judgment) Morality and professional ethics in general (ethical principles in helping professions) and codes of ethics Professional ethics of the teacher and educational counselor (terminology, concepts, main principles of teacher ethics) and teacher ethics codes	

Moral dilemmas and ways of solving them, MD of teaching practice
Possibilities of influencing and stimulating moral judgment, use of moral dilemma in education
Cheating and other unethical manifestations in the school environment, ethics and etiquette of final exams

Recommended literature:

Ráčzová, Babinčák, P. Základy psychológie morálky. Košice : Equilibria, 2009. - 130 s. ISBN 9788070977866 (brož.).
Gluchmanová, M. K niektorým terminologickým otázkam učiteľskej etiky. Pedagogická orientace 2007, č. 2, s. 11–25. ISSN 1211-4669.
Malankievičová, S. Profesijsná etika: FF PU. 2008.
Miežgová J., Vargová, D. Etika. SPN Mladé letá 2007.
Remišová A. Dejiny etického myslenia v Európe a USA. Bratislava, Kalligram 2008.
Zelina, M. Teória výchovy alebo hľadanie dobra. Bratislava SPN 2010.
Gluchmanová, M. Uplatnenie princípov a hodnôt etiky sociálnych dôsledkov v učiteľskej etike. Prešov: FF PU, 2009. 222 s. ISBN 978-80-555-0042-3
Campbell, E. The Ethical Teacher. Berkshire (England): Open University Press, 2003. 178 s. ISBN 03-3521-219-0.

Course language:

slovak

Notes:

Course assessment

Total number of assessed students: 374

A	B	C	D	E	FX
95.99	3.48	0.53	0.0	0.0	0.0

Provides: Mgr. Lucia Barbierik, PhD.

Date of last modification: 25.06.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/JAC1/15	Course name: Programming language C
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1., 3.	
Course level: I., II.	
Prerequisites:	
Conditions for course completion: Practices attendance and activity. Home assignment Final project.	
Learning outcomes: Become skilled in language C and get knowledge of the theoretical concepts that are used in the development in low-level software.	
Brief outline of the course: 1. Installing and setting up the development environment. Simple program in C, compiling and running. 2. Loops, conditions. Introduction to arrays. Numeric functions from numeric library. Compiling with `gcc` and setting up the warnings and hints. 3. Functions. Statically allocated arrays. Array gotchas in C. Makefiles for complex projects. 4. Basic I/O functions. Functions with array parameters and specifics. 5. Dynamic memory allocation as a mechanism for dynamic arrays. Strings as a special case of arrays. Strings and file I/O. 6. String manipulation principles and functions from standard library. 7. Working with binary files. 8. Custom data types. Structs. 9. Dynamic data structures. Linked lists. Stacks and operations with these structs. 10. Additional operations with dynamic data structures. Parameter passing with values and name. 11. Useful tricks and hints: passing parameters from operating system, exit codes. Multidimensional arrays. 12. Function pointers. Generic pointers. Unions.	
Recommended literature: 1. KERNIGHAN, Brian W., Dennis M. RITCHIE. Programovací jazyk C. Brno: Computer Press, 2006. ISBN:802510897X. 2. PRATA, Stephen. C Primer Plus. 6th Edition. Addison-Wesley Professional, 2014. ISBN 9780321928429. 3. SEACORD, Robert C. Effective C: An Introduction to Professional C Programming. San Francisco, United States: No Starch Press, 2020. ISBN 9781718501041.	

Course language: Slovak or English					
Notes:					
Course assessment Total number of assessed students: 218					
A	B	C	D	E	FX
34.4	19.27	17.43	14.22	10.55	4.13
Provides: RNDr. PhDr. Peter Pisarčík, RNDr. Patrik Pekarčík					
Date of last modification: 12.07.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PPgU/15	Course name: Psychology and Educational Psychology
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of ECTS credits: 5	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Combined method. Assessment Maximum 50 points during the semester (Three assignments). Exam entry criteria: Active participation in exercises and at least 35 points obtained during the semester. Continuous assessment (50%) and written examination (50%) / 10 questions. Final evaluation: A 94-100 B 93-87 C 86-80 D 79-73 E 72- 66 FX 65 -0 Electronic board of the course AIS2 - more information and news.	
Learning outcomes: Students will be able to show understanding of the human behaviour in educational situations. Students will be able to describe, explain and justify possible teachers' decisions by using psychological concepts, principles and theories. Students will be able to apply the psychological findings in the field of education. Students will be able to explain how adolescents learn and retain new information, to explain their behaviour in response to educational environment. Students will be able to explain the desired data-based modification of adolescents' behaviour to bring an all-round development of his personality and school performance, to explain the desired data-based modification of the behaviour of adolescents with educational problems, with disadvantages.	
Brief outline of the course: Introduction: The content of the course is based on current knowledge of psychological disciplines, especially pedagogical and school psychology.	

Teaching is realized by a combination of lectures with engaging narrative interpretation and seminars using interactive, experiential methods, discussion and open communication with mutual respect, support of independence, activity and motivation of students.

Syllabus: The subject and goals of psychology and educational psychology. Professional forms of help in school practice.

Implementation of psychological concepts of personality into school practice (Classical and contemporary psychoanalytic theory, Individual psychology, Humanistic psychology, Concept of creative-humanistic education; Cognitivism and Theory of personal constructs). Social psychology of school and family. Learning and teaching. Health and disease; risk / protective factors with healthy related risk behavior. Psychology of students with behavioral and learning problems. Psychology of students with psychosocial, socio-cultural, health disadvantages. Psychological examination. Consulting process. Crisis intervention. Programs for prevention of risky behavior of schoolchildren.

Recommended literature:

Mareš, J.: Pedagogická psychologie. Praha : Grada 2013.

Mareš, J., & ČÁP, J.: Psychologie pro učitele. Praha: Portál, 2001.

Džuka, J.: Základy pedagogickej psychológie. Prešov: UK 2003.

Orosová, O. a kol.: Psychológia a pedagogická psychológia 1. Košice: UPJŠ, 2005.

Orosová, O. a kol.: Základy prevencie užívania drog a problematického používania internetu v školskej praxi. Košice: UPJŠ 2012.

Vágnerová, M.: Základy psychológie. Praha : Karolinum 2005.

Vágnerová, M.: Vývojová psychológie. Praha : Karolinum 2005.

Vágnerová, M.: Škoní podadenská psychologie pro pedagogy. Praha : Karolinum 2005. Výrost, J., Slaměník, I.: Sociální psychologie. Praha : Grada 2008.

Výrost, J., Salměník, I.: Aplikovaná sociální psychologie I. Praha: Portál 1998.

Fontana, D. : Psychologie ve školní praxi. Praha: Portál 1997.

Zelina, M.: Stratégie a metódy rozvoja osobnosti. Bratislava, Iris: 1996.

Křivohlavý, J.: Pozitivní psychologie. Praha: Portál 2004.

Křivohlavý, J.: Psychologie zdraví. Praha: Portál 2003.

Course language:

slovak

Notes:

Course assessment

Total number of assessed students: 1432

A	B	C	D	E	FX
10.47	18.37	23.04	23.25	22.0	2.86

Provides: prof. PhDr. Oľga Orosová, CSc., Mgr. Lucia Barbierik, PhD., PhDr. Anna Janovská, PhD.

Date of last modification: 24.06.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PTPN/17	Course name: Psychology of Creativity and Working with Gifted Students in Teacher Practice
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. active participation in lessons (max. 2 absences) - 30p, 2. own output at the seminar - 40p, 3. seminar work - 30p. By summing the points obtained during the semester, the student obtains the final evaluation according to the given scale: A 87 - 100, B 77 - 86, C 69 - 76, D 61 - 68, E 56 - 60, FX 55 and less. Detailed information in the electronic board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
Learning outcomes: The student understands the basic factors and process of creativity. The student is able to explain the specifics of working with the gifted. He knows the methods of identifying talent and also can apply methods to support creativity and the development of talent in the implementation of creative creativity in education.	
Brief outline of the course: The concept of creativity. A brief history of the theory of creativity. Social, psychological and biological factors of creativity. Cognitive processes in creativity. Creativity and cognitive style. Development of creativity. Talent and giftedness. Methods of determining creativity and talent. Methods of developing creativity and talent. Creativity and talent development programs. Specifics of working with the gifted children.	
Recommended literature: DOČKAL, V. (2006): Inteligencia a tvorivosť, tvorivé nadanie od intelektovej schopnosti po štruktúru osobnosti. In: KUSÁ, D. a kol. EDS. (2006): Zjavná a skrytá tvorivosť. Bratislava: Slovak Academic Press HRÍBKOVÁ, L. (2009): Nadání a nadaní. Pedagogicko- psychologické přístupy, modely, výzkumy a jejich vztah ke školské praxi. Praha: Grada Publishing DACEY, J.S.- LENNON, K.H. (2000): Kreativita. Praha: Grada	

GROSS, M.U.M. (2009): Highly Gifted Young People: Development from Childhood to Adulthood. In: SHAVININA, L. (2009): International Handbook on Giftedness. Part one. Springer

KUSÁ, D. a kol. EDS. (2006): Zjavná a skrytá tvorivosť. Bratislava: Slovak Academic Press

KOLKOVÁ, S. (2000): Tvorivosť a jej rozvoj vo voľnočasových aktivitách detí (v školskom klube). Bratislava: Metodické centrum v Bratislave

LOKŠOVÁ, I., - LOKŠA, J.: (2003): Tvořivé vyučování. Praha: Grada

LAZNIBATOVÁ, J. (2004): Špecifiká vývinu a vzdelávania nadaných detí. In: Psychológia a patopsychológia dieťaťa, roč.39, č. 2-3

LAZNIBATOVÁ, J. (2001): Nadané dieťa, jeho vývin, vzdelávanie a podporovanie. Bratislava: Iris

MESÁROŠOVÁ, M. (1998): Nadané deti. Poznávanie a rozvíjanie ich osobnosti. Prešov: Manacon

SZOBIOVÁ, E. (2004): Tvorivosť – Od záhady k poznaniu. Bratislava: Stimul - Centrum informatiky a vzdelávania FIF UK

National and international scientific journals

Course language:

slovak

Notes:

Course assessment

Total number of assessed students: 36

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

Provides: Mgr. Lucia Barbierik, PhD.

Date of last modification: 25.06.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/PsZ/15	Course name: Psychology of Health
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Active participation in seminars, preparation and presentation of seminar work, final evaluation	
Learning outcomes: The aim of the course is to provide students with the latest knowledge and background of Health Psychology as well as forms of its application in order to improve the mental and physical health of individuals and society. The graduate of the course will understand the principles of health psychology, will be familiar with the current social discourse on the topics covered. The student will learn to use the acquired knowledge in school practice.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Health psychology. Definition of health. Bio-psycho-social model of health. 2. Mental health and quality of life, well being. 3. Physiological aspects of mental health, lifestyle 4. Stress. Coping, resilience. 5. Psychosomatic diseases, placebo. 6. Social support and its importance for health. 7. Burnout syndrome. 8. The meaning of life, faith. 9. Health-related behavior and prevention. Risky behavior, excessive use of the Internet and screens. 10. Socio-economic inequalities in health. Unemployment and health. 	
Recommended literature: Křivohlavý, J.: Psychologie zdraví. Praha: Portál, 2001 Kebza, V.: Psychosociální determinanty zdraví. Praha: Academia, 2005 Křivohlavý, J.: Psychologie nemoci. Praha : Grada, 2002 Sarafino, E.P.: Health Psychology: Biopsychosocial Interactions, John Wiley & Sons, 2007 Taylor, E.: Health Psychology. Singapore: McGraw-Hill, 2006 Vollrath M.E.: Handbook of Personality and Health. Chichester: John Wiley & Sons, 2006	
Course language:	
Notes:	

Course assessment					
Total number of assessed students: 81					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Provides: Mgr. Mária Bačíková, PhD.					
Date of last modification: 24.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KSSFaK/ ČGUAP/15	Course name: Reading Literacy in Educational Process
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 25	
abs	n
100.0	0.0
Provides: doc. PaedDr. Ivica Hajdučková, PhD.	
Date of last modification: 16.02.2019	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ METmu/15	Course name: Research Methodology in Linguistics and Literature
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. Part Literature: (50 % of final assessment) Active participation in seminar discussion - 10% Written assignment - 15% oral exam - 25%	
Learning outcomes:	
Brief outline of the course: Part: Literature Anglo-American Criticism Russian Formalism Reader-oriented theories Structuralism Poststructuralism	
Recommended literature: Part: Literature Literárna časť: Andričík, Marian. Kapitoly z teórie literatúry. Univerzita Pavla Jozefa Šafárika, 2015. Eagleton, T. Literary Theory. An Introduction. Minneapolis: The University of Minnesota Press, 2003 Selden, R., Widdowson, P. A Reader's Guide to Contemporary Literary Theory, Harvester Wheatsheaf, 2015. Selden, Ramam. Practising Theory and Reading Literature. An Introduction. Longman. 1989. Rice, Ph., Waugh, P., eds. Modern Literary Theory. London: Hodder Arnold, 2001. Waugh, Patriacia, ed. An Oxford Guide to Literary Theory and Criticism, 2006.	
Course language:	
Notes:	

Course assessment					
Total number of assessed students: 55					
A	B	C	D	E	FX
45.45	20.0	18.18	7.27	9.09	0.0
Provides: prof. PaedDr. Lívia Körtvélyessy, PhD., doc. Mgr. Soňa Šnircová, PhD., Mgr. Vesna Kalafus Antoniová, PhD.					
Date of last modification: 28.04.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ PPU1a/15	Course name: Running practice
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 188	
abs	n
97.34	2.66
Provides: Ing. Miron Kuzma, PhD.	
Date of last modification: 03.05.2015	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: CJP/RJMP/15	Course name: Russian Language for Pre-Intermediate Students
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1.	
Course level: I., II.	
Prerequisites:	
Conditions for course completion: Active seminar participation (2x90 min. absences tolerated). 2 tests, no retake. Home assignments. Mini-presentations. Final assessment = the average of results obtained. Grading scale: A 93-100%, B 86-92%, C 79-85%, D 72-78%, E 65-71%, FX 64% and less.	
Learning outcomes: Improvement of pronunciation, development of language skills - speaking, reading and writing, expanding of acquired knowledge of language at B1 level and Russian realia, selected literary works, famous persons and events. Enrichment of vocabulary, focusing on free words and collocations, language interference, etc.	
Brief outline of the course: Selected texts from Russian literature, daily press, realia, etc. Development of vocabulary: hobbies, travel, weather, cinema and theatre, leisure time, study, sport, fundamentals of business correspondence, Russian literature and art, history and present, etc. Home reading. Selected topics of grammar.	
Recommended literature: Nekolová, V., Camutaliová, I., Vasilieva-Lešková, A.: Ruština nejen pro samouky. Praha, Leda, 2007 Baláž, G., Čabala, M., Svetlík, J.: Gramatika ruštiny. Bratislava, SPN, 1995 Balcar M.: Ruská gramatika v kostce. Praha, Leda, 1999 Fozikoš, A., Reiterová, T.: Reálie rusky mluvících zemí. Plzeň, Fraus, 1998 Oganesjanová D., Tregubová, J.: Cvičebnice ruské gramatiky. Praha, Polyglot, 2004 + additional texts of lecturer http://public-library.narod.ru/	
Course language: Russian language A2-B1	
Notes:	

Course assessment					
Total number of assessed students: 28					
A	B	C	D	E	FX
78.57	7.14	10.71	0.0	3.57	0.0
Provides: PhDr. Helena Petruňová, CSc.					
Date of last modification: 21.05.2019					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/MPPb/15	Course name: Scheduled practice teaching
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 36s Course method: present	
Number of ECTS credits: 1	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites: KPE/MPPa/15,KPE/PDU/15,(KPPaPZ/PaSPP/09 and leboKPPaPZ/PPgU/15)	
Conditions for course completion: Conditions for ongoing evaluation: 1. Observations for 11 lessons of the subject of informatics. 2. Independent leading 1 lesson from the subject of informatics. 3. Participation in 6 analyzes from lessons. 4. Participation in a reflexive colloquium with a didactician of informatics. Conditions for the final evaluation: 1. Submission of 11 observation records. 2. Submission of a project of preparation for a lesson. 3. Submission of a list of observations and own lesson of the trainee. 4. Submission of evaluation of pedagogical output of the trainee. 5. Submission of a report on ongoing pedagogical practice. Conditions for successful completion of the course: Fulfillment of all ongoing and final assignments.	
Learning outcomes: Students acquire knowledge by observing the practical application of teaching skills for teaching the subject of informatics and get to know the organization of school work. They also acquire their first experience with the practical implementation of a informatics lesson.	
Brief outline of the course: Students observe the process of teaching informatics at secondary and primary school and analysed it with teacher trainer. Practice takes place continuously during the course of the semester. Practice is scheduled once a week at the time of first to third lesson in schools. The first two lessons are students observing/teaching, the third lesson is for analysis of the first two under the guidance of a teacher trainer.	
Recommended literature: KOSOVÁ, Beata, Alena TOMENGOVÁ et al., 2015. Profesijná praktická príprava budúcich učiteľov [online]. Banská Bystrica: Vydavateľstvo Belianum, Univerzita Mateja Bela, Banská Bystrica, 226 pp. [cited. 2021-7-28]. ISBN 978-80-557-0860-7. Available from: https://publikacie.umb.sk/publication/publicationFileDownload.php?ID=18667	

<p>OROSOVÁ, Renáta and Zuzana BOBEROVÁ, 2016. Pregraduálna príprava učiteľov: Organizácia pedagogickej praxe na UPJŠ [online]. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 142 pp. [cited 2021-7-28]. ISBN 978-80-8152-460-8. Available from: https://unibook.upjs.sk/sk/pedagogika/342-pregradualna-priprava-ucitelov-organizacia-pedagogickej-praxe-na-upjs</p> <p>BOBEROVÁ, Zuzana, 2017. Začínajúci učiteľ a školská legislatíva I. [online]. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 104 pp. [cited 2021-7-28]. ISBN 978-80-8152-490-5. Available from: https://unibook.upjs.sk/sk/pedagogika/398-zacinajuci-ucitel-a-skolska-legislativa-i</p> <p>Current informatics textbooks for primary and secondary schools in Slovakia.</p>					
<p>Course language: Slovak</p>					
<p>Notes: By default, teaching is carried out face to face. If this is not possible (eg due to a pandemic), teaching is provided at a distance through video conferencing programs and LMS.</p>					
<p>Course assessment Total number of assessed students: 66</p> <table> <tr> <th>abs</th><th>n</th></tr> <tr> <td>100.0</td><td>0.0</td></tr> </table>		abs	n	100.0	0.0
abs	n				
100.0	0.0				
<p>Provides: doc. RNDr. Ľubomír Šnajder, PhD.</p>					
<p>Date of last modification: 01.08.2021</p>					
<p>Approved:</p>					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚTVŠ/ ÚTVŠ/CM/13	Course name: Seaside Aerobic Exercise
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 36s Course method: combined, present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2., 4., 6.	
Course level: I., II.	
Prerequisites:	
Conditions for course completion: Conditions for course completion: Attendance	
Learning outcomes: Learning outcomes: Students will be provided an overview of possibilities how to spend leisure time in seaside conditions actively and their skills in work and communication with clients will be improved. Students will acquire practical experience in organising the cultural and art-oriented events, with the aim to improve the stay and to create positive experiences for visitors.	
Brief outline of the course: Brief outline of the course: 1. Basics of seaside aerobics 2. Morning exercises 3. Pilates and its application in seaside conditions 4. Exercises for the spine 5. Yoga basics 6. Sport as a part of leisure time 7. Application of projects of productive spending of leisure time for different age and social groups (children, young people, elderly) 8. Application of seaside cultural and art-oriented activities in leisure time	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 41	
abs	n
12.2	87.8

Provides: Mgr. Agata Horbach, PhD.
Date of last modification: 15.03.2019
Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/DSU1a/15	Course name: Seminar to diploma theses in informatics XI
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites: ÚINF/PDSI1/15	
Conditions for course completion: Conditions for ongoing evaluation: 1. Creation of a glossary of terms and a concept map for teaching a selected topic. 2. Creation of a collection of solved tasks for teaching the selected topic. 3. Creation of learning objectives and a graded system of tasks for teaching a selected topic. Conditions for the final evaluation: 1. Update and presentation of the thesis website. Conditions for successful completion of the course: Fulfillment of all ongoing and final assignments.	
Learning outcomes: The student will gain an overview of the issues of pedagogical research in the field of teaching informatics. The student continuously works on his / her thesis (analyzes the content of teaching a selected topic, creates a glossary of terms and a concept map, creates a collection of tasks and then a system of graded tasks) and presents the ongoing results of his / her thesis.	
Brief outline of the course: 1. Pedagogical research in the field of teaching informatics (analysis of selected scientific studies with discussion). 2. Pedagogical research in the field of teaching informatics (analysis of selected scientific studies with discussion). 3. Pedagogical research in the field of teaching informatics (design of own pedagogical action research). 4. Analysis of the content of teaching of the selected topic (creation of a glossary of terms and a concept map). 5. Analysis of the content of teaching of the selected topic (creation of a glossary of terms and a concept map). 6. Creation of a collection of solved problems for teaching the selected topic. 7. Creation of a collection of solved problems for teaching the selected topic. 8. Creation of a collection of solved problems for teaching the selected topic. 9. Creation of learning objectives and a graded system of tasks for teaching the selected topic.	

10. Creation of learning objectives and a graded system of tasks for teaching the selected topic.
11. Presentations of ongoing results of students' theses, updating of thesis websites.
12. Presentations of ongoing results of students' theses, updating of thesis websites.

Recommended literature:

MEŠKO, Dušan, Dušan KATUŠČÁK and Ján FINDRA, 2013. Akademická príručka: Chcete byť úspešní na vysokej škole? 3. vydanie. Osveta, 495 pp. ISBN 9788080633929.

KATUŠČÁK, Dušan, 2013. Ako písať záverečné a kvalifikačné práce. Enigma, 162 pp. ISBN 8089132454.

COMPUTER SCIENCE TEACHERS ASSOCIATION. Home Page

Computer Science Teachers Association [online]. [cited 2021-7-30]. Available from: <https://www.csteachers.org/>

ASSOCIATION FOR COMPUTING MACHINERY. The ACM Digital Library [online]. [cited 2021-7-30]. Available from: <https://dl.acm.org/>

SPRINGER NATURE SWITZERLAND AG. Home - Springer [online]. [cited 2021-7-30]. Available from: <https://link.springer.com/>

BAČÍKOVÁ, Mária, Anna JANOVSÁ and Oľga OROSOVÁ, 2019. Základy metodológie pedagogicko-psychologického výskumu: Sprievodca pre študentov učiteľstva [online]. 2. doplnené vydanie. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 195 pp. [cited 2021-7-29]. ISBN 978-80-8152-805-7. Available from: <https://unibook.upjs.sk/sk/filozoficka-fakulta/1266-zaklady-metodologie-pedagogicko-psychologickeho-vyskumu-sprievodca-pre-studentov-ucitelstva>

Informatics in Education. Vilnius University Institute of Data Science and Digital Technologies. ISSN 2335-8971 (online). Also available from: <https://infedu.vu.lt/journal/INFEDU>

Matematika–fyzika–informatika. Praha: PROMETHEUS. ISSN 1805-7705. Also available from: <http://www.mfi.upol.cz/index.php/mfi/index>

UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI, TECHNICKÁ UNIVERZITA V LIBERCI, 2021. Zborníky medzinárodnej konferencie DidInfo (od roku 2011) [online]. [cited 2021-7-30]. Available from: <http://www.didinfo.net/minule-rocniky>

CENTRUM VEDECKO-TECHNICKÝCH INFORMÁCIÍ SR. Centrálny register záverečných a kvalifikačných prác [online]. [cited 2021-7-30]. Available from: <https://cms.crzp.sk/>

Course language:

Slovak and partly English due to selected information sources

Notes:

By default, teaching is carried out face to face. If this is not possible (eg due to a pandemic), teaching is provided at a distance through video conferencing programs and LMS.

Course assessment

Total number of assessed students: 7

abs	n
100.0	0.0

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 01.08.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/DSU1b/15	Course name: Seminar to diploma theses in informatics XI
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites: ÚINF/DSU1a/15	
Conditions for course completion: Conditions for ongoing evaluation: 1. Creation of diagnostic tools for teaching selected topics. 2. Creation of teaching aids for teaching selected topics. 3. Creating preparation for teaching selected topics. 4. Evaluation of pilot teaching. Conditions for the final evaluation: 1. Update and presentation of the thesis website. Conditions for successful completion of the course: Fulfillment of all ongoing and final assignments.	
Learning outcomes: The student continuously works on his / her thesis (creates diagnostic tools, teaching aids, thematic plan, preparation for teaching, implements and evaluates pilot teaching) and presents the ongoing results of his /her thesis.	
Brief outline of the course: 1. Creation of diagnostic tools for teaching the selected topic (didactic test, evaluation section of the project). 2. Creation of diagnostic tools for teaching the selected topic (didactic test, evaluation section of the project). 3. Creation of teaching aids (reference materials, work files, tutorials, instructional videos). 4. Creation of teaching aids (reference materials, work files, tutorials, instructional videos). 5. Creation of teaching aids (reference materials, work files, tutorials, instructional videos). 6. Creating a thematic plan. Creation of preparations and implementation of pilot teaching. 7. Creation of preparations and implementation of pilot teaching. 8. Creation of preparations and implementation of pilot teaching. 9. Evaluation of pilot teaching (results of teaching, identified misconceptions of students, interesting student solutions, other observations from teaching). 10. Evaluation of pilot teaching (results of teaching, identified misconceptions of students, interesting student solutions, other observations from teaching). 11. Presentations of ongoing results of students' theses, updates of diploma websites.	

12. Presentations of ongoing results of students' theses, updates of diploma websites.					
<p>Recommended literature: MEŠKO, Dušan, Dušan KATUŠČÁK and Ján FINDRA, 2013. Akademická príručka: Chcete byť úspešní na vysokej škole? 3. vydanie. Osveta, 495 pp. ISBN 9788080633929. KATUŠČÁK, Dušan, 2013. Ako písať záverečné a kvalifikačné práce. Enigma, 162 pp. ISBN 8089132454. COMPUTER SCIENCE TEACHERS ASSOCIATION. Home Page Computer Science Teachers Association [online]. [cited 2021-7-30]. Available from: https://www.csteachers.org/ ASSOCIATION FOR COMPUTING MACHINERY. The ACM Digital Library [online]. [cited 2021-7-30]. Available from: https://dl.acm.org/ SPRINGER NATURE SWITZERLAND AG. Home - Springer [online]. [cited 2021-7-30]. Available from: https://link.springer.com/ BAČÍKOVÁ, Mária, Anna JANOVSÁ and Oľga OROSOVÁ, 2019. Základy metodológie pedagogicko-psychologického výskumu: Sprievodca pre študentov učiteľstva [online]. 2. doplnené vydanie. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 195 pp. [cited 2021-7-29]. ISBN 978-80-8152-805-7. Available from: https://unibook.upjs.sk/sk/filozoficka-fakulta/1266-zaklady-metodologie-pedagogicko-psychologickeho-vyskumu-sprievodca-pre-studentov-ucitelstva Informatics in Education. Vilnius University Institute of Data Science and Digital Technologies. ISSN 2335-8971 (online). Also available from: https://infedu.vu.lt/journal/INFEDU Matematika–fyzika–informatika. Praha: PROMETHEUS. ISSN 1805-7705. Also available from: http://www.mfi.upol.cz/index.php/mfi/index UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI, TECHNICKÁ UNIVERZITA V LIBERCI, 2021. Zborníky medzinárodnej konferencie DidInfo (od roku 2011) [online]. [cited 2021-7-30]. Available from: http://www.didinfo.net/minule-rocniky CENTRUM VEDECKO-TECHNICKÝCH INFORMÁCIÍ SR. Centrálny register záverečných a kvalifikačných prác [online]. [cited 2021-7-30]. Available from: https://cms.crzp.sk/</p>					
<p>Course language: Slovak and partly English due to selected information sources</p>					
<p>Notes: By default, teaching is carried out face to face. If this is not possible (eg due to a pandemic), teaching is provided at a distance through video conferencing programs and LMS.</p>					
<p>Course assessment Total number of assessed students: 30</p> <table border="1"> <thead> <tr> <th>abs</th><th>n</th></tr> </thead> <tbody> <tr> <td>100.0</td><td>0.0</td></tr> </tbody> </table>		abs	n	100.0	0.0
abs	n				
100.0	0.0				
<p>Provides: doc. RNDr. Ľubomír Šnajder, PhD.</p>					
<p>Date of last modification: 01.08.2021</p>					
<p>Approved:</p>					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ SMTMmu/15	Course name: Semiotics of Media Texts
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 1 / 1 Per study period: 14 / 14 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Continuous assessment: 100 %: 1, The course work (presence, preparation and activity) represents 50 % of your continuous assessment. Activity: Each of you is expected to read and analyse the class materials before the lesson, to bring and use them in our seminars, to contribute actively to seminar discussions by presenting information, ideas and comments. 2, Individual project represents 50 % of your continuous assessment. You will be assigned a specific task (e.g. analysis of media product, case study, analysis of campaign, etc.) on which you will work on your own. You will present your project outcomes to the rest of the class. Final assessment: 100% continuous assessment. FINAL EVALUATION Mark points % A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.	
Learning outcomes: Aims and objectives: General introduction to subject of mass media discourse, the most important aspects of semiotic representation in media texts with the focus on food representation, food in the context of philosophical understanding of a person, analysis of various media and their products, their importance, functions, discourses and aspects.	
Brief outline of the course: Course content: Week 1: Introduction to the course. Course organisation. MS TEAMS materials. Week 2: Food and culture. Reading I: PM: Introduction, Chapter 1. Reading II: SF: Introduction, Chapter 1. Week 3: Food and foodways. Reading I: PM: Chapter 2. Reading II: SF: Chapter 2. Week 4: Food literacy. Reading I: PM: Chapter 3. Reading II: SF: Chapter 3. Week 5: Food practices. Reading I: PM: Chapter 4.	

Reading II: SF: Chapter 4.
 Week 6: Food and lifestyle.
 Reading I: PM: Chapter 5.
 Reading II: SF: Chapter 5.
 Week 7: Food and identity.
 Reading I: PM: Conclusions.
 Project presentation preparation.
 Week 8: TUTORIALS
 Week 9, 10, 11, 12: Project presentations.

Recommended literature:

Essential reading:

1, Postmillennial Media – Discourses Where Food Cultures Meet Everyday Practices: monograph / S. Tomascikova. – Samara: Samara University Publishing House, 2020. – 72 p.

2, Semiotics of Food: Postmillennial Media – Discourses Where Global and International Meet National, Regional and Local: academic textbook / S. Tomascikova. – Samara: Samara University Publishing House, 2021. – 80 p.

Recommended texts:

Anderson, E. N. Everyone Eats: Understanding Food and Culture. – New York and London: New York University Press, 2005.

Aristotle (350 B.C.). On the Soul. Transl. Smith, J. A. The Internet Classics Archive. – Massachusetts: MIT, 2019. Retrieved 19 August 2019, URL: <http://classics.mit.edu/Aristotle/soul.html>

Avakian, A. Cooking up Lives: Feminist Food Memoirs // Feminist Studies. 40(2). 2014. – pp. 277-303.

Barthes, R. Toward a Psychosociology of Contemporary Food Consumption // Food and Culture: A Reader. C. Counihan, P. Van Esterik eds. – New York and London: Routledge, 2008. – pp. 28-35.

Belasco, W. J. Meals to Come: A History of the Future of Food. – Berkeley, Los Angeles and London: University of California Press, 2006.

Belasco, W. J. Food: The Key Concepts. – Oxford and New York: Berg, 2008.

Biermann, F., Lovbrand E. Anthropocene Encounters: New Directions in Green Political Thinking. – Cambridge and New York: Cambridge University Press, 2019.

Civitello, L. Cuisine and Culture: A History of Food and People. – Hoboken: Wiley, 2011.

Counihan, C., Van Esterik, P. eds. Food and Culture: A Reader. – New York and London: Routledge, 2008.

de Certeau, M., Giard, L., Mayol, P. The Practice of Everyday Life. Vol. 2: Living and Cooking. – Minneapolis: University of Minnesota Press, 1998.

Greene, C. P. 2008. Shopping for What Never Was: The Rhetoric of Food, Social Style, and Nostalgia. – Jefferson: McFarland & Co, 2008.

Jacobsen, E. The Rhetoric of Food // The Politics of Food. M. E. Lien, B. eds. – Oxford: Berg, 2004. – pp. 59-62.

Jurafsky, D. The Language of Food: A Linguist Reads the Menu. – New York: Norton, 2014.

Kaufmann, J.-C. The Meaning of Cooking. – Cambridge and Malden: Polity, 2010.

Kirby, A. Digimodernism: How New Technologies Dismantle the Postmodern and Reconfigure our Culture. – London and New York: Continuum International, 2009.

Koch, S. L. Gender and Food. – Lanham: Rowman and Littlefield, 2019.

Lipovetsky, G. Hypermodern Times. Transl. A. Brown. – Cambridge and Malden: Polity Press, 2005.

LeBesco, K. Naccarato, P. eds. The Bloomsbury Handbook of Food and Popular Culture. – London, Oxford, New York, New Delhi and Sydney: Bloomsbury, 2018.

Montanari, M. Food is Culture. Transl. Sonnenfeld, A. – New York: Columbia University Press, 2004.

Palmer, G. ed. Exposing Lifestyle Television: The Big Reveal. – Aldershot and Burlington: Ashgate, 2008.

Phillipov, M. Media and Food Industries: The New Politics of Food. – Basingstoke and New York: Palgrave Macmillan, 2017.

Rifkin, J. The Third Industrial Revolution: How Lateral Power is Transforming Energy, the Economy, and the World. – New York: Palgrave Macmillan, 2011.

Rousseau, S. Food Media: Celebrity Chefs and the Politics of Everyday Interference. – London and New York: Bloomsbury, 2012b.

Shahani, G. ed. Food and Literature. Cambridge Critical Concepts. – Cambridge: Cambridge University Press, 2018.

Siniscalchi, V., Harper, K. Food Values in Europe. – London: Bloomsbury Academic, 2019.

Wrangham, R. Catching Fire: How Cooking Made Us Human. – New York: Basic Books, 2009.

Course language:

English

Notes:

Course assessment

Total number of assessed students: 72

A	B	C	D	E	FX
95.83	2.78	1.39	0.0	0.0	0.0

Provides: doc. Mgr. Slávka Tomaščíková, PhD.

Date of last modification: 07.05.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ SFS/18	Course name: Skills for Success
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 2., 4.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Conditions for completing the course: a) regular attendance of online sessions and active participation (max. permitted absence: 1x180 min) - 40 % b) group presentation of the topic chosen from the course syllabus during the last online session and feedback to team members - 60 %	
Learning outcomes: The course focuses on soft and hard skills necessary to become successful on the labour market within the shared corporate services centres and its objective is to provide students with a set of effective communication tools. The companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce in Slovakia employ more than 31,000 full-time employees and have identified soft communication skills on one hand as the most important skills but on the other hand as at least developed competences of graduates entering the labour market. The aim of the course is to contribute to enhancement of soft and hard skills which are necessary for working not only in the shared services centres, but also widely applicable on the labour market. After completing the course, students will be able to communicate more assertively, solve conflicts arising on the workplace, receive and give feedback effectively, but they will also know the basis of working in accounting systems or in programming languages.	
Brief outline of the course: Module 1 – Time Management The module will last for 180 minutes and the language of instruction will be English. --- Module 2 – Microsoft Excel – The aim of the module is to present users the functions of Microsoft Excel mostly used in the business environment of shared services centre. By the end of the module, students will know (inter alia) how to: <ul style="list-style-type: none"> • import data among individual databases; • format and edit sheets; • use basic formulae and operate data analyses; • create graphs The module will last for 180 minutes and the language of instruction will be Slovak/English.	

Module 3 – Personal Brand - Business set-up

The module will last for 180 minutes and the language of instruction will be English.

Module 4 – Verbal & Non-verbal Communication – the module will be divided into two blocks of topics.

Block A (productive conversation) – people think that simple talking means good conversation. Why do misunderstandings occur? But communication is not only about talking. Productive conversation requires much more than ability to talk. In this block, students will get answers to questions such as “how to assure the other person that we are listening properly, what to do and why to do that?”; “in what situation and how to ask a right question to get the answer to our question?” or “how to be authentic and make an impression of being a competent and responsible employee?”. This block also includes role play for techniques and scenarios of productive conversation as well as finding the balance between Defence and Request.

Block B (assertive communication) – assertive communication will be presented to students as a tool for expressing their own feelings and thoughts without being aggressive or using passive behaviour. In this block, the lecturer will also focus on the following issues:

- How assertive are you? To know oneself is the best starting point (role play).
- Assertive rules and Transactional Analysis according to Eric Berne.
- Aggressive – assertive – passive types of behaviour. Also passive – aggressive. How to identify them and how to react properly?
- Effective strategies for dealing with others, taking into account assertiveness and cooperation level. When it is appropriate to use “destruction strategy”? Is compromise the golden mean?
- Good assertive techniques.

The module will last for 180 minutes and the language of instruction will be English.

Module 5 – Conflict Management – The aim of the module is to introduce the conflict situations as moments we often find hard to avoid in the workplace, which is why it is important to know how to efficiently manage and communicate them to find the solution. The trainer will teach students the strategies and techniques of how to manage conflicts. Knowing when and how to apply them will help the course students manage conflict situations efficiently. By the end of the module, the students will learn how to:

- discuss the nature of the conflict, the fact that it can be constructive or destructive, that learning to overcome the barriers when managing conflict can help them build their career;
- distinguish 5 most frequent styles of solving conflicts and improve their conflict-solving skills by learning which one to employ or which one to avoid;
- discuss how conflict-solving can improve their relationships, enhance their cooperation skills and increase their professional efficiency;
- discuss how their attitude influences the perception of conflict situation and how it helps to solve conflict constructively.

The module will last for 180 minutes and the language of instruction will be English.

Module 6 – Feedback – We constantly hear about feedback and everyone knows how important feedback is and everyone wants to know whether his/her performance and success are appreciated. However, the lecturer will outline what is the difference between “feedback” and “effective feedback”. The aim of this module is to explain how to give/get effective feedback that leads to higher performance and better behaviour on the workplace. Within the feedback module, the following topics will be presented to students:

<ul style="list-style-type: none"> • What is feedback? What possibilities (types, variants) do we have? Steps in the process of giving/receiving feedback. • Difference between criticism and feedback, its parameters. • In which situations we give feedback? • What will we achieve by feedback (what we want to achieve, solve, ...)? • Rules for effective and supporting feedback – verbal and non-verbal stimuli, exercises, key aspects of effective feedback, push & pull forms of feedback. <p>The feedback module will also include a final group presentation which is included in overall assessment of each student. The presentation will take place in front of audience consisting of the course lecturers and students and team members will give feedback to their team colleagues. The module will last for 180 minutes and the language of instruction will be English.</p>					
Recommended literature: Recommended literature will be based on corporate training materials used in internal educational activities of individual companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce.					
Course language: English					
Notes: The course is taught by representatives of companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce - by trainers of soft and hard skills necessary to become successful on the labour market (not only) in the area of shared services. The language of instruction is English.					
Course assessment Total number of assessed students: 99					
A	B	C	D	E	FX
62.63	32.32	5.05	0.0	0.0	0.0
Provides:					
Date of last modification: 01.07.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ SFS/18	Course name: Skills for Success
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 1., 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Conditions for completing the course: a) regular attendance of online sessions and active participation (max. permitted absence: 1x180 min) - 40 % b) group presentation of the topic chosen from the course syllabus during the last online session and feedback to team members - 60 %	
Learning outcomes: The course focuses on soft and hard skills necessary to become successful on the labour market within the shared corporate services centres and its objective is to provide students with a set of effective communication tools. The companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce in Slovakia employ more than 31,000 full-time employees and have identified soft communication skills on one hand as the most important skills but on the other hand as at least developed competences of graduates entering the labour market. The aim of the course is to contribute to enhancement of soft and hard skills which are necessary for working not only in the shared services centres, but also widely applicable on the labour market. After completing the course, students will be able to communicate more assertively, solve conflicts arising on the workplace, receive and give feedback effectively, but they will also know the basis of working in accounting systems or in programming languages.	
Brief outline of the course: Module 1 – Time Management The module will last for 180 minutes and the language of instruction will be English. --- Module 2 – Microsoft Excel – The aim of the module is to present users the functions of Microsoft Excel mostly used in the business environment of shared services centre. By the end of the module, students will know (inter alia) how to: <ul style="list-style-type: none"> • import data among individual databases; • format and edit sheets; • use basic formulae and operate data analyses; • create graphs The module will last for 180 minutes and the language of instruction will be Slovak/English.	

Module 3 – Personal Brand - Business set-up

The module will last for 180 minutes and the language of instruction will be English.

Module 4 – Verbal & Non-verbal Communication – the module will be divided into two blocks of topics.

Block A (productive conversation) – people think that simple talking means good conversation. Why do misunderstandings occur? But communication is not only about talking. Productive conversation requires much more than ability to talk. In this block, students will get answers to questions such as “how to assure the other person that we are listening properly, what to do and why to do that?”; “in what situation and how to ask a right question to get the answer to our question?” or “how to be authentic and make an impression of being a competent and responsible employee?”. This block also includes role play for techniques and scenarios of productive conversation as well as finding the balance between Defence and Request.

Block B (assertive communication) – assertive communication will be presented to students as a tool for expressing their own feelings and thoughts without being aggressive or using passive behaviour. In this block, the lecturer will also focus on the following issues:

- How assertive are you? To know oneself is the best starting point (role play).
- Assertive rules and Transactional Analysis according to Eric Berne.
- Aggressive – assertive – passive types of behaviour. Also passive – aggressive. How to identify them and how to react properly?
- Effective strategies for dealing with others, taking into account assertiveness and cooperation level. When it is appropriate to use “destruction strategy”? Is compromise the golden mean?
- Good assertive techniques.

The module will last for 180 minutes and the language of instruction will be English.

Module 5 – Conflict Management – The aim of the module is to introduce the conflict situations as moments we often find hard to avoid in the workplace, which is why it is important to know how to efficiently manage and communicate them to find the solution. The trainer will teach students the strategies and techniques of how to manage conflicts. Knowing when and how to apply them will help the course students manage conflict situations efficiently. By the end of the module, the students will learn how to:

- discuss the nature of the conflict, the fact that it can be constructive or destructive, that learning to overcome the barriers when managing conflict can help them build their career;
- distinguish 5 most frequent styles of solving conflicts and improve their conflict-solving skills by learning which one to employ or which one to avoid;
- discuss how conflict-solving can improve their relationships, enhance their cooperation skills and increase their professional efficiency;
- discuss how their attitude influences the perception of conflict situation and how it helps to solve conflict constructively.

The module will last for 180 minutes and the language of instruction will be English.

Module 6 – Feedback – We constantly hear about feedback and everyone knows how important feedback is and everyone wants to know whether his/her performance and success are appreciated. However, the lecturer will outline what is the difference between “feedback” and “effective feedback”. The aim of this module is to explain how to give/get effective feedback that leads to higher performance and better behaviour on the workplace. Within the feedback module, the following topics will be presented to students:

- What is feedback? What possibilities (types, variants) do we have? Steps in the process of giving/receiving feedback.
- Difference between criticism and feedback, its parameters.
- In which situations we give feedback?
- What will we achieve by feedback (what we want to achieve, solve, ...)?
- Rules for effective and supporting feedback – verbal and non-verbal stimuli, exercises, key aspects of effective feedback, push & pull forms of feedback.

The feedback module will also include a final group presentation which is included in overall assessment of each student. The presentation will take place in front of audience consisting of the course lecturers and students and team members will give feedback to their team colleagues. The module will last for 180 minutes and the language of instruction will be English.

Recommended literature:

Recommended literature will be based on corporate training materials used in internal educational activities of individual companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce.

Course language:

English

Notes:

The course is taught by representatives of companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce - by trainers of soft and hard skills necessary to become successful on the labour market (not only) in the area of shared services. The language of instruction is English.

Course assessment

Total number of assessed students: 99

A	B	C	D	E	FX
62.63	32.32	5.05	0.0	0.0	0.0

Provides: doc. Mgr. Slávka Tomaščíková, PhD.

Date of last modification: 01.07.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KSSFaK/VSJU/15	Course name: Slovak Language for Teachers
Course type, scope and the method: Course type: Lecture Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1., 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: passing a final test (min. 55 %)	
Learning outcomes: Mastering of standard Slovak in spoken and written discourse. Becoming familiarized with codification manuals, acquiring skills related to bibliography and quotation standards. Mastering of written communication in accordance with current orthographical rules. Mastering of basic characteristics of expressions of text and style and fundamentals of text composition.	
Brief outline of the course: Characteristics of basic terms of general linguistics (language – speech, language functions, the sign character of language, language levels, content and form in language, individual and general aspect of language units) on interdisciplinary background and with the application to Slovak as a national language. Language standard, codification, usus. Basic codification manuals. Application of orthographic rules in practical documents. Sound culture, pronunciation styles. Orthoepic phenomena in vowels and consonants. Application of rhythmic law and its exceptions. Assimilation and its specific features in Slovak. Style, stylization – methods and demonstration of structure of text components.	
Recommended literature: Krátky slovník slovenského jazyka. Bratislava: Veda 1997. Slovník súčasného slovenského jazyka. Bratislava: Veda 2006. Slovník súčasného slovenského jazyka. Bratislava: Veda 2011. Slovník súčasného slovenského jazyka. Bratislava: Veda 2015. Pravidlá slovenského pravopisu. Bratislava: Veda 2000 (2013). BÓNOVÁ, I. - JASINSKÁ, L.: Jazyková kultúra nielen pre lingvistov. Košice: UPJŠ 2019. 100 s. KRÁL, Á.: Pravidlá slovenskej výslovnosti. Martin: Matica slovenská 2005. 423 s. ONDRUŠ, Š. – SABOL, J.: Úvod do štúdia jazykov. 3. vyd. Bratislava, SPN 1987. 343s. SABOL, J.- SLANČOVÁ, D. - SOKOLOVÁ, M.: Kultúra hovoreného slova. Prešov, FF UPJŠ 1989. SABOL, J. – BÓNOVÁ, I. – SOKOLOVÁ, M.: Kultúra hovoreného prejavu. Prešov: FF PU 2006.	

FINDRA, J.: Štylistika slovenčiny. Martin: Osveta, 2004.
 FINDRA, Ján: Štylistika slovenčiny v cvičeniach. Martin : Osveta, 2005.
 SLANČOVÁ, D.: Praktická štylistika. 2., upravené a doplnené vydanie. Prešov: Slovacontact
 1996. 178 s. ISBN 80-901417-9-X.

Course language:

Notes:

Course assessment

Total number of assessed students: 96

A	B	C	D	E	FX
14.58	29.17	33.33	12.5	10.42	0.0

Provides: PhDr. Iveta Bónová, PhD., PhDr. Lucia Jasinská, PhD., Mgr. Lena Ivančová, PhD.

Date of last modification: 08.06.2021

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚTVŠ/ TVa/11	Course name: Sports Activities I.
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: combined, present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1., 3.	
Course level: I., I.II., II.	
Prerequisites:	
Conditions for course completion: Min. 80% of active participation in classes.	
Learning outcomes: Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.	
Brief outline of the course: Brief outline of the course: Within the optional subject, the Institute of Physical Education and Sports of Pavol Jozef Šafárik University provides for students the following sports activities: aerobics, aikido, basketball, badminton, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, body-building, indoor football, S-M systems, step aerobics, table tennis, tennis, volleyball and chess. In the first two semesters of the first level of education students will master basic characteristics and particularities of individual sports, motor skills, game activities, they will improve level of their physical condition, coordination abilities, physical performance, and motor performance fitness. Last but not least, the important role of sports activities is to eliminate swimming illiteracy and by means of a special program of medical physical education to influence and mitigate unfitness. In addition to these sports, the Institute offers for those who are interested winter and summer physical education trainings with an attractive program and organises various competitions, either at the premises of the faculty or University or competitions with national or international participation.	
Recommended literature:	
Course language:	
Notes:	

Course assessment							
Total number of assessed students: 12859							
abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
87.01	0.08	0.0	0.0	0.0	0.04	8.1	4.77
Provides: Mgr. Agata Horbacz, PhD., Mgr. Dávid Kaško, PhD., Mgr. Zuzana Küchelová, PhD., doc. PaedDr. Ivan Uher, PhD., prof. RNDr. Stanislav Vokál, DrSc., Mgr. Marcel Čurgali, Mgr. Patrik Berta, Mgr. Ladislav Kručanica, PhD., Bc. Richard Melichar, Mgr. Petra Tomková, PhD.							
Date of last modification: 13.05.2021							
Approved:							

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice							
Faculty: Faculty of Arts							
Course ID: ÚTVŠ/ TVb/11		Course name: Sports Activities II.					
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: combined, present							
Number of ECTS credits: 2							
Recommended semester/trimester of the course: 2., 4.							
Course level: I., I.II., II.							
Prerequisites:							
Conditions for course completion: active participation in classes - min. 80%.							
Learning outcomes: Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.							
Brief outline of the course: Within the optional subject, the Institute of Physical Education and Sports of Pavol Jozef Šafárik University provides for students the following sports activities: aerobics, aikido, basketball, badminton, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, body-building, indoor football, S-M systems, step aerobics, table tennis, tennis, volleyball and chess. In the first two semesters of the first level of education students will master basic characteristics and particularities of individual sports, motor skills, game activities, they will improve level of their physical condition, coordination abilities, physical performance, and motor performance fitness. Last but not least, the important role of sports activities is to eliminate swimming illiteracy and by means of a special program of medical physical education to influence and mitigate unfitness. In addition to these sports, the Institute offers for those who are interested winter and summer physical education trainings with an attractive program and organises various competitions, either at the premises of the faculty or University or competitions with national or international participation.							
Recommended literature:							
Course language:							
Notes:							
Course assessment Total number of assessed students: 11675							
abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
84.52	0.56	0.02	0.0	0.0	0.05	10.63	4.22

Provides: Mgr. Agata Horbacz, PhD., Mgr. Dávid Kaško, PhD., Mgr. Zuzana Küchelová, PhD., doc. PaedDr. Ivan Uher, PhD., prof. RNDr. Stanislav Vokál, DrSc., Mgr. Marcel Čurgali, Mgr. Patrik Berta, Mgr. Ladislav Kručanica, PhD., Bc. Richard Melichar, Mgr. Petra Tomková, PhD.

Date of last modification: 13.05.2021
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Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KAaA/ SVPR3m/15		Course name: Student Research Project A*			
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 6					
Recommended semester/trimester of the course: 2.					
Course level: II.					
Prerequisites:					
Conditions for course completion: Continuous assessment is a precondition for receiving final assessment. Assessment of progress in working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of the semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.					
Learning outcomes: The aim of the course is to develop students' critical thinking skills when gaining and applying new knowledge, with the aim to gradually develop and demonstrate their ability to do individual research. Working on a research project can become a basis for its further development into the final thesis.					
Brief outline of the course: Each student will choose a topic which is to be approved by his/her consultant. During consultations, the student and the respective consultant will jointly develop a project and consider the possibilities of its writing, taking into account available literature. Students are required to work independently and meet with their consultants on a regular basis (2 hours per week) to present the progress in results and parts of the research project.					
Recommended literature: Depending on the selected topic of student research project.					
Course language: English					
Notes:					
Course assessment Total number of assessed students: 178					
A	B	C	D	E	FX
62.92	20.22	8.43	1.69	5.62	1.12
Provides: prof. Myroslava Fabian, DrSc., prof. PhDr. Pavel Stekauer, DrSc., prof. PaedDr. Livia Körtvélyessy, PhD., doc. Mgr. Slávka Tomaščíková, PhD., Mgr. Petra Filipová, PhD., PhDr.					

Štefan Franko, PhD., doc. Mgr. Renáta Gregová, PhD., PhDr. Slávka Janigová, PhD., Mgr. Kurt Magsamen, Mgr. Martina Martausová, PhD., doc. Mgr. Renáta Panocová, PhD., Mgr. Július Rozenfeld, PhD., Mgr. Karin Sabolíková, PhD., Mgr. Adriana Saboviková, PhD., doc. Mgr. Soňa Šnircová, PhD., doc. Mgr. Renáta Timková, PhD., Prof. Dr. Rudolph Sock, Mgr. Zuzana Buráková, PhD., Mgr. Vesna Kalafus Antoniová, PhD., PhDr. Mária Paľová, PhD., Mgr. Silvia Rosivalová Baučeková, PhD.

Date of last modification: 15.05.2019

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KAaA/ SVPR4m/15		Course name: Student Research Project B*			
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present					
Number of ECTS credits: 6					
Recommended semester/trimester of the course: 3.					
Course level: II.					
Prerequisites:					
Conditions for course completion: Continuous assessment is a precondition for receiving final assessment. Assessment of progress in working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.					
Learning outcomes: The aim of the course is to develop students' critical thinking skills when gaining and applying new knowledge, with the aim to gradually develop and demonstrate their ability to do individual research. Working on a research project can be a basis for its further development into the final thesis.					
Brief outline of the course: Each student will choose a topic which is to be approved by his/her consultant. Within consultations, the student and the respective consultant will jointly develop a project and consider the possibilities of its writing, taking into account available literature. Students are required to work independently and meet with their consultants on a regular basis (2 hours per week) to present the progress in results and parts of the research project.					
Recommended literature: Depending on the selected topic of student research project.					
Course language: English					
Notes:					
Course assessment Total number of assessed students: 157					
A	B	C	D	E	FX
62.42	21.66	6.37	2.55	5.73	1.27
Provides: prof. Myroslava Fabian, DrSc., prof. PhDr. Pavel Stekauer, DrSc., prof. PaedDr. Livia Körtvélyessy, PhD., doc. Mgr. Slávka Tomaščíková, PhD., Mgr. Petra Filipová, PhD., PhDr.					

Štefan Franko, PhD., doc. Mgr. Renáta Gregová, PhD., PhDr. Slávka Janigová, PhD., Mgr. Kurt Magsamen, Mgr. Martina Martausová, PhD., doc. Mgr. Renáta Panocová, PhD., Mgr. Július Rozenfeld, PhD., Mgr. Karin Sabolíková, PhD., Mgr. Adriana Saboviková, PhD., doc. Mgr. Soňa Šnircová, PhD., doc. Mgr. Renáta Timková, PhD., prof. PhDr. Marián Andričík, PhD., Prof. Dr. Rudolph Sock, Mgr. Zuzana Buráková, PhD., Mgr. Vesna Kalafus Antoniová, PhD.

Date of last modification: 15.05.2019

Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: ÚINF/ SVK1/15		Course name: Student scientific conference			
Course type, scope and the method: Course type: Recommended course-load (hours): Per week: Per study period: Course method: present					
Number of ECTS credits: 4					
Recommended semester/trimester of the course: 2., 4.					
Course level: I., II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 182					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Provides:					
Date of last modification: 03.05.2015					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚTVŠ/ LKSp/13	Course name: Summer Course-Rafting of TISA River
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 36s Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2., 4.	
Course level: I., II.	
Prerequisites:	
Conditions for course completion: Conditions for course completion: Attendance Final assessment: Raft control on the waterway (attended/not attended)	
Learning outcomes: Learning outcomes: Students have knowledge of rafts (canoe) and their control on waterway.	
Brief outline of the course: Brief outline of the course: 1. Assessment of difficulty of waterways 2. Safety rules for rafting 3. Setting up a crew 4. Practical skills training using an empty canoe 5. Canoe lifting and carrying 6. Putting the canoe in the water without a shore contact 7. Getting in the canoe 8. Exiting the canoe 9. Taking the canoe out of the water 10. Steering a) The pry stroke (on fast waterways) b) The draw stroke 11. Capsizing 12. Commands	
Recommended literature:	
Course language:	
Notes:	

Course assessment	
Total number of assessed students: 153	
abs	n
45.75	54.25
Provides: Mgr. Dávid Kaško, PhD.	
Date of last modification: 18.03.2019	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPE/MPPa/15	Course name: Supervised Teaching Practice
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 36s Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1.	
Course level: II.	
Prerequisites:	
Conditions for course completion:	
Learning outcomes:	
Brief outline of the course:	
Recommended literature:	
Course language:	
Notes:	
Course assessment Total number of assessed students: 503	
abs	n
100.0	0.0
Provides: doc. PhDr. Beata Gajdošová, PhD., doc. PaedDr. Renáta Orosová, PhD., Mgr. Katarína Petříková, PhD., Mgr. Lenka Kohoutková	
Date of last modification: 08.06.2021	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ MPPb/15	Course name: Supervised Teaching Practice
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 36s Course method: present	
Number of ECTS credits: 1	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites: KPE/PDU/15,KPE/MPPa/15,(KPPaPZ/PaSPP/09 and leboKPPaPZ/PPgU/15)	
Conditions for course completion: Students attend and observe 11 lessons and independently teach 1 lesson during their teaching practice under the supervision of a practice tutor. They fill in the required observation sheets of the lessons and submit their lesson plans for the lessons taught. At the end of the teaching practice, the students hand over the completed and signed documentation together with the evaluation of their activities. The documentation must be sent by e-mail as a PDF document to the address: julius.rozenfeld@upjs.sk	
Learning outcomes: Through observation and independent teaching, students acquire and develop practical skills, competencies and knowledge about teaching English as a foreign language. Students will also gain an overview and practical knowledge of the actual teaching environment. By completing the internship, they will be able to actively participate in the teaching process and function as foreign language teachers under the supervision of an experienced teacher.	
Brief outline of the course: Observation of English language lessons at elementary and secondary schools and their analysis in cooperation with the supervising teacher. Practice teaching is realized continuously during the term. It is part of the students schedule once a week between the 1st and 3rd lessons at elementary and secondary schools. Students observe the first two lessons and during the third lesson analyze them.	
Recommended literature: The Actual textbooks used and accepted by the educational institution.	
Course language: English	
Notes:	
Course assessment Total number of assessed students: 103	
abs	n
100.0	0.0

Provides:
Date of last modification: 29.04.2021
Approved:

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚTVŠ/ KP/12	Course name: Survival Course
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: Per study period: 36s Course method: combined, present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1., 3.	
Course level: I., II.	
Prerequisites:	
Conditions for course completion: Conditions for course completion: Attendance Final assessment: continuous fulfilment of all tasks within the course	
Learning outcomes: Learning outcomes: Students will be familiarized with principles of safe stay and movement in extreme natural conditions as they will obtain theoretical knowledge and practical skills to solve the extraordinary and demanding situations connected with survival and minimization of damage to health. The course develops team work and students will learn how to manage and face the situations that require overcoming of obstacles.	
Brief outline of the course: Brief outline of the course: Lectures: 1. Principles of behaviour and safety for movement and stay in unknown mountains 2. Preparation and leadership of tour 3. Objective and subjective danger in mountains 4. Principles of hygiene and prevention of damage to health in extreme conditions Exercises: 1. Movement in terrain, orientation and navigation in terrain (compasses, GPS) 2. Preparation of improvised overnight stay 3. Water treatment and food preparation.	
Recommended literature:	
Course language:	
Notes:	

Course assessment	
Total number of assessed students: 393	
abs	n
44.53	55.47
Provides: MUDr. Peter Dombrovský, Mgr. Ladislav Kručanica, PhD.	
Date of last modification: 15.03.2019	
Approved:	

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice					
Faculty: Faculty of Arts					
Course ID: KPE/ PDU/15		Course name: Teaching Methodology and Pedagogy			
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present					
Number of ECTS credits: 5					
Recommended semester/trimester of the course: 1.					
Course level: II.					
Prerequisites:					
Conditions for course completion:					
Learning outcomes:					
Brief outline of the course:					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 550					
A	B	C	D	E	FX
27.27	28.55	25.64	13.27	4.55	0.73
Provides: doc. PaedDr. Renáta Orosová, PhD., PaedDr. Michal Novocký, PhD.					
Date of last modification: 14.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/TPDFm/15	Course name: Terminology and Translation of Documentaries
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 3	
Recommended semester/trimester of the course: 3.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Attendance - students are expected to attend each class according to schedule. No transfers among the groups are allowed. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent. Continuous assessment: Students are expected and required to actively participate in each lesson (active participation = participation in discussions based on having read the required texts) and to present work required by the lecturer. Should students fail to meet the requirements (two presentations), they will not receive credits. Students are required to read all texts given by the lecturer in order to participate in discussions - if they fail to participate in discussions they will be marked absent. FINAL EVALUATION : A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less	
Learning outcomes: The main objective of the course is to develop and improve essential analytical skills in dealing with translation of documentary films and to acquire knowledge of the basic techniques and methods when dealing with problems of such translation. The course introduces essential issues, terms and theory that help to overcome the basic problems when translating documentary films. Focus is on theoretical knowledge as well as practical exercises during which students acquire familiarity and basic skills in translating documentary films. Audiovisual translation needs specific approach when encountering problems that are specific for such translation, and requires theoretical knowledge of theory of documentary films as well.	
Brief outline of the course: Week 1:	

Introduction

Week 2:

Myths about documentary translation

Reading:

Main Challenges in the Translation of Documentaries, Anna Matamala

Myths about documentary translation, Eva Espasa

Introduction – An Overview of its Potential, J.D.Cintas

Week3 - 5

Dubbing vs. Subtitling

Reading:

Film dubbing, Its process and translation – Xenia Martinez

Synchronization in dubbing, A translational approach – F.Ch.Varela

Language-political implications of subtitling – Henrik Gottlieb

Subtitling methods and team-translation – Diana Sanchez

Subtitling for the DVD industry

Extract s:

Planet Earth

Mustang

Vítejte v KLD R

The Corporation

Week 6 - 7

Regionalism

Reading:

Connecting Cultures: Cultural Transfer in Subtitling and Dubbing – Zoe Pettit

Translation in bilingual contexts – Rosa Agost

Extract:

Other worlds

Week 8:

Tutorials

Week 9:

Culture and semiotics

Reading:

Translating Proper Names into Spanish: The case of Forrest Gump – I.H.Azaola

Dubbing The Simpsons: Or How Groundskeeper Willie lost His Kilt in Sardinia

Extract:

I am Tab

Week10 - 11

Presentations

Extract:

Cooking History

Week 12:

Tutorials

Week 13:

Tutorials

Recommended literature:

Recommended texts:

New Trends in Audiovisual Translation, ed. Jorge Diaz Cintas

Translation, Topics in Audiovisual Translation, ed. Pilar Orero

Dokumentární film, jiná kinematografie, Guy Gauthier

Audiovisual Translation, Language Transfer on Screen, Gunilla Anderman					
Course language: EN, SK					
Notes:					
Course assessment Total number of assessed students: 6					
A	B	C	D	E	FX
83.33	0.0	0.0	16.67	0.0	0.0
Provides: Mgr. Martina Martausová, PhD.					
Date of last modification: 02.05.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/UPR/15	Course name: The Art of Aiding by Verbal Exchange
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: 1. Active participation in seminars 2. Elaboration and presentation of PPT presentation on the assigned topic. Maximum number of points 20; minimum number of points 11. 3. Final test in the range of 20 questions from selected chapters and lectures. Maximum number of points 20; minimum number of points 11. The final evaluation (mark) is the sum of points for the presentation and the test. A 40b - 37b B 36b - 33b C 32b - 29b D 28b - 25b E 24b - 21b FX 20b - 0b The evaluation of the course and its subsequent completion will be based on clearly and objectively set requirements, which will be set in advance and will not change. The aim of the assessment is to ensure an objective and fair mapping of the student's knowledge while adhering to all ethical and moral standards. There is no tolerance for students' fraudulent behavior, whether in the teaching process or in the assessment process.	
Learning outcomes: Provide students with basic information about a systemic approach to helping. Train interviewing, clarify orders. Reflect on help options. The student is able to demonstrate an understanding of the theoretical principles of conducting a helping conversation. The student is able to describe, explain and evaluate in what context to use which of the selected techniques to help the interview with the individual. The student is able to use basic selected techniques when working with an individual in the interview process. The method of teaching the subject will be oriented to the student. Lecturers will be interested in students' needs, expectations and opinions so as to encourage them to think critically by expressing respect and feedback on their opinions and needs. The content of the curriculum will be based on primary and high-quality sources that will reflect the topicality of the topics so as to ensure the connection of the curriculum with other subjects and also the connection of the curriculum with practice. Students will be expected to take an active approach in lectures and seminars with an emphasis on their independence and responsibility.	
Brief outline of the course:	

Psychological preparation for conducting an interview. Self-reflection of one's own possibilities, abilities to lead a conversation, to help. Possibilities of helping with conversations from the point of view of selected psychological approaches. Systematic approach to helping. Interview and professional ways to help and control. Objectivist and constructivist framework of conversation in theory and practice. Is it possible to help with control? Opening the interview, negotiating the course, course, ending the interview. Constructivist questions in the interview. Analysis of individual phases of conducting the interview. Reflex team possibilities of help in conversation. Models of reflective teams. Model situations of conducting an interview with an individual. Model situations of conducting an interview with a group. Professional possibilities, advantages and pitfalls of solving problems with an individual, with a group.					
Recommended literature:					
Course language:					
Notes:					
Course assessment Total number of assessed students: 117					
A	B	C	D	E	FX
87.18	3.42	7.69	0.85	0.85	0.0
Provides: Mgr. Ondrej Kalina, PhD.					
Date of last modification: 24.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/ZMPPV/15	Course name: The Fundamentals of Pedagogico-Psychological Research Methodology
Course type, scope and the method: Course type: Lecture / Practice Recommended course-load (hours): Per week: 2 / 2 Per study period: 28 / 28 Course method: present	
Number of ECTS credits: 4	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites: KPPaPZ/PPgU/15,KPE/PDU/15	
Conditions for course completion: - active participation in seminars, presentation of assignments in groups, final exam	
Learning outcomes: The graduate of the course will gain information about the research methodology, will understand the basic methods of pedagogical and psychological research that can be used in the practice of the teacher. Within the seminars, students will develop professional skills through their own demonstration of a specific research method. The graduate of the course will be able to carry out simple scientific research, present the results of research and read the results of the latest research in the field of pedagogy and psychology.	
Brief outline of the course: Research in pedagogy and psychology. Scientific research, scientific thinking. Parts of a research project. Research planning. Topic selection, research problem formulation. Types of research plans. Hypothesis, variables, operationalization. Ethical issues of scientific research. Experiment (experiment problems, control of variables in the experiment). Experimental plans, quasi-experiment. Reliability and validity of research. Research sample, methods of sample selection. Data collection techniques - questionnaire, interview, sociometry, semantic differential, observation, tests. Introduction to qualitative methodology. Possibilities of quantitative data processing. How to write a scientific article, presentation, poster, qualification work. Interpretation of findings, integration of findings into context.	
Recommended literature: Bačíková, M., Janovská, A., Orosová, O. Základy metodológie pedagogicko-psychologického výskumu. 2.doplnené vydanie. Šafárik Press, 2019. dostupné online: https://unibook.upjs.sk/img/cms/2019/FF/zaklady-metodologie-ped-psych-vyskumu-2-vyd-web.pdf Gavora, P.: Úvod do pedagogického výskumu. Bratislava, UK 1999. Švec, Š. a kol.: Metodológia vied o výchove. Bratislava, Iris 1998. Turek, I.: K základom pedagogického výskumu. Prešov, KPÚ 1991. Ferjenčík, J.: Úvod do metodológie psychologického výskumu. Praha, Portál 2000. http://www.e-metodologia.fedu.uniba.sk/	
Course language:	

Notes:					
Course assessment					
Total number of assessed students: 526					
A	B	C	D	E	FX
18.63	27.38	23.57	19.58	10.65	0.19
Provides: Mgr. Mária Bačíková, PhD., PhDr. Anna Janovská, PhD.					
Date of last modification: 24.06.2021					
Approved:					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ PREUm/15	Course name: Translation of EU texts
Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 2.	
Course level: II.	
Prerequisites:	
Conditions for course completion: Two credit tests are intended for weeks 7 and 13. The date of the test may change, and the students will be notified about the change sufficiently in advance. The tests will verify students' knowledge of materials covered during seminars and assigned for home preparation. In order to pass the subject, the sum of the scores from the two tests must be at least 65%. A student cannot pass or fail a single test, what matters is the final score after they have taken both. There will not be any re-take tests. Regular seminar attendance is expected; more than two absences will adversely affect getting credit and final grade, no matter what student's overall test results are. Students are required to do their best with respect to active participation in seminar sessions. They are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should they fail to bring their own copy or a completed home assignment for a particular seminar, they will be marked as absent. In case of any questions regarding the subject, please contact the instructor: veronika.babjakova@student.upjs.sk The grading standards establish the following criteria for evaluation: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
Learning outcomes: The subject is aimed to work with EU legal texts in order to introduce terminological registers, basic translation methods and techniques and various stylistic layers of the texts.	
Brief outline of the course: Week 1: Introduction to the course. Course organization Week 2 - 6: Word study, practical translation Week 7: Tutorials - Test 1 Week 8 - 12: Word study, practical translation Week 13: Tutorials - Test 2	

Week 14: Tutorials					
Recommended literature: Bázlik, M., Ambrus, P. (2008). A Grammar of Legal English, Bratislava: Iura Edition. Chromá, M., Coats, T. (2003). New Introduction to Legal English I, II. Praha: UK. Klučka, J., Mazák, J. a kol. (2008). Základy európskeho práva. Bratislava: Iura Edition. Mazák, M., Jánošíková, M. (2009). Základy práva Európskej únie. Bratislava: Iura Edition. Šopovová, R. (2006). Úvod do právnické angličtiny. Praha: Alfa Publishing, s.r.o.. Tomášek, M. (1998). Překlad v právní praxi. Praha: Linde Praha, a.s..					
Course language: English, Slovak					
Notes:					
Course assessment Total number of assessed students: 5					
A	B	C	D	E	FX
20.0	20.0	60.0	0.0	0.0	0.0
Provides: PhDr. Štefan Franko, PhD.					
Date of last modification: 02.05.2021					
Approved:					