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## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPE/ ALP/06		<b>Course name:</b> Alternative Education			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 4.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 242					
A	B	C	D	E	FX
62.81	31.4	3.31	0.83	0.41	1.24
<b>Provides:</b> Mgr. Katarína Petříková, PhD.					
<b>Date of last modification:</b> 14.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SCALb/15	<b>Course name:</b> American Literature - Selected Chapters
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> A student will choose one literary work from the list and present the following: <ol style="list-style-type: none"> <li>1. Short introduction of the author and literary work.</li> <li>2. Literary interpretation based on historical and cultural context of the USA.</li> <li>3. Presentation will include at least 2 academic articles from registered academic databases.</li> <li>4. Presentation will formulate at least 2 academic questions related to the topic.</li> <li>5. Presentation will demonstrate student's knowledge of being able to use academic sources.</li> </ol>	
<b>Learning outcomes:</b> The aim is to gain knowledge about the latest literary texts in American literature, its main representatives and trends. To develop students' literary critical thinking about American literature and the ability of the interpretation of literary texts. Student is capable of an individual literary analysis with an emphasis on historical and cultural background. Student is able to think critically and interpret literary work based on the synthesis of several academic sources which will widen his or her communication, interpretative and public speaking skills in order to solve challenging tasks in real life.	
<b>Brief outline of the course:</b> Post-postmodernism, post-theoretical discourse, interdisciplinarity in American literature. (Geoffrey Eugenides, The Virgin Suicides, 1993 or Middlesex, 2002) (Amy Tan, The Joy Luck Club 1989) (J. Safran Foer, Everything Is Illuminated 2001) (Cormac McCarthy, The Road 2006) (Don DeLillo, The Falling Man, 2007) (Don DeLillo, Cosmopolis) (Chuck Palahniuk, The Fight Club, 1999) (Junot Diaz, The Brief Wondrous Life of Oscar Wao 2007) (Alice Walker, The Color Purple, 1982) (Philip Roth, American Pastoral, Human Stain) (Cormac McCarthy, Blood Meridian) (Jonathan Franzen, (any book by Franzen)) (M. Robinson, Housekeeping) (Paul Auster, City of Glass) (B.E. Ellis, American Psycho) (Annie Proulx, Brokeback Mountain) (John Updike, Rabbit Series) (Raymond Carver, Where Am I Calling From)	
<b>Recommended literature:</b> Brauner, D., Contemporary American Fiction, Edinburgh Critical Guide, Edinburgh University Press, 2010	
<b>Course language:</b>	

English					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 190					
A	B	C	D	E	FX
87.37	8.42	2.11	0.53	1.05	0.53
<b>Provides:</b> Mgr. Zuzana Buráková, PhD.					
<b>Date of last modification:</b> 29.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ AMST1b/15	<b>Course name:</b> American Studies 1 - History and Institutions of the USA
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Due to the precautions resulting from the Covid-19 pandemic, the course will run primarily online via MS Teams with the first two weeks allowed for contact sessions where we will discuss/explain everything necessary. Online classes will take place according to the schedule and our plan; the only difference will be the online environment. (Changes may apply according to the pandemic situation and will be announced well in advance on Notice Board or via email.) 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. All this applies to both - contact and online classes. 2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions - contact and online. Students are expected to bring their own copies of the required materials and complete the assigned tasks. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. HISTORY part : Students will write 1 test in WEEK 13 (14). There are no re-takes. INSTITUTIONS part : There will be one test in Week 13 (14). The final grade will be calculated as a sum of grades from the two parts - tests (50%+50%). <b>FINAL EVALUATION :</b> A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less	
<b>Learning outcomes:</b> The course combines information on history and institutions to provide a complex insight into what constitutes American nation. From the historical perspective the course considers the economic, social and political history of the USA from the earliest period. It provides an explanation of what happened and why. It captures the events, personalities that shaped the nation. It examines how	

historians have interpreted the past and provides a conceptual framework through which the past can be illuminated.

From the perspective of Institutions, the course introduces basic terminology and theory that helps to understand contemporary American society. The target theory is a theory of identity with reference to various aspects such as religion, family, race, and class. Via the interpretation of primary sources the main objective of this part is to develop and/or improve essential analytical skills in dealing with contemporary cultural problems with the focus on social institutions as the main agent of social changes.

**Brief outline of the course:**

Week 1: 21.9. - Contact class

Introduction

Week 2: 28.9 - Contact class

History: Discovery and settlement of the New World

Institutions: Identity

Reading:

Generational memory in an American town, John Bodnar

Identities and Social Locations, Gwyn Kirk and Margo Okazawa-Ray

Week 3: 5.10. - Online

History: Independence and nation building

Institutions: Family.

Reading:

What we really miss about the 1950s, S.Coontz

The making and unmaking of modern families, J. Stacey

Week 4: 12.10. - Online

History: An emerging identity

Institutions: Class. Reading:

From Working-class war, Ch. Appy

Class in America (Myths and Realities), G. Mantsios

Week 5: 19.10. - Online

History: The Jacksonian period

Institutions: Religion

Reading:

The Evolving spiritual and religious landscape of American culture, Ch.J.Flor

The Impact of the American Dream on the Evangelic Ethics, W.Corbin

Week 6: 26.10.

Tutorials

Week 7: 2.11. - Online

History: Slavery, Secession and the Civil War

Institutions: Domestic Politics.

Reading:

The Problem That has No Name, Betty Friedan

Containment at Home: Cold War, Warm Hearth, Elen T. May

Sources of the Second Wave: The Rebirth of Feminism, S. M. Evans

Week 8: 9.11. - Online

History: Reconstruction and the Gilded Age

Institutions: The American Indian Movement. Reading:

The Country Was a Lot Better Off When the Indians Were Running It, Vine Deloria, Jr.

The Occupation of Alcatraz Island

Week 9: 17.11. - Online



History: Manifest Destiny, Progressivism, World War I and the Roaring Twenties Institutions: The Gay Liberation Movement. Reading: The Drag Queen, Rey “Sylvia Lee” Rivera Gay Liberation, J.D’Emilio Week 10: 23.11. - Online History: The Great Depression, The New Deal, World War II Institutions: Contemporary Movements Week 11: 30.11. - Online History: U.S. after WWII Institutions: Revision Week 12: 7.12. - Online History: REVISION Institutions: Test Week 13, 14: History : Test Tutorials					
<b>Recommended literature:</b> History part : Compulsory materials : Remini, Robert V. : A short history of the United States. Harper Collins. 2008. Recommended texts: Hamby, Alonzo L. : Outline of U.S. history. Grant, Susan-Mary. : A concise history of the United States of America. Cambridge. 2012 Institutions: The SAGE Dictionary of Cultural Studies, Ch. Barker American Identities, An Introductory Textbook, ed. L.P.Rudnick Representation, Cultural Representations and Signifying Practices, ed. S.Hall The Content of Our Character, S.Steele I Am America and So You Can, D. Colbert America, Jean Baudrillard Makkai, Rebecca. The Great Believers. Viking, 2018. Orange, Tommy. There There. Penguin, 2018.					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 132					
A	B	C	D	E	FX
18.18	21.97	22.73	18.18	16.67	2.27
<b>Provides:</b> Mgr. Karin Sabolíková, PhD., Mgr. Martina Martausová, PhD.					
<b>Date of last modification:</b> 28.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ BCTH/15	<b>Course name:</b> Bachelor Thesis Defense
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> To obtain the required number of credits in the structure prescribed by the study plan. Students' assessment will be decided upon by the state examination board. Final assessment consists of the following elements: Assessment in the supervisor's report - 20 % Assessment in the opponent's report - 40 % Discussion within defence - 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%.	
<b>Learning outcomes:</b> The aim of the course Final Thesis and its Defence 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 the acquired knowledge by working independently. Verification of student's acquired competences in compliance with the graduate profile.	
<b>Brief outline of the course:</b> The aim: The aim of the course Final Thesis and its Defence 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 the acquired knowledge 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 report, opponent's report and to answer the questions of the members of state examination board. The chairperson of state examination board, opponent and supervisor of final thesis may specify the literature which students need to study for the purpose of defence. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining. Students' assessment will be decided upon by the state examination board. Final assessment consists of the following elements: Final assessment: Assessment in the supervisor's report - 20 %	

Assessment in the opponent's report - 40 % Discussion within defence - 40 % Presentation of results of the final thesis, answering the questions of the opponent(s) and the questions of the members of the examination board.					
<b>Recommended literature:</b> The chairperson of state examination board, opponent and supervisor of final thesis may specify the literature which students need to study for the purpose of defence. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 121					
A	B	C	D	E	FX
22.31	33.06	23.97	12.4	7.44	0.83
<b>Provides:</b>					
<b>Date of last modification:</b> 21.05.2019					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPPaPZ/ BPaoBP/15		<b>Course name:</b> Bachelor's Thesis Defense			
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 4					
<b>Recommended semester/trimester of the course:</b>					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan.					
<b>Learning outcomes:</b> Verification of acquired competencies of the student in accordance with the profile of the graduate.					
<b>Brief outline of the course:</b> Presentation of the results of the bachelor's thesis, answering the opponent's questions and answering the questions of the members of the examination commission.					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 39					
A	B	C	D	E	FX
25.64	20.51	23.08	20.51	10.26	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 17.02.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/PSBc/06	<b>Course name:</b> Bachelor's Thesis Seminar
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Course requirements: 1. active participation and completion of assignments 2. submission of the research project of the thesis and the theoretical part of the thesis (in the form and scope as required by the thesis supervisor) within the assigned deadline. 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. Combined method.	
<b>Learning outcomes:</b> The aim of the course is to provide students with information about the implementation of a research project and the rules of writing the final thesis.	
<b>Brief outline of the course:</b> 1. Work procedure in creating a research project 2. Compilation of an individual research schedule (research planning) 3. Writing a bachelor's thesis (formal and content page) 4. Presentation of research results (final thesis)	
<b>Recommended literature:</b> Katuščák, D. Ako písať záverečné a kvalifikačné práce. Enigma, Nitra, 2004. Meško, D., Katuščák, D. a kol.: Akademická príručka. Martin: Osveta 2005.	
<b>Course language:</b>	
<b>Notes:</b> Changes and current information specifying the content and form of teaching are published on the electronic bulletin board of the subject in the AIS system.	
<b>Course assessment</b> Total number of assessed students: 99	
abs	n
100.0	0.0
<b>Provides:</b> Mgr. Jozef Benka, PhD. et PhD.	

<b>Date of last modification:</b> 02.07.2021
<b>Approved:</b>

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> ÚBEV/ ZNFYZM/15		<b>Course name:</b> Basics of Neurophysiology			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 3.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 72					
A	B	C	D	E	FX
18.06	33.33	19.44	11.11	16.67	1.39
<b>Provides:</b> RNDr. Ján Gálik, CSc.					
<b>Date of last modification:</b> 31.03.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> ÚBEV/ BDD/05		<b>Course name:</b> Biology of Children and Adolescents			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 0 <b>Per study period:</b> 28 / 0 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 4., 6.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Written test					
<b>Learning outcomes:</b> The aim of the subject is to gain the particular level of knowledge about human body and its development. It is necessary for the understanding of specific biological characteristics of children and adolescents linked to development.					
<b>Brief outline of the course:</b> Human ontogenesis. Postnatal development. Age specific features of skeletal and muscular, circulatory, respiratory, gastrointestinal and urinary systems. Reproductive system. Endocrine system. Nervous system. Age specifics of selected diseases and drug dependence arise. Human population and environment.					
<b>Recommended literature:</b> Drobný I., Drobná M.: Biológia dieťaťa pre špeciálnych pedagógov I. a II. Bratislava, PdF UK, 2000 Lipková V.: Somatický a fyziologický vývoj dieťaťa. Osveta Bratislava, 1980 Malá H., Klementa J.: Biológia detí a dorastu. Bratislava, SPN, 1989					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 1551					
A	B	C	D	E	FX
32.82	23.08	17.15	17.15	9.28	0.52
<b>Provides:</b> doc. RNDr. Monika Kassayová, CSc.					
<b>Date of last modification:</b> 03.05.2015					
<b>Approved:</b>					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SCBLb/15	<b>Course name:</b> British Literature - Selected Chapters
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> REGULAR STUDENTS Continuous Assessment: 1. Attendance All classes throughout the summer semester will be held online, through MS Teams, according to the schedule. Seminar attendance is compulsory. The maximum number of absences is 2. In case that a student misses more than 2 seminar sessions, they will be awarded an FX-fail for the course, irrespective of their exam/presentation/paper results. 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. 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. Active participation will amount to 15% of the final mark. 3. Bi-weekly Assignments (40 points) After each topic, students are required to submit a short paper of 250-500 words. Each student will hand in a total of 4 such papers. Paper topics and deadlines will be announced during the seminars. Papers must conform to the guidelines of academic writing and must NOT be plagiarised. Plagiarised papers will be awarded 0 points. Students will not be given the option of rewriting plagiarised seminar papers. The assignments will amount to 40% of the final mark. 4. Credit Test (45 points) Students will sit an online credit test in WEEK 13. The credit test will be held via the Moodle e-learning platform. Detailed instructions on how to log into Moodle will be provided during the introductory seminar. The test will amount to 45% of the final mark. There are NO RETAKES. If you are unable to attend the online credit test for valid reasons (e.g., medical emergency), contact the teacher as soon as possible, or in advance if possible. To pass the course, the SUM of all points (active participation + assignments + credit test) must be no less than 65 points. Grading scale: Mark %	

A93–100

B86–92

C78–85

D72–77

E65–71

FX64-0

**EXTERNAL STUDENTS:**

**Continuous Assessment:**

**1. Active Participation (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. Active participation will amount to 20% of the final mark.

**2.. Seminar Papers (20 points each = total of 80 points)**

External students are required to submit four short papers of 750-1000 words. The deadline for submitting the first two papers is Sunday, April 11, 2021. The deadline for submitting the last two papers is Sunday, May 16, 2021. Paper topics and deadlines will be announced during the first seminar. Papers must conform to the guidelines of academic writing and must NOT be plagiarised. Plagiarised papers will be awarded 0 points. Students will not be given the option of rewriting plagiarised seminar papers. The four seminar papers will amount to 80% of the final mark.

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

**Grading scale:**

Mark %

A93–100

B86–92

C78–85

D72–77

E65–71

FX64-0

**Learning outcomes:**

This course is designed to help students explore British popular fiction, i.e. the texts that are not studied in traditional literature history classes, as they stand outside the canon. It is the aim of this course to teach students to critically examine and analyse the significance and cultural impact of texts they would normally consider leisure reading. Also, the course poses questions such as: What is the difference between high and low culture? What is the place of popular fiction within literature? Can popular fiction be analysed in the same manner as literature? What is genre and how is it significant for popular fiction?

**Brief outline of the course:**

**REGULAR STUDENTS:**

**Course Structure:**

The course consists of an introduction and 4 two-week blocks dedicated to different genres of popular fiction. Each block is divided into two parts. During the first week, students read theoretical texts, study the characteristics and history of the respective genre and acquire a critical outlook on the genre. During the second week, students read specific works of the genre and attempt to apply the acquired theoretical concepts in class discussions, as well as in written home assignments.

**Seminar Topics:**

WEEK 1: INTRODUCTION. Basic information: assessment, readings, etc. Online tests, how to log into Moodle. A note on plagiarism. Can/should we analyse popular fiction? What is cultural studies?

WEEK 2: Gothic Novel 1 / Text: Clive Bloom "Now Welcome the Night: The Origins of Gothic Culture"

WEEK 3: Gothic Novel 2 / Texts: Ann Radcliff The Mysteries of Udolpho (excerpt); Jane Austen Northanger Abbey (excerpt)

WEEK 4: Detective Fiction 1 / Text: John G. Cawelti "The Formula of the Classical Detective Story"

WEEK 5: Detective Fiction 2 / Texts: Sir Arthur Conan Doyle "The Final Problem"; Agatha Christie "The Market Basing Mystery"

WEEK 6: Science Fiction 1 / Text: Adam Charles Roberts "Defining Science Fiction"

WEEK 7: READING WEEK 1 (This is your time to get through the first compulsory novel!)

WEEK 8: TUTORIALS

WEEK 9: Science Fiction 2 / Text: Douglas Adams "The Hitchhiker's Guide to the Galaxy", Book 1 (whole novel)

WEEK 10: Chick Lit 1 / Text: Cris Mazza "Who's Laughing Now? A Short History of Chick Lit and the Perversion of a Genre"

WEEK 11: READING WEEK 2 (This is your time to get through the second compulsory novel!)

WEEK 12: Chick Lit 2 / Text: Helen Fielding "Bridget Jones's Diary" (whole novel)

Week 13: ONLINE CREDIT TEST (via Moodle)

Week 14: TUTORIALS

EXTERNAL STUDENTS

Course Content

Session 1 - MARCH:

Introduction: basic information: assessment, readings, etc. A note on plagiarism. What is popular fiction and why analyse it?

Reading: "Is Popular Fiction the Opposite of Literature?"

Session 2 - MARCH:

Gothic Novel: Clive Bloom "Now Welcome the Night: The Origins of Gothic Culture"; Ann Radcliff The Mysteries of Udolpho (excerpt)

Detective Fiction: John G. Cawelti "The Formula of the Classical Detective Story"; Agatha Christie "The Market Basing Mystery"

Session 3 – APRIL:

Science Fiction: Adam Charles Roberts "Defining Science Fiction"; Douglas Adams "The Hitchhiker's Guide to the Galaxy", Book 1 (excerpt)

Chick Lit: Cris Mazza "Who's Laughing Now? A Short History of Chick Lit and the Perversion of a Genre"; Helen Fielding "Bridget Jones's Diary" (excerpt)

SELF-STUDY:

Jane Austen Northanger Abbey (excerpt)

Sir Arthur Conan Doyle "The Final Problem"

The Hitchhiker's Guide to the Galaxy (book 1) – whole novel

Bridget Jones's Diary – whole novel

### **Recommended literature:**

Bennett, T. (ed): Popular Culture: Past and Present

Bennett, T. (ed): Popular Fiction: Technology, Ideology, Production, Reading (Popular Fiction Series)

Gelder, K.: Popular Fiction: The Logics and Practices of a Literary Field

Glover, D.: The Cambridge Companion to Popular Fiction

Hoppenstand, G.: Popular Fiction: An Anthology Swirski, P.: From Lowbrow to Nobrow Compulsory reading: theoretical essays and works of popular fiction uploaded to UPJS SharePoint					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 146					
A	B	C	D	E	FX
11.64	17.12	21.23	19.18	19.18	11.64
<b>Provides:</b> Mgr. Silvia Rosivalová Baučková, PhD.					
<b>Date of last modification:</b> 26.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKMMb/15	<b>Course name:</b> British Media
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: 100 %: 1, The course work (activity and reports) 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. Report: Each student must give a short report on the material assigned by the teacher. You will be given the information about sources and specific tasks in advance. You should mainly focus on essential approaches and theories, explaining them to your peers. These presentations should not be essays which you read out, but should present new or important information in a manner which your peers will be able to absorb. 2, Individual /pair project represents 50 % of your continuous assessment. You will be assigned a specific task (e.g. analysis of media product, case analysis, etc.) on which you will work on your own /in pairs. You will present your project outcomes to the rest of the class. Final assessment: 100% continuous assessment. <b>FINAL EVALUATION</b> Mark points % A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less	
<b>Learning outcomes:</b> Aims and objectives: General introduction to subject of mass media in Britain, the most important aspects of functioning of mass media in British society, analysis of various media and their products, their importance, functions, discourses and aspects, how these operate within contemporary British and Slovak societies.	

**Brief outline of the course:**

Course content:

Week 1: Introduction to the course. Course organisation.

Week 2: Media and society. Status, functions, influences and changes.

Week 3: British media.

Week 4: News journalism in Britain - print and broadcast news.

Week 5: Advertising in Britain - in print and broadcast media.

Week 6: British sitcom.

Week 7: British soap opera. British reality show.

Week 8: Tutorials.

Week 9: Reading week. Project presentation preparation.

Week 10: Presentations.

Week 11: Presentations.

Week 12: Presentation.

Weeks 13: Tutorials.

Weeks 14: Tutorials

**Recommended literature:**

Recommended texts:

ALLAN, Robert C. (editor). 1995. To Be Continued... : Soap Operas around the World. 1st ed. London; New York : Routledge, 1995. 398 p. ISBN 0-415-11007-6.

CARTER, Cynthia – BRANSTON, Gill – ALLEN, Stuart (editors). 1998. News, Gender and Power. 1st ed. London; New York : Routledge, 1998. 298 p. ISBN 0-415-17016-8.

COOK, Guy. 1992. The Discourse of Advertising. 1st ed. London; New York : Routledge, 1992. 250 p. ISBN 0-415-04171-6.

DINES, Gail – HUMEZ, Jean M. (editors). 1995. Gender, Race and Class in Media : A Text-Reader. 1st ed. Thousand Oaks; London; New Delhi : Sage, 1995. 648 p. ISBN 0-8039-5164-7.

EDGINTON, Beth – MONTGOMERY, Martin. 1996. The Media. 1st ed. London : The British Council, 1996. 155 p. ISBN 0-86355-177-7.

FISKE, John. 1987. Television Culture. 1st ed. London; New York : Routledge, 1987. 353 p. ISBN 0-416-92440-9.

FULTON, Helen at al. 2005. Narrative and Media. 1st ed. Melbourne; New York : Cambridge University Press, 2005. 329 p. ISBN 0-521-61742-1.

MIRZOEFF, Nicholas (editor). 1998b. The Visual Culture Reader. 1st ed. London; New York : Routledge, 1998. 530 p. ISBN 0-415-14134-6.

TOMAŠČÍKOVÁ, Slávka. 2005. Television News Discourse : Textbook for Mass Media Communication Courses [online]. Prešov : Prešovská univerzita v Prešove, 2005. 113 p. [cit. 2007-06-10]. Available at: <<http://www.pulib.sk/elpub/FF/Tomascikova1/index.htm>> ISBN 80-8068-393-X.

BASSNETT, Susan (ed). 1997. Studying British Cultures. 1st wd. London : Routledge, 1997.

SPITTLES, Brian. 1995. Britain since 1960. 1st ed. London : Macmillan, 1995.

Briggs, A. and Burke, M. A Social History of the Media. Polity, London, 2002.

McNair, B. News and Journalism in the UK. Routledge, London, 1996.

Seymour-Ure, C. The British Press and Broadcasting since 1945. Blackwell, London, 1994.

Negrine, R. Politics and Mass Media in Britain. Routledge, London, 1992.

Lowell, T. Television Situation Comedy. 1999.

**Course language:**

English

<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 9					
A	B	C	D	E	FX
44.44	33.33	22.22	0.0	0.0	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 07.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/BRST1/15	<b>Course name:</b> British Studies 1 - History and Institutions of Great Britain
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment and evaluation: Due to the precautions resulting from the Covid-19 pandemic the course will run only online via MS TEAMS. Online classes will take place according to our schedule and our Syllabus via MS TEAMS. However, necessary changes may apply according to the updated pandemic situation and will be announced in advance via Notice Board or via email. 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. CONTINUOUS ASSESSMENT : HISTORY part: The students will write 1 test online in week 6. SOCIAL INSTITUTIONS part : Students will write two quizzes ( each 25 points maximum) covering topics discussed at seminars - Quiz 1 in week 10 and Quiz 2 in week 12. Students must be present at seminars in weeks 10 and 12 as there are no re-takes. COVID -19 UPDATE = both quizzes for Social Institutions part will be written ONLINE FINAL ASSESSMENT: A student's final score within the course will be calculated as a total sum of both parts (History and Social Institutions part). 100% = History 50% ( test 1 ) + Social Institutions 50% (quiz 1 + quiz 2) The student will receive final credits when getting minimum pass mark as set from both parts together. The following grading scale will be used: A 100 – 93% B 92 – 86 % C 85 – 78 % D 77 – 72 % E 71 – 65 % FX 64 and less.	
<b>Learning outcomes:</b>	



To achieve an understanding of the key theoretical terminology related to the themes and to acquire theoretical information on the given issues as well as an insight into the recent development of the situation in the set areas of British society and history.

The course also introduces the economic, social and political history of Britain from the earliest period. The history helps us understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) global, national and local relationships between societies and people. The student will be able to analyse past events, and attempt to objectively determine the patterns of cause and effect. Moreover, the student will be able to implement basic concepts of history.

**Brief outline of the course:****SEMINARS :**

(lecturers: Mgr.Karin Sabolikova, PhD., Mgr. Adriana Sabovikova, PhD.)

Week 1:

Introductory lesson

Week 2:

The Middle Ages - Anglo-Saxon Period

The Middle Ages - Norman and Plantagenet Dynasty

Week 3:

The Middle Ages - Lancaster and York Dynasty

Modern Era - The Tudors

Week 4:

Modern Era - The Stuarts

Modern Era – Hanoverian period 1714-1901. I

Week 5:

Modern Era – Hanoverian period 1714-1901. II.

The 20th century - Britain after WWI and WWII

Week 6:

History part – Test

Week 7

Social History

Race and Ethnicity in the UK

Week 8:

**TUTORIALS**

Week 9:

Class in the UK

Week 10:

Quiz 1

Religion in the UK

Family in British Society

Week 11:

Position of women in British Society

Gender issues

Week 12 :

Quiz 2

Recent Social Issues in British society

Week 13 and Week 14 :

**TUTORIALS****Recommended literature:**

History part : Recommended materials : * Burns, W.E. 2009. A Brief History of Great Britain. Facts on File, Inc. *Corbishley, M. - Gillingham, J. 2006. The History of Britain and Ireland. From Early People to the Present Day. Oxford University Press. * Morgan, K.O. 2000. Twentieth-century Britain. A Very Short Introduction. * materials recommended by the lecturer Social Institutions part : Recommended texts: Bilton, T et al.: Introductory Sociology. Macmillan, London, 1996 Bassnett, S. (ed.): Studying British Cultures. Routledge, London, 1997 Bennett, T.: Understanding Everyday Life. The Open University, 2002 Braham, P.: Social Differences and Divisions. The Open University, 2002 Spittles, B.: Britain since 1960. Macmillan, London, 1995 Storry, M. (ed.): British Cultural Identities. Routledge, London, 1997 Bernardes, I.: Family Studies, An Introduction. London, Routledge, 1997 Hiro, D.: Black British, White British, A History of Race Relations in Britain. London, Grafton Books, 1991 Solomon, J.: Race and Racism in Contemporary Britain. London, Macmillan, 1991 Kearney, H.: The British isles. A history of four nations. Cambridge university press 1995. Texts will be provided by the lecturer. Students must read these texts before seminars and bring a copy with them to the seminar.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 148					
A	B	C	D	E	FX
12.16	26.35	33.11	12.16	11.49	4.73
<b>Provides:</b> Mgr. Adriana Saboviková, PhD., Mgr. Karin Sabolíková, PhD.					
<b>Date of last modification:</b> 28.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ SS BASbk/15		<b>Course name:</b> British and American Studies			
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 1					
<b>Recommended semester/trimester of the course:</b>					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 45					
A	B	C	D	E	FX
33.33	22.22	15.56	20.0	6.67	2.22
<b>Provides:</b>					
<b>Date of last modification:</b> 03.05.2015					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ BAST2/15	<b>Course name:</b> British and American Studies 2 - Arts and Culture of Great Britain and the USA
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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. U.S. ARTS AND CULTURE (100% is 50% of the grade) Continuous Assessment: Attendance - students are expected to attend each class according to the schedule. Students who are late will be marked as absent. Voluntary discussion contributions will be highly appreciated. Unannounced quizzes may occasionally be given to check your class prep. Any student deemed unprepared will be asked to leave the class and will be marked as absent. Please bear in mind that the classes will be enhanced by intelligent participation in class discussions and hurt by visible lack of preparation for the class, and that all this applies to online classes too. No retakes are possible. Readings for each class will be provided by the lecturer (Martausova). You will be asked to give a 12-15-minute presentation on a work of art. Presentation followed by a short essay will comprise 30% of your assessment. More details forthcoming. Written Test – 70% The test will consist of several parts. Questions will be based on the readings, lectures, and class discussions. UK ART AND CULTURE (50% of the grade) All the classes will take place in the online environment (MS Teams) according to the schedule. Continuous Assessment: • Regular Class Attendance Students are allowed to miss no more than 2 seminars for whatever reason, in order to be able to complete the course. Should anyone come unprepared, he or she will be asked to leave and considered absent from the seminar. There are no re-takes for presentations. Please keep this in mind and make sure you are always present in class when your presentation is due. • Active Participation in Class - 10+ points (1 for each class = a chance to earn some additional points) = 10% At the beginning of each seminar, students will be asked to provide a brief revision of the given historical period and of the English/British literature of the time. All you have to do is go through your notes from British History 1 and British Literature 1 and 2 and provide a concise overview, focusing on what you consider important.	

Another way of earning points for active participation is by contributing your knowledge and opinions to the discussion and interacting with your colleagues. These opinions should be based on your home preparation and reading.

Do not expect to earn points for active presentation if all you do is say a word or two occasionally or when asked. You are expected to interact with your colleagues, answer their questions as well as those asked by the teacher and ask relevant questions yourself.

- Reading presentation and leading discussion - 10 points = 10% (reading comprehension, summarizing and paraphrasing, manner of delivery, language, questions and discussion - each worth 2 points)

This presentation will focus on the reading assigned for home preparation to all the students. One person will, however, summarise the arguments of the article, chapter etc., present the main points, terminology, compare if there is anything to compare. Another part of this presentation will be leading the class debate, which means preparing some questions for your colleagues to discuss. This means avoiding simple yes/no questions or asking about trivia. Please remember that this is not a 'presentation' that requires you to stand in front of the classroom and run a power point presentation. You are expected to explain the text, to check your colleagues' understanding by asking them relevant questions and to engage them in a discussion.

All the reading materials will be provided by the lecturer (Dr. Sabovikova).

or, in case of online sources, links are provided directly in the syllabus.

- Final Presentation - 30 points (see the document entitled "Final presentation and evaluation" for detailed instructions) = 30%

Each student will choose their own topic from the very broad area of British art and culture – a painting, statue, installation, building, monument, street art, photography etc. Please, make sure you choose something you like, find interesting and would like your colleagues to know about. Do not choose the works discussed in our seminars! You will be asked to apply the historical background and the theoretical information you have studied during the semester to the analysis of your chosen work of art and present it to your colleagues in a 10 minute presentation. All the topics must be approved by the teacher and submitted no later than during our seminar in week 7.

A specific set of rules to follow and a list of criteria for presentation evaluation is available on MS Teams (or SharePoint) for you to be able to prepare a successful presentation and to evaluate your colleagues. If you have any questions, do not hesitate to ask them in class or during my office hours.

#### FINAL ASSESSMENT:

To qualify for the final exam all students must receive minimum 65% of continuous assessment from each of the two parts separately.

There will be a final written exam taken during the examination period consisting of two tests, one covering UK Art and Culture part ( 50 % of the final grade) and the other one covering American Art and Culture part ( 50 % of the final grade). In order to be awarded final credits, each student must receive 65% minimum from the two tests combined.

Every student is entitled to 2 retakes if necessary, which means 3 chances for passing the exam.

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 above explained forms of assessment, address them to your individual lecturer at the beginning of the semester.

#### **Learning outcomes:**

## AMERICAN ART AND CULTURE :

### Course Description and Learning Outcomes

This part of the course will concentrate on the visual arts of painting, photography, sculpture, architecture and related forms as a means of American self-expression and self-identification. Our approach will be historical, our intent to appreciate and enjoy reproductions of fine works of art and to discuss and learn what these works reveal about American culture. Our primary means of learning about American art will be in-class viewing and discussions of the reproductions of the works of U.S. artists. We will also consult the words of the artists themselves and of their most sensitive critics who best represent the particular period.

The course is designed to be collaborative, a combination of lecture and discussion. I ask that you come to the class not only with your readings completed but also with your mouth, ears, heart and mind open; and that you challenge yourself, your classmates, and me to do our very best. Thank you in advance for your cooperation. I look forward to working with you.

## UK ART AND CULTURE

### Course Description:

The course builds upon the students' prior knowledge of British history and literature and tries not only to revise this knowledge but also to put it into a broader cultural context. Proceeding chronologically from the period of English Renaissance, we shall focus on how the political and social situation of the time has been reflected in (not only) visual art and in cultural production of the time, taking British literature as a starting point. The students shall therefore be asked to revise selected chapters of British history and literature for each seminar. This revision will be followed by reading materials that deal specifically with mostly visual art and culture of the time. This theoretical knowledge will then be applied to specific examples art and culture that may serve as a source of information not only about the artistic values of the society of the time but also about its norms, values and institutions.

### Learning Outcomes:

By the end of this course, student will be able to:

- Identify some of the most significant works of British art
- Understand the connections between historical background and cultural development of the respective periods
- Identify main ideas and arguments in the texts assigned for home preparation
- Apply this theoretical knowledge to the analysis of works of art and culture and make their own analysis of a selected work of art based on the theories studied throughout the semester
- Students would also improve the transferable skills of summarising texts they have read, understanding knowledge gained in the classroom, understanding and applying it in the form of a presentation

### **Brief outline of the course:**

#### COURSE SCHEDULE :

#### U.S. ARTS AND CULTURE

Week 1: Introduction.

Week 2:

The Art and Identity in the British Colonies in America

Portraiture – Ch.W.Peale, J.S.Copley, G.Stuart

The Grand Tour – Benjamin West

Reading – Selections from Thomas Harriot , A Brief and True Report of the New Found Land of Virginia <http://www.nps.gov/fora/forteachers/the-third-and-last-part.htm> (Concerning other things the planters should know of...)

Extra – Potraiture

Week3:

Post-Revolutionary America

The Hudson River School and Landscape Painting

Folk Art

American Scenes of Everyday Life

Reading – Alexis deTocqueville, The Influences of Democracy upon Science and the Arts, Two Weeks in the Wilderness

Extra – American Treasury, Landscape Painting

Week 4:

America comes of Age 1876-1900

American Impressionism - Childe Hassam, M.S. Cassatt

Gilded Age and Realism

The Ashcan School – R.Henri, G.Bellows, G.Sloan

Extra – American Ephemera

Week 5:

Photography

The Daguerreian Era and the Rise of Amateur Photography

Pictorialism

A.Stieglitz and His Circle

Reading – Susan Sontag, America seen through Photographs, darkly

Extra – More than Mere Photographs

Week 6:

Avant-Garde – M.Duchamp

Modernism – Ch.Sheeler, G.O’Keeffe

Geometric Abstraction

Reading – Walt Whitman, Give Me the Splendid Silent Sun

Week 7:

New Deal - Social Realism and Utopia

Documentary imagination and Early Documentary Photography – D.Lange

Regionalism and Ethnic Pluralism

Week 8:

Tutorials

Week 9:

Abstract Expressionism – J.Pollock and the NY School

Pop-Art, The post War print Renaissance

Conceptual Art and Photography – J.Johns

Minimalism

Reading – Allen Ginsberg, Howl

Week 10:

Feminist Art

Black Art

1980s and Contemporary Art,

Basquiat, The Radiant Child

Week 11: Final test

Week 12:

Exam period

Week 13-14:

Exam period

UK ART AND CULTURE

WEEK 1: Course Introduction

Content: defining culture and art, the concept of national culture, British culture and stereotypes, cultural literacy

We will discuss our understanding of the terms 'art' and 'culture' and try to come up with our own definitions. Then we will think about the term 'national' culture and British culture in particular and see how we each understand these notions and what concepts and stereotypes we associate with being British. Our next task will be to try to clarify the term 'art' and how we understand it in relation to culture. Throughout this course, we will also be working on improving certain skills that may be useful in broader context. This lesson will focus on summarising texts and presenting these summaries to others, which will later be applied in individual presentations.

Reading (in class):

- Arnold, D.: Art History. A Very Short Introduction. Oxford: OUP, 2004. Chapter 1

WEEK 2: English Renaissance

Content: Renaissance, Reformation, portrait painting, Tudors and the Golden Age

In this class, we will compare the understanding of arts and the role of artists in ancient, medieval and Renaissance society and discuss how and why Renaissance came to be a defining turning point for European culture and how our awareness of this period has been shaped by its presentation in the media.

Revision: Tudor England (history), Elizabethan and Tudor Literature (literature)

Reading:

- <http://www.arthistory.sbc.edu/artartists/ancmed.html>

<http://www.arthistory.sbc.edu/artartists/renaissance.html>

Presentation(s): compare the position of art and artist in ancient, medieval and Renaissance society.

WEEK 3: Commonwealth and Restoration

Content: Charles I and Baroque portrait, art and culture of the Commonwealth, Restoration

This class will focus on the reflection of the changing social and political situation in the period art, particularly the portrait painting. We will discuss how portraits of monarchs and other influential figures reflected their ambitions and served as a message for the others. Applying our theoretical knowledge to analysing specific works of art, we will move on to discuss the form of the final presentation and its evaluation criteria.

Revision: Stuarts (history), 17th century and Restoration literature (literature)

Reading:

- Sharpe, K. 'Portrait of an Age'. In History Today, March 2009, pp. 6-7.
- Skeaping, L. 'All singing, all dancing'. In History Today, February 2010, pp. 18-24.

WEEK 4: Neo-Classicism, English School of Art

Content: The Age of Reason, Enlightenment, the rise of middle classes, satire, journalism

Neo-Classical art and culture in general marked a shift in topics, styles and target audience for writers and visual artists alike. Using our knowledge of neo-classical literature as a starting point, we will analyse several paintings of the so called English School to see how similar principles were applied in visual arts. Since this period also marked the birth of journalism and regular newspapers, we will compare some of those with our current notions of what a newspaper is.

Revision: Neoclassical prose and poetry (literature)

Reading:

- <http://www.gutenberg.org/files/2176/2176-h/2176-h.htm> - (Introduction and the first of the discourses)
- [http://www.gutenberg.org/files/22500/22500-h/22500-h.htm#Page\\_113](http://www.gutenberg.org/files/22500/22500-h/22500-h.htm#Page_113)

Presentation(s): compare Hogarth's and Reynolds' attitudes to art (themes and genres they preferred) and the education and training of young artists

WEEK 5: Georgian Era

Content: architecture, domestic life, Regency



This period in British art history will give us an opportunity to pay more attention to architecture. We will look back on how architectural styles evolved but will also discuss the less visible aspects of this topic, including the notion of domesticity and the organisation of domestic life.

Revision: Jane Austen (literature), Hanoverians (history)

Reading:

- Vickery, A. 'Open House Georgian Style'. In *History Today*, November 2009, pp. 42-44.
- Bryson, B. *At Home. A Short History of Private Life*. London: Transworld Publishers, 2010.

Chapter 5

WEEK 6: Romanticism, Landscape

Content: changing perception of nature, topography, history painting

Our discussion of Romantic painting will focus on the development of this genre and primarily on comparing 2 most significant English landscape painters, trying to identify their different aims and understanding of their work. We will also cover the genre of history painting, its connection to landscape in the works of Turner and discuss the reasons for its prominent status in this particular period in history.

Revision: the Age of Romanticism (literature)

Reading:

- Wilton, A.: *Five Centuries of British Painting. From Holbein to Hodgkin*. London: Thames and Hudson, 2002. Chapter 5

Constable: <http://www.nationalgallery.org.uk/paintings/john-constable-the-hay-wain>

<http://www.nationalgallery.org.uk/paintings/john-constable-salisbury-cathedral-from-the-meadows>

Turner: [http://www.nationalgallery.org.uk/paintings/learn-about-art/paintings-in-depth/heroine-of-traffic-the-fighting-temeraire/\\*/viewPage/1](http://www.nationalgallery.org.uk/paintings/learn-about-art/paintings-in-depth/heroine-of-traffic-the-fighting-temeraire/*/viewPage/1)

<http://www.nationalgallery.org.uk/paintings/joseph-mallord-william-turner-rain-steam-and-speed-the-great-western-railway>

Presentation(s): compare Constable and Turner's different approaches to the genre of landscape painting

WEEK 7: Victorian Britain

Content: Empire, industrialisation, old vs. new, Arts and Crafts movement

We will start this lesson by discussing last week's reading and then move on to other aspects of Victorian Britain. We will discuss its conservatism as opposed to major innovations in technology, science and thinking, major advances and modernisation as opposed to pseudo-styles and attempts at reviving ancient arts and crafts.

Revision: Industrial Revolution, Victorian Britain (history),

Reading:

- Wilton, A.: *Five Centuries of British Painting. From Holbein to Hodgkin*. London: Thames and Hudson, 2002. Chapter 6 – Pre-Raphaelite Brotherhood

- Bryson, B. *At Home. A Short History of Private Life*. London: Transworld Publishers, 2010. Chapter 1

Presentation(s): old vs. new in Victorian Britain in terms of visual art, architecture and way of thinking

WEEK 8 : TUTORIALS

WEEK 9: Contemporary Art and Culture

Content: Young British Artists, conceptual art, new media

During this class, we will return to our initial definitions of what art means and will compare these with the theories discussed in the reading that try to respond to current styles and trends. Specific examples will include paintings, installations and other forms of art by contemporary British artists. Again, we will see how the understanding of art, artist and their role has been evolving.

Reading:

- Pooke, G. and Whitman, G. 2008. Teach Yourself Art History. Chapter 4
- <http://www.london.gov.uk/fourthplinth/content/about-programme>

<http://www.london.gov.uk/fourthplinth/content/marc-quinn>

<http://www.london.gov.uk/fourthplinth/content/what-people-are-saying>

<http://www.london.gov.uk/fourthplinth/>

Presentation(s): Fourth Plinth project, its ambition, main idea and the inspiration common to most of the exhibited works; approaches to defining and understanding art and their applicability to contemporary visual art

WEEK 10: Final Presentations

WEEK 11: Final Presentations (if needed) / Exam Period

WEEK 12: Exam Period

WEEK 13 /14: Exam Period

**Recommended literature:**

LITERATURE

U.S. ARTS AND CULTURE

Besides the required readings on the ffweb, students are encouraged to consult further sources, such as:

Taylor, Joshua C. The Fine Arts in America. Chicago: Uni of Chicago Press, 1979.

McCoubrey, John W. American Art 1700-1960: Sources and Documents. (readings provided)

Doss, Erika. Twentieth-Century American Art. Oxford University Press, 2003.

Hughes, Robert. American Visions: The Epic History of Art in America.

Corn, Wanda. The American Thing: Modern Art and National Identity, 1915-1935. University of California Press, 2001.

Websites of major U.S. art galleries, such as

National Gallery of Art, Washington, D.C. [www.nga.org](http://www.nga.org)

Art Institute of Chicago [www.aic.edu](http://www.aic.edu)

Detroit Institute of Art [www.dia.org](http://www.dia.org)

UK ART AND CULTURE

Recommended Reading:

ARNOLD, D. 2004. Art History. A Very Short Introduction. Oxford: OUP, 2004.

BRYSON, B. 2010. At Home. A Short History of Private Life. London: Transworld Publishers, 2010.

GAUNT, W. 1967. A Concise History of English Painting. London: Thames and Hudson, 1967.

GUY, J. 2000. The Tudors. A Very Short Introduction. Oxford: OUP, 2000.

HOWARD, M. 2002. The First World War. A Very Short Introduction, 2002.

Mill, J. S.: On the Subjection of Women. Available at: <http://www.gutenberg.org/ebooks/27083>

POOKE, G. and WHITMAN, G. 2008. Teach Yourself Art History. London: McGraw-Hill, 2008.

ROTHENSTEIN, J. 2001. An Introduction to English Painting. London: Tauris Parke Paperbacks, 2001.

WILTON, A. 2002. Five Centuries of British Painting. From Holbein to Hodgkin. London: Thames and Hudson, 2002.

Websites of selected British museums and galleries:

<http://www.tate.org.uk/>

<http://www.tate.org.uk/visit/tate-modern>

<http://www.nationalgallery.org.uk/>

<http://www.npg.org.uk/>

<http://www.nationalgalleries.org/>

<http://www.ashmolean.org/>

<a href="http://www.glasgowlife.org.uk/museums/our-museums/goma/Pages/home.aspx">http://www.glasgowlife.org.uk/museums/our-museums/goma/Pages/home.aspx</a>					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 74					
A	B	C	D	E	FX
10.81	22.97	28.38	28.38	8.11	1.35
<b>Provides:</b> Mgr. Adriana Saboviková, PhD., doc. Mgr. Slávka Tomaščíková, PhD., Mgr. Martina Martausová, PhD.					
<b>Date of last modification:</b> 02.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ OANGb/15	<b>Course name:</b> Business English
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> continuous test (week 6): maxim. 20 points, pass: 12 points, written test: Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 and less	
<b>Learning outcomes:</b> To present specific features of English business correspondence in comparison with Slovak business correspondence	
<b>Brief outline of the course:</b> Seminars are focused on the form of business letters in English in comparison with those in Slovak, differences between English business and private correspondence and some differences between English and American business correspondence. Students will learn terminology characteristic for enquiry (asking for enquiries, responding to enquiries), offer (offer at one's own initiative, offer based on enquiry, details of offer, additional changes, corrections, cancellation, queries, instructions to an agent, responding to offer), price (price from the viewpoint of buyer – asking for price, price reduction, statement on increase of price, price from the viewpoint of seller – notification of price, change of price), payment terms (clarification and method of payment from the viewpoint of buyer and seller, advance payment, documentary letter of credit, forwarding and banking delivery against documents, secured loan, available loan, unsecured loan), order (placing an order, preliminary order, binding order, demand to confirm order, receipt of order, confirmation of order, refusal of order, cancellation of order), shipping and billing (from the viewpoint of buyer – shipping instructions, billing instructions, changes in shipping, demand to dispatch goods, acceptance of consignment; from the viewpoint of seller – preparation of shipping, changes in shipping, shipping advice notices and instructions, billing, issuance and sending of documents, handover of consignment), collection problems (from the viewpoint of buyer – refusal of consignment, collection documents, request for change of due date, statement on recovery of claim, making payments, from the viewpoint of seller – statement on failure to accept consignment, collection documents, recovery of claim, confirmation of receipt of payment, complaint.	
<b>Recommended literature:</b> Ashley, A. (1991). A Handbok of Commercial Correspondence. OUP. Ashley, A. (1992). A Correspondence Workbook. OUP. Dynda, A., Dyndová, E. (2001). Slovensko-anglická obchodná korešpondencia. Ister Science	

Wilson, M. (1987). Writing for Business. Nelson					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 121					
A	B	C	D	E	FX
20.66	24.79	32.23	6.61	12.4	3.31
<b>Provides:</b> doc. Mgr. Renáta Timková, PhD.					
<b>Date of last modification:</b> 10.09.2020					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PDV/07	<b>Course name:</b> Child Development Disorders
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b> KPS/VP1/05 and leboKPPaPZ/VPMOS/16	
<b>Conditions for course completion:</b>	
<b>Learning outcomes:</b> <p>The aim of the course is to provide the basics of psychopathology and pathopsychology of child development. The absolvent of the course has theoretical knowledge about childhood developmental disorders, which can be used in practice in the context of knowledge from other subjects. In addition, the absolvent of the course also has an overview of current knowledge based on the latest research and evidence-based methods.</p> <p>The graduate of this course will acquire the following competencies:</p> <ul style="list-style-type: none"> <li>-distinguish mental disorders of children and adolescents,</li> <li>- perceive the differential-diagnosis specifics of psychopathology in children,</li> <li>- be familiar with the specifics of mental development in children and adolescents,</li> <li>- take into account the specifics of the differential diagnosis of psychopathology in children depending on age.</li> </ul>	
<b>Brief outline of the course:</b> <p>The concept of health and disease. The concept of optimal development. Pathogenic factors of development. Classification of developmental disorders according to ICD. Psychology sick and disabled child. Disorders of speech and language. Specific learning disabilities. Mental retardation and pervasive disorder. Emotional and behavioral disorders in childhood and adolescence. Social development problems. Eating disorders. Problems with alcohol and substance abuse. Disorders of psychosexual development. Children at risk environment, abused and neglected children. School maturity and its disorders. Helping professions and psychological assistance to children with disorders of psychological development.</p>	
<b>Recommended literature:</b> <p>M. Lewis &amp; K.D.Rudolph (Eds.), Handbook of developmental psychopathology (3rd ed). New York,          NY: Plenum Press. ISBN 978-1-4614-9608-3</p>	
<b>Course language:</b>	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 695					
A	B	C	D	E	FX
18.56	27.34	29.06	16.55	4.46	4.03
<b>Provides:</b> Mgr. Jana Schrötter, PhD.					
<b>Date of last modification:</b> 26.08.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ KOGPS/11	<b>Course name:</b> Cognitive Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 3 / 2 <b>Per study period:</b> 42 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 7	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> During the semester, the student is required to complete three tasks: A) Written examination (max. number of points is 15, the required number of points is 8). The date is by default scheduled after a consultation week. B) Presentation of a seminar work on a chosen topic (max. number of points is 15, the required number of points is 8). C) Active participation during the seminar (max. number of points is 10, the required number is 1). To proceed to the final exam, it is necessary to obtain more than half of the total points that can be gained during the semester (note that a minimum number of points for activities A, B and C should be fulfilled as listed above). The final exam is in a written form. A student can get a maximum of 60 points. To pass, a student needs to obtain 31 and more points (note that credits will not be awarded to a student who gets less than 31 points from the final exam and whose sum of points obtained during the semester and the final exam is less than 51). The final mark is created by adding the points that the student gained during the semester and the final exam. At least 90 points must be obtained to obtain an "A" rating, 80-89 points to obtain an "B" rating, 70-79 points to obtain a "C" rating, 60-69 points to obtain a "D" rating and 51 to obtain an "E" rating 51 -59 points.	
<b>Learning outcomes:</b> The main goal of the course is to acquaint students with cognitive psychology, as a scientific discipline that deals with the study of human cognition, and to provide them with the current knowledge related to human cognition. In addition, the course also emphasizes the ability to properly understand this knowledge and apply it. For this purpose, the course provides not only an overview of the main theories of selected cognitive processes and the broader context of the discipline but also practical illustrations and systematic encouragement of critical thinking. The main goal of seminars is to train the ability to use and adequately present the acquired knowledge, connect this knowledge to other related areas, think about it independently, discuss it critically and, last but not least, to flexibly and creatively solve various related model activities.	
<b>Brief outline of the course:</b>	



History of cognitive psychology. Research of cognition in the period of psychology as a scientific discipline. The emergence of cognitive psychology.

Cognition - general characteristics. Structure of cognitive processes. Paradigms in cognitive psychology: S-R scheme, information processing model, evolutionary approach, connectionist approach. Stimuli and mental representations.

Perception - sensory processes. Perception - organization of the perceptual field, object recognition, specific types of perception.

Attention - selection and division of attention. Theories of attention. Automatic and controlled processes and attention.

Memory - models, types of memory, memory processes.

Learning - classical conditioning, operant conditioning and other types of learning.

Mental representations and ideas. Thinking – concepts and operations. Language and thinking. Thinking and speech.

Judgment, decision making, problem solving, creativity. Current research of cognitive processes.

#### **Recommended literature:**

Literature:

Plháková, A.: Učebnice obecné psychologie. Academia, 2007.

Sternberg, R.J.: Kognitivní psychologie. Portál, 2002.

Recommended:

Eysenck, M.W., Keane, M.T. Kognitivní psychologie. Praha, Academia, 2008.

Noel-Hoeksema, S a Frederickson W. : Psychologie Atkinsonovej a Hilgarda. Portál, 2012.

Ruisel. I.: Inteligencia a myslenie. IKAR, 2004.

#### **Course language:**

#### **Notes:**

Lectures and activities are adapted to both, physically present and distance form of education. For further information and current changes in the form of teaching (distance vs. full-time), please see electronic noticeboard.

#### **Course assessment**

Total number of assessed students: 1241

A	B	C	D	E	FX
13.38	22.24	26.19	20.63	5.88	11.68

**Provides:** prof. PhDr. Ladislav Lovaš, CSc., Mgr. Pavol Kačmár, PhD., Mgr. Ondrej Kalina, PhD.

**Date of last modification:** 22.03.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/ECO-C4/14	<b>Course name:</b> Communication ECo-C4
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 4., 6.	
<b>Course level:</b> I., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Active participation in lessons (absence is allowed max. 90 min.), 2. Realization of assignments according to the teacher's instructions. Detailed information in the electronic board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
<b>Learning outcomes:</b> The student understands theoretical information about the basics of verbal and nonverbal communication, rhetoric and methods of visualization and interprets them adequately. Student is able to use the acquired communication skills in practice, can apply effective principles of communication with others, is able to anticipate and thus prevent possible misunderstandings, which will contribute to the development of his social and professional skills.	
<b>Brief outline of the course:</b> Basics of communication (Transmitter-receiver principle, "What is said is not equal to what is heard", "Internal dialogue", The concept of communication) Active listening (The most important criteria for active listening) Misunderstandings (How Misunderstandings Arise, How to Avoid Misunderstandings) Body language (What is body language, Active / passive body language, Dress psychology) Signs of Physical Expression, Disadvantages of Fake Physical Expression, Difference Between Active and Passive Body Expression Personality development (Voices in us, "child in me" - identification of one's own personality) Rhetoric (History of rhetoric, What is rhetoric, Vigor, alertness - assumptions, techniques, prompt reactions) Visualization - optical display (Classic media - whiteboard, magnetic whiteboard, bulletin board, flipchart, Based on computer technology - PC + Beamer)	
<b>Recommended literature:</b> VÝROST, Jozef - SLAMĚNÍK, Ivan. Sociální psychologie. 2., přepr. a rozš. vyd. Praha : GRADA, 2008. 408 s. VÝROST, Jozef - SLAMĚNÍK, Ivan. Aplikovaná sociální psychologie I : Člověk a sociální instituce. 1. vyd. Praha : Portál, 1998. 384 s. ISBN 80-7178-269-6.	

KOMÁRKOVÁ, Růžena - SLAMĚNÍK, Ivan - VÝROST, Jozef. Aplikovaná sociální psychologie III : Sociálněpsychologický výcvik. 1. vyd. Praha : Grada Publishing, 2001. 224 s.  
VÝROST, Jozef - SLAMĚNÍK, Ivan. Aplikovaná sociální psychologie II. 1. vyd. Praha : Grada Publishing, 2001. 260 s.

**Course language:**

slovak

**Notes:**

After passing the certification exams from all 4 modules (Teamwork, Selfmarketing, Conflict Management, Communication) the student will receive an ECo-C card and an ECo-C certificate.

**Course assessment**

Total number of assessed students: 50

abs	n
74.0	26.0

**Provides:** Mgr. Lucia Barbierik, PhD.

**Date of last modification:** 25.06.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/ECO-C3/14	<b>Course name:</b> Conflict Management ECo-C3
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3., 5.	
<b>Course level:</b> I., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The conditions for completing the course are as follows: 1. Active participation in exercises 2. Submission of reflection within the set deadline on the selected topic. Attendance at seminars is mandatory - the student may have two absences during the semester. 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.	
<b>Learning outcomes:</b> Successful mastery and demonstration of knowledge in the field of conflict management and control of basic rules. 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. The student is able to demonstrate an understanding of an individual's behavior in various conflict situations. The student is able to describe, explain and evaluate their own internal resources, competencies as well as limitations and weaknesses that are directly related to conflict management. The student is able to apply theoretical knowledge and principles of conflict resolution to everyday situations.	
<b>Brief outline of the course:</b> Disputes and their causes (Types of disputes, External influences, Be able to reveal the causes of disputes), Dispute origin (Levels of disputes, Escalation warning signals, Escalation removal strategies, Know how to explain escalation stages; How do I approach a dispute?) Dispute Resolution, Dispute Resolution Strategies, Dispute Discussion, Dispute Settlement Initiatives,	

Knowing how to handle a dispute and how to effectively resolve it), Dispute Resolution (Options, Public Struggle, Covert Struggle, Indefinite Postponement, Agreement, “Fair play ”, compromise, cooperation, capitulation, escape or separation), Prevention (Structures that produce disputes, The meaning and purpose of disputes, Stages and steps of dispute resolution, What does a positive corporate culture mean? Dispute is an incentive for change)	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	
<b>Course assessment</b>	
Total number of assessed students: 72	
abs	n
93.06	6.94
<b>Provides:</b> Mgr. Ondrej Kalina, PhD.	
<b>Date of last modification:</b> 24.06.2021	
<b>Approved:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/VPMOS/16	<b>Course name:</b> Developmental Psychology for Double-Major Study
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active participation in seminars, continuous assessment of activities in seminars, evaluation of seminar work, final exam	
<b>Learning outcomes:</b> The graduate will understand the principles of developmental psychology, and will be able to characterize the norm in various stages of development. As part of the seminar work, students will process current knowledge published in international journals. They will orient themselves in the current social discourse on the topics covered.	
<b>Brief outline of the course:</b> Introduction to developmental psychology. Basic concepts, factors and determinants of development, maturation and learning, developmental tasks, history of developmental psychology. Biological and social determinants of development, healthy and unhealthy development. Factors of socialization. Socialization at an early age, theory of attachment, psychological deprivation. Personality development. Theories of personality development. Identity development. Cognitive development. Moral development. Development periodization - basic characteristics of separate development periods from prenatal development to old age.	
<b>Recommended literature:</b> Thorová, K. Vývojová psychologie. Portál, Praha, 2015. Macek, P. Adolescence. Praha: Portál, 2003 Vágnerová, M. Vývojová psychologie. Portál, Praha 2000 Říčan, P. Cesta životem. Portál, Praha, 2004. Matějček, Z. - rôzne diela	
<b>Course language:</b>	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 70					
A	B	C	D	E	FX
21.43	18.57	34.29	18.57	5.71	1.43
<b>Provides:</b> Mgr. Mária Bačíková, PhD.					
<b>Date of last modification:</b> 24.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/PDZ/09	<b>Course name:</b> Drug Addiction Prevention
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3., 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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 (20b, 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 board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
<b>Learning outcomes:</b> The student understands the laws of the 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 of the lecturer in the prevention of drug addiction in terms of working with a group of students.	
<b>Brief outline of the course:</b> Psychological, pedagogical-psychological, medical and legal-forensic aspects of substance abuse 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 abuse Effective substance prevention strategies based on research data School substance abuse prevention programs Preparation and implementation of components of effective programs for the prevention of substance abuse in school practice.	
<b>Recommended literature:</b> Orosová, O. a kol. (2012). Základy prevencie užívania drog a problematickeho 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.					
<b>Course language:</b> slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 249					
A	B	C	D	E	FX
53.01	18.88	14.86	9.24	2.41	1.61
<b>Provides:</b> 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.					
<b>Date of last modification:</b> 25.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/PUDB/15	<b>Course name:</b> Drug Addiction Prevention in University Students
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 3., 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1st of the evaluation: active participation in the training part (30p). 2nd part of the evaluation: active participation in workshops (20p). In total, students can get 50p and the final evaluation is as follows: 50 - 45: A; 44 - 40: B; 39-35: C; 34-30: D; 29 - 25: E 24 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.	
<b>Learning outcomes:</b> The student understands the 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. Student 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 adequately interpret their experience with preventive activities in the group and assume their positive effect as well as limitations and threats.	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> 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.	
<b>Course language:</b> slovak	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 407					
A	B	C	D	E	FX
69.29	22.6	5.65	2.21	0.25	0.0
<b>Provides:</b> prof. PhDr. Ol'ga Orosová, CSc., Mgr. Marta Dobrowolska Kulanová, PhD., Mgr. Lucia Barbierik, PhD., Mgr. Lenka Abrinková, Mgr. Frederika Lučanská, Mgr. Viera Čurová, Mgr. Marcela Štefaňáková, PhD.					
<b>Date of last modification:</b> 25.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ EMENb/15	<b>Course name:</b> E-mail English
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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 main goal of the course is to introduce students into the basics of business communication and correspondence. The course is designed to help students develop the writing skills needed to create clear messages. Special emphasis is placed on spelling, text design, style and the formal aspects of communication. By completing the course, students will be able to actively conduct business correspondence, communicate correctly and accurately in various business situations, actively use graphs and describe statistical findings in presentations, prepare reports for business needs and create their own portfolio with a resume necessary for successful job interviews.

**Brief outline of the course:**

1. Introduction into business correspondence
2. Basics of email communication
4. Register and its role in email correspondence
5. Style, tone, and mood
6. The customer-supplier sequence
7. Inquires, discussing terms and asking for payment politely
8. How to complain and apologise for mistakes
9. Describing business trends and designing reports
10. Job application and preparation for a job interview

**Recommended literature:**

Obligatory literature:

1. Paul Emmerson: Email English, Macmillan Publishing Company 2004, ISBN: 1405012943

Recommended literature:

2. Crispin Michael Geoghegan, Jacqueline Gonthierová: Praktická anglická a americká korešpondencia, Mladé Letá 1994, ISBN: 8006004862

**Course language:**

English

**Notes:****Course assessment**

Total number of assessed students: 135

A	B	C	D	E	FX
9.63	15.56	21.48	8.15	12.59	32.59

**Provides:** Mgr. Július Rozenfeld, PhD.

**Date of last modification:** 29.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚINF/EDS/15	<b>Course name:</b> Educational software
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions for ongoing evaluation: 1. Creation of a worksheet for student (with custom graphics). 2. Creation of a multimedia educational presentation (with pictures, animations and sounds). 3. Creation of an interactive educational quiz (with various types of quiz items). 4. Creation of an instructional educational video. Conditions for the final evaluation: 1. Creation and presentation of final project on the use of educational software in education. Conditions for successful completion of the course: Obtaining at least 50% of points for ongoing and final assignments.	
<b>Learning outcomes:</b> Students will receive, resp. deepen their basic skills in working with: a) presentation software, programs for creating and editing images, animations, diagrams, sounds, conceptual maps, b) programs for the creation of didactic tests, questionnaires, surveys, c) simulation and modeling software, d) selected subject-oriented educational programs, Students present and discuss their idea of the use of educational software and educational Internet resources and tools in the selected school subject.	
<b>Brief outline of the course:</b> 1. Overview of educational software and educational web resources and tools. 2. Creating and processing images into teaching aids (word clouds, QR codes, diagrams, concept maps). 3. Creating raster animations. Creating and processing sounds. 4. Creation of instructional educational video. 5. Electronic voting (Polleverywhere, Plickers, Kahoot!) and questionnaire creation (Google Forms). 6. Creation of didactic tests (Google Forms, HotPotatoes). 7. Collaborative web applications (mind42, miro, whiteboard, padlet). 8. Online communication tools (BBB).	

9. Complex online learning environments (Moodle).
10. Online educational projects and competitions (eTweening, WebQuest, PALMA junior).
11. Simulations and modelling (WolframAlpha, PhET, Geogebra). Subject-focused educational programmes.
12. Creation of educational software in Scratch environment.

**Recommended literature:**

SOLOMON, Gwen and Lynne SCHRUM, 2014. Web 2.0 How-to for Educators. Second. International Society for Technology in Education, 314 p. ISBN 978-1564843517.

STOBAUGH, Rebecca, 2019. Fifty Strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom (50 Teaching Strategies to Support Cognitive Development). Solution Tree Press, 176 p. ISBN 978-1947604773.

LEMOV, Doug, 2015. Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College [online]. 2nd edition. John Wiley & Sons, Incorporated, 509 p. [cited 2021-7-10]. ISBN 9781118898628. Available from: <https://ebookcentral.proquest.com/lib/upjs-ebooks/detail.action?docID=1895720>

European Schoolnet: Transforming education in Europe [online]. [cited 2021-7-10]. Available from: <http://www.eun.org/home>

Science On Stage Europe [online]. Science on Stage Europe e.V. [cited 2021-7-10]. Available from: <https://www.science-on-stage.eu/>

**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: 52

A	B	C	D	E	FX
61.54	19.23	13.46	0.0	5.77	0.0

**Provides:** doc. RNDr. Ľubomír Šnajder, PhD.

**Date of last modification:** 01.08.2021

**Approved:**



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ AJGRb/15	<b>Course name:</b> English Grammar
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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.	
<b>Learning outcomes:</b> The course expands the essentials of upper-intermediate and advanced English grammar in order to make students' language competence better. The course introduces several various grammar topics, e.g., tenses, gerunds and infinitives, passive voice, conditionals, etc. It familiarizes students with word formation and provides practice of phrasal verbs, prepositional phrases, and idioms. Since grammar is the foundation for communication, grammar rules help learners develop the habit of thinking logically and clearly. Students will be able to become more accurate when using a grammatically correct language.	
<b>Brief outline of the course:</b> Week 1: Introductory session Week 2: Tenses I Week 3: Tenses II Week 4:	

Tenses III Week 5: Passive voice, Causative Week 6 : TUTORIAL WEEK Week 7: TEST 1 Week 8: Modals, Semi - modals I Week 9: Modals, Semi - modals II Week 10: Conditionals I Week 11: Conditionals II Week 12: Revision, TEST 2 Week 13: TUTORIAL WEEK ,TEST 2 Week 14: TUTORIAL WEEK					
<b>Recommended literature:</b> Compulsory texts: 1, Mann, Malcolm - Taylore-Knowles, Steve. 2007. Destination C1&C2. Macmillan Recommended books: 1, Evans, Virginia. 1995, 2004. Round up 6. (upper-intermediate). Longman. 2, Hais, Karel. 1991. Anglická gramatika. SPN.					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 190					
A	B	C	D	E	FX
4.21	8.95	20.53	18.95	18.42	28.95
<b>Provides:</b> Mgr. Karin Sabolíková, PhD.					
<b>Date of last modification:</b> 31.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> ÚBEV/ ETOP/08		<b>Course name:</b> Etology			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 6					
<b>Recommended semester/trimester of the course:</b> 1., 3., 5.					
<b>Course level:</b> I., II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Thematical presentation Oral examination					
<b>Learning outcomes:</b> To teach the students to know and to be aware of the importance of the behavioural aspect in biological sciences					
<b>Brief outline of the course:</b> History and development of ethology. Ethological methods. The innate forms of behaviour. The simplest forms of learning – conditioning and instrumental learning. Higher form of learning. Social behaviour. Sexual behaviour. Play behaviour. Biological rhythms. Orientation in space and animal migrations. Communication systems of animals. Emotions. Aggression in animal and human behaviour. Abnormal forms of behaviour					
<b>Recommended literature:</b> 1. J.B. Balcombe: Second nature. The inner life of animals. Palgrave/McMillan, 2010. 2. T.J. Carew: Behavioral Neurobiology. Sinauer Assoc., Sunderland, 2000.					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 577					
A	B	C	D	E	FX
31.72	29.29	26.69	9.36	2.95	0.0
<b>Provides:</b> RNDr. Igor Majláth, PhD., RNDr. Natália Pipová, PhD., RNDr. Terézia Kisková, PhD.					
<b>Date of last modification:</b> 16.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/RSb/EUIN/15	<b>Course name:</b> European Institutions
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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 content of the course is designed to provide an overview of the structure, functioning and development of European political institutions, economic and social policies that form the area of European equality regimes. By completing the course, students will understand the definition of equality, have erudite knowledge and understanding of European anti-discrimination policies and the impact of these policies at national and regional level. They will be able to implement the acquired knowledge in the development and administration of projects, in consultations, or in the creation of similar national and transnational policies.

**Brief outline of the course:**

1. Introduction into European Studies, History and Institutions
2. Discrimination vs. Tolerance; Equality, Political Rights and Social Responsibility
3. Justice, Freedom and Security Policies in the EU
4. Employment, Social Affairs and Equal Opportunities Policies
5. Intersectionality of Multiple Inequalities
6. Institutionalizing Intersectionality in the EU
7. European Anti-discrimination Regimes
8. European Equality Regimes
9. Regional Characteristics: the Nordic Countries
10. British Anti-discrimination and Equality Policies and Other Western European Approaches
11. Eastern European Anti-discrimination and Equality Policies

**Recommended literature:****Obligatory literature**

1. Kriytsan, Andrea; Skjeie, Hege; Squires, Judith: Institutionalizing Intersectionality, The Changing Nature of European Equality Regimes, Gender and Politics, Pgrave Macmillan, 2012, ISBN: 978-0-230-29295-6

**Recommended literature:**

2. Bomberg, Elizabeth, Peterson, John, Stubb Alexander: The European Union: How Does it Work?, Oxford University Press, 2008, ISBN: 978-0-19-920639-1
3. Jorgesen, Knud Erik, Pollack, Mark A., Rosamond Ben, Handbook of European Union Politics, 2006, SAGE Publications, ISBN-10 1-4129-0875-2

**Online sources:**

[http://europa.eu/abc/history/index\\_en.htm](http://europa.eu/abc/history/index_en.htm)

<https://www.cvce.eu/en/publications/eisc/historical-events>

<http://www.historiasiglo20.org/europe/antecedentes2.htm>

Students are required to follow the following portals:

[http://www.europarl.europa.eu/slovakia/sk/spravodajstvo\\_a\\_aktivita/spravy.html](http://www.europarl.europa.eu/slovakia/sk/spravodajstvo_a_aktivita/spravy.html)

<https://www.euractiv.com/>

<https://euractiv.sk/>

<https://europskenoviny.sk/>

<https://euobserver.com/>

<https://www.euronews.com/>

Further recommended sources:

<https://epso.europa.eu/>

<a href="https://ec.europa.eu/info/departments/translation_en">https://ec.europa.eu/info/departments/translation_en</a>					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 4					
A	B	C	D	E	FX
0.0	25.0	0.0	25.0	25.0	25.0
<b>Provides:</b> Mgr. Július Rozenfeld, PhD.					
<b>Date of last modification:</b> 29.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GEFF/20	<b>Course name:</b> Fan Fiction
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous Assessment: 1. Attendance All classes through the summer semester will be held online, through MS Teams, according to the schedule. Seminar attendance is compulsory. The maximum number of absences is 2. In case that a student misses more than 2 seminar sessions, they will be awarded an FX-fail for the course, irrespective of their exam/presentation/paper results. 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. 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. Active participation will amount to 15% of the final mark. 3. Annotated Bibliography (20 points) Students will be asked to submit an annotated bibliography, overviewing the critical literature on a specific aspect of fandom or fan fiction. The bibliography will comprise of a minimum of 5 sources (books or academic journal articles) and a minimum of 600 words. The annotated bibliography is due on Friday, March 12, 2021. Students must NOT PLAGIARISE their bibliographies. No extent of plagiarism (even 1 sentence) is acceptable. Plagiarised papers will be awarded 0 points. Students will not be given the option of rewriting plagiarised papers. The annotated bibliography will amount to 20% of the final mark. 4. Autoethnographic Essay (first draft: 20 points, final draft: 45 points) Students will be asked to write an autoethnographic essay (1000-1500 words) discussing their personal experience as a fan. Within the essay, students will attempt to place their personal experience into the context of the academic debate on fandom (fan studies). The first draft of the essay (at least 700 words) is due on Sunday, April 11, 2021. Students will then critique each other's essays in class in WEEK 9. The final draft of the essay is due on Sunday, April 25, 2021. Details on the content and form of the essay will be provided during the course. Students must NOT PLAGIARISE their essays. Plagiarised essays will be awarded 0 points. Students will not be	



given the option of rewriting plagiarised essays. The autoethnographic essay will amount to 65% of the final mark.

To pass the course, the SUM of all points (active participation + annotated bibliography + autoethnographic essay) must be no less than 65 points.

Grading scale:

Mark %

A93–100

B86–92

C78–85

D72–77

E65–71

FX64-0

### **Learning outcomes:**

The aim of this course is to familiarise students with the contemporary trend of Fan Fiction as a literary and audio-visual genre, as well as with the broader concepts of fandom, participatory culture, digital media, and Web 2.0 culture. The course should enable students to think about and critically analyse phenomena which are part of their everyday experience as users, viewers, readers, followers, and fans of various media.

### **Brief outline of the course:**

WEEK 1: INTRODUCTION. Basic information: evaluation, readings, etc. How to write an annotated bibliography. A note on plagiarism.

The Basics: Defining Key Terms

WEEK 2: Basic terminology, history of fandom, fan fiction and fan studies

Reading: Miller, L.: "Your Guide to the Fanfiction Explosion", Fantasia: "A Brief History of Fandom Part 1" & "A Brief History of Fandom Part 2"

WEEK 3: What is an autoethnography and how to write one? Autoethnography brainstorming.

Reading: Douglas K. and D. Carless: "A History of Autoethnographic Inquiry"; Muncey T. "Doing Autoethnography"

The Roots: Theories of Popular Culture

WEEK 4: Frankfurt School

Reading: Adorno T. and M. Horkheimer: "The Culture Industry: Enlightenment as Mass Deception"

WEEK 5: Birmingham School

Reading: Clarke, J. et al.: "Subcultures, Cultures and Class", Corrigan, P. and S. Frith: "The Politics of Youth Culture"

WEEK 6: Henry Jenkins and the beginnings of fan studies

Reading: Jenkins, H.: "Textual Poachers", Pearson, R.: "It's Always 1895: Sherlock Holmes in Cyberspace"

WEEK 7: Fan fiction, feminism and queer theory

Reading: Hellekson, K. and K. Busse: "Fan fiction as literature", Hellekson, K. and K. Busse: "Fan Identity and Feminism", Russo, J. L.: "The Queer Politics of Femslash"

WEEK 8: TUTORIALS

WEEK 9: 1st draft review

The Present: Fandom in the Digital Age

WEEK 10: Fan fiction on the Internet, consumers and producers

Reading: Beer D. and R. Burrows: "Consumption, prosumption and participatory web cultures"; Lanier C. and A. Fowler III: "Digital Fandom"

WEEKS 11-14: NO CLASS

**Recommended literature:**

Compulsory reading:

Seminar texts for the course are available via UPJS OneDrive/MS Teams. Students are required to read the seminar texts before each seminar session and have their own annotated copies with them in class.

Recommended reading:

Hills, M. (2002). Fan Cultures. New York: Routledge.

Jenkins, H. (1992). Textual Poachers: Television Fans and Participatory Culture. New York: Routledge.

Lewis, L. A. ed. (1992). The Adoring Audience: Fan Culture and Popular Media. New York: Routledge.

Miller, C. H. (2004). Digital Storytelling: A Creator's Guide to Interactive Entertainment. Oxford: Elsevier.

Morley, D. (1992). Television, Audiences and Cultural Studies. New York: Routledge.

**Course language:**

English

**Notes:****Course assessment**

Total number of assessed students: 12

A	B	C	D	E	FX
16.67	25.0	33.33	25.0	0.0	0.0

**Provides:** Mgr. Silvia Rosivalová Baučková, PhD.

**Date of last modification:** 27.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GEFF/15	<b>Course name:</b> Fan Fiction
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> <b>EXTERNAL STUDENTS</b> The evaluation of this course consists of three parts: active participation (20 points), an annotated bibliography (40 points) and an autoethnographic project (40 points). 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. Annotated bibliography: (annotated bibliography: 20 points, first draft: 20 points, final draft: 40 points) Students will be asked to submit an annotated bibliography, overviewing the critical literature on a specific aspect of fandom or fan fiction. The bibliography will comprise of a minimum of 6 sources (books or academic journal articles) and a minimum of 750 words. The annotated bibliography is due on November 20, 2020. Students must NOT PLAGIARISE their bibliographies. No extent of plagiarism (even 1 sentence) is acceptable. Plagiarised papers will be awarded 0 points. Students will not be given the option of rewriting plagiarised papers. 3. Autoethnography Students will be asked to write an autoethnographic essay (a minimum of 1000 words) discussing their personal experience as a fan. Within the essay, students will attempt to place their personal experience into the context of the academic debate on fandom (fan studies). The essays are due on December 18, 2020. Details on the content and form of the essay 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 papers. To pass the course, the SUM of all points (active participation + annotated bibliography + autoethnographic essay) must be no less than 65 points. <b>Mark %</b> A 93–100 B 86–92 C 78–85 D 72–77	

E 65–71 FX 64-0					
<b>Learning outcomes:</b> The aim of this course is to familiarise students with the contemporary trend of Fan Fiction as a literary and audio-visual genre, as well as with the broader concepts of fandom, participatory culture, digital media, and Web 2.0 culture. The course should enable students to think about and critically analyze phenomena which are part of their everyday experience as users, viewers, readers, followers, and fans of various media.					
<b>Brief outline of the course:</b> EXTERNAL STUDENTS Classes in the first session of the semester (October 2020) will be taught in the classroom in person. The remaining classes will be taught online, through MS Teams, according to the schedule. Session 1 – October – IN CLASS: Instructions, rules and procedures; What is fandom? What is fan fiction? Basic terminology and concepts. Session 2 – November – ONLINE/MS TEAMS: History of fandom; Digital age and participatory culture. Session 3 – December – ONLINE/MS TEAMS: Fandom and resistance – Birmingham school; Queerness and fandom.					
<b>Recommended literature:</b> Compulsory reading: Seminar texts for the course are available via UPJS OneDrive/MS Teams. Students are required to read the seminar texts before each seminar session and have their own annotated copies with them in class. Recommended reading: Hills, M. (2002). Fan Cultures. New York: Routledge. Jenkins, H. (1992). Textual Poachers: Television Fans and Participatory Culture. New York: Routledge. Lewis, L. A. ed. (1992). The Adoring Audience: Fan Culture and Popular Media. New York: Routledge. Miller, C. H. (2004). Digital Storytelling: A Creator's Guide to Interactive Entertainment. Oxford: Elsevier. Morley, D. (1992). Television, Audiences and Cultural Studies. New York: Routledge.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 1					
A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Silvia Rosivalová Baučková, PhD.					
<b>Date of last modification:</b> 27.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ BASE1b/15	<b>Course name:</b> Final Thesis Seminar 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 1	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: 1, Preparation and active participation - 30 % - all students are required to contribute to class analyses of Eco's How to Write a Thesis, Writing and Presenting a Dissertation book and Developing Academic English .... in Writing book, and the discussions of other materials assigned in MS TEAMS materials. Every student MUST have their own copies of all the materials in this section, of the books, and their own written preparation for every seminar session. Otherwise they will be considered absent. 2, Oral presentation of the thesis project - 70 % - each student is expected to prepare and present the project of his/her BA thesis. The focus will be on the presentation and definition of topic, hypothesis, research goals, research questions, research methods, selection of primary and secondary sources and expected content of individual chapters. The SUM of the scores from the 2 parts (Preparation and active participation 30 %, and Thesis project 70%) must be AT LEAST 65%. There are NO RETAKES. Final mark 100% A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.	
<b>Learning outcomes:</b> Aims and objectives: The goal of the course is to teach students basic rules of scientific research, primary/secondary sources analysis, drawing conclusions. They are supposed to learn how to structure the thesis, and how to use various methods and approaches in the progress of their research.	
<b>Brief outline of the course:</b> Week 1: Introduction to the course. Home assignments. MS TEAMS materials. Week 2: Seminar Reading I: Eco: Introductory parts and Chapter 1 Seminar Reading II: DAESW: 1.2 pp. 15-21 Seminar Reading III: WPD: Preface and Chapter 1 Seminar Analysis materials: Ako pisat bakalarske prace Week 3: Seminar Reading I: Eco: Chapter 2 Seminar Reading II: DAESW: 2.2 pp. 31-39 Seminar Reading III: WPD: Chapter 4	

<p>Seminar Analysis materials: How to read an academic article, What is an academic paper, Developing your thesis statement</p> <p>Week 4:</p> <p>Seminar Reading I: Eco: Chapter 3</p> <p>Seminar Reading II: DAESW: 3.2 pp. 48-54</p> <p>Seminar Reading III: WPD: Chapter 5</p> <p>Seminar Analysis materials: How does one move from personal..., Critical analysis,</p> <p>Week 5:</p> <p>Seminar Reading I: Eco: Chapters 4, 5</p> <p>Seminar Reading II: DAESW: 4.2 pp. 63-72 and 5.2 pp. 81-88</p> <p>Seminar Reading III: WPD: Chapters 2, 6</p> <p>Week 6:</p> <p>Seminar Reading I: Eco: Chapters 6,7</p> <p>Seminar Reading II: DAESW: 6.2 pp. 98-105</p> <p>Seminar Reading III: WPD: Chapters 3, 7</p> <p>Seminar Analysis materials: On plagiarism</p> <p>Weeks 7:</p> <p>Seminar Reading II: DAESW: 7.2 pp. 114-119</p> <p>Seminar Analysis materials: Nlektore zasady pripravy... File: Technicalities</p> <p>Week 8: TUTORIALS</p> <p>Week 9:</p> <p>Seminar Reading II: DAESW: 8.2 pp. 131-138, 9.2 pp. 145-153</p> <p>Seminar Reading III: WPD: Chapter 8</p> <p>Preparation of project presentation: Thesis project</p> <p>Week 10, 11, 12: Project presentations.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory texts:</p> <p>1, Eco, Umberto. Jak napsat diplomovou práci. Votobia. 1997</p> <p>or Eco, Umberto. How to Write a Thesis. Massachusetts Institute of Technology. 2015.</p> <p>2, Perez Canado, M.L. and B.Pennock-Speck, eds. Writing and Presenting a Dissertation on Linguistics, Applied Linguistics and Culture Studies...Valencia. 2015.</p> <p>3, Rozenfeld, Julius and Tomascikova, Slavka. Developing Academic English in Speaking and Writing. UPJS 2021. Available at: <a href="https://unibook.upjs.sk/en/british-american-studies/1456-developing-academic-english-in-speaking-and-writing">https://unibook.upjs.sk/en/british-american-studies/1456-developing-academic-english-in-speaking-and-writing</a></p> <p>Hacker, Diana. Rules for Writers. 6th edition. Bedford/St. Martin's, 2009</p> <p>Meško, Dušan, Katuščák, Dušan, a kol. Akademická príručka. Martin: Osveta, 2004. (Section 10 Citovanie a zoznam bibliografických odkazov, pp. 173-196)</p> <p>Pickering, Michael (ed.) Research Methods for Cultural Studies. Edinburgh: Edinburgh University Press, 2008</p> <p>Other materials provided by the teacher in MS Teams.</p>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p>

<b>Course assessment</b>					
Total number of assessed students: 550					
A	B	C	D	E	FX
35.64	21.09	22.36	4.0	13.82	3.09
<b>Provides:</b> doc. Mgr. Slávka Tomaščíková, PhD.					
<b>Date of last modification:</b> 07.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ BASE2b/15	<b>Course name:</b> Final Thesis Seminar 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 1	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The condition for completing the course are regular consultations with consultant or supervisor of final thesis throughout semester at least once a week at the time defined by consultant. Another condition for completing the course is submission of complete final thesis to consultant at least two weeks before the deadline for registration of final thesis in AIS system. The consultant will assess whether the submitted text complies with basic minimum requirements relating to the content and format of final thesis. If yes, the consultant will assign A-E. If the submitted text does not comply with basic minimum requirements relating to content and form, the consultant will assign FX. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 0- 64%	
<b>Learning outcomes:</b> The submitted complete text of final thesis to consultant.	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> Recommended sources: MLA Handbook for Writers of Research Papers, seventh edition. 2009. Materials published on website of UK UPJŠ. Materials supplied by consultant.	
<b>Course language:</b> English	
<b>Notes:</b>	



<b>Course assessment</b>					
Total number of assessed students: 191					
A	B	C	D	E	FX
40.31	20.94	18.85	4.19	6.81	8.9
<b>Provides:</b> Mgr. Silvia Rosivalová Baučková, PhD., Mgr. Zuzana Buráková, PhD., prof. Myroslava Fabian, DrSc., PhDr. Štefan Franko, PhD., doc. Mgr. Renáta Gregová, PhD., PhDr. Slávka Janigová, PhD., prof. PaedDr. Livia Körtvélyessy, PhD., Mgr. Martina Martausová, PhD., Mgr. Kurt Magsamen, doc. Mgr. Renáta Panocová, PhD., Mgr. Július Rozenfeld, PhD., Mgr. Adriana Saboviková, PhD., Mgr. Karin Sabolíková, PhD., prof. PhDr. Pavel Stekauer, DrSc., doc. Mgr. Renáta Timková, PhD., doc. Mgr. Soňa Šnircová, PhD., doc. Mgr. Slávka Tomaščíková, PhD., Mgr. Vesna Kalafus Antoniová, PhD.					
<b>Date of last modification:</b> 07.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ FRAN1/07	<b>Course name:</b> French Language for Students of Philology 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Two tests are intended for weeks 7 and 14. The tests will verify students' knowledge of materials covered during seminars and assigned for home preparation. In order to pass the course, the sum of the scores from the two tests must be at least 65%. There will not be any re-take tests. If a need arises to change the date of the test due to holiday or absence of a lecturer, the students will be informed well in advance through the official website of the Department/by email. Regular and active seminar attendance is required; more than two absences will make it impossible for the lecturer to assign a final grade. If a student is not prepared, he/she will be considered absent. Should the students fail to bring their own copy or a completed home assignment for a particular seminar, they will be asked to leave the classroom. Students shall respect their distribution into individual seminar groups. In case of any questions, please, contact the lecturer: mariana.zelenakova@upjs.sk or mariana.zelenakova@gmail.com. <b>Assessment:</b> Test No. 1. - 50% Test No. 2. - 50% Total: 100% Number of percent necessary for receiving assessment: 65% Grading scale prescribed by the official assessment criteria: 100-92 % A 91-87 % B 86-82 % C 81-77 % D 76-65 % E 64 % and less Fx	
<b>Learning outcomes:</b> The course is focused on development of basic language competences of students, on strengthening and development of all language skills, in particular in French necessary for day-to-day communication required for successful stay of students within international projects (e.g. Erasmus +), in academic and professional French, as well as regarding the future possibilities of being successful on labour market from the beginner up to upper intermediate level (from A1 to B1) under the Common European Framework of Reference for Languages. Emphasis is put on active	

using of foreign language in everyday life, in academic and research environment, but also in future professional life.					
<b>Brief outline of the course:</b> Week 1: Introductory lesson, making students familiar with the structure of the semester and the conditions for receiving assessment Week 2 – 6: Working with texts, practical translations and exercises Week 7: Test No. 1 Week 8 – 13: Working with texts, practical translations and exercises Week 14: Test No. 2					
<b>Recommended literature:</b> Pravdová, M. 2011. Le français pour vous. Praha: Leda. Grevisse, M. 2009. Le Petit Grevisse. Grammaire française. Bruxelles: De Boeck Dukulot. Rey-Debove, J., Rey, A. 2004. Le Nouveau Petit Robert. Paris: Dictionnaires les Robert.					
<b>Course language:</b> French: A1 - B1.					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 308					
A	B	C	D	E	FX
61.04	19.48	9.09	4.22	5.52	0.65
<b>Provides:</b> Mgr. Karin Miklossiová					
<b>Date of last modification:</b> 14.09.2020					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ FRAN2/07	<b>Course name:</b> French Language for Students of Philology 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b> KAaA/FRAN1/07	
<b>Conditions for course completion:</b> Two tests are intended for weeks 7 and 14. The tests will verify students' knowledge of materials covered during seminars and assigned for home preparation. In order to pass the course, the sum of the scores from the two tests must be at least 65%. There will not be any re-take tests. If a need arises to change the date of the test due to holiday or absence of a lecturer, the students will be informed well in advance through the official website of the Department/by email. Regular and active seminar attendance is required; more than two absences will make it impossible for the lecturer to assign a final grade. If a student is not prepared, he/she will be considered absent. Should the students fail to bring their own copy or a completed home assignment for a particular seminar, they will be asked to leave the classroom. Students shall respect their distribution into individual seminar groups. In case of any questions, please, contact the lecturer: mariana.zelenakova@upjs.sk or mariana.zelenakova@gmail.com. Assessment: Test No. 1. - 50% Test No. 2. - 50% Total: 100% Number of percent necessary for receiving assessment: 65% Grading scale prescribed by the official assessment criteria: 100-92 % A 91-87 % B 86-82 % C 81-77 % D 76-65 % E 64 % and less Fx	
<b>Learning outcomes:</b> The course is focused on development of basic language competences of students, on strengthening and development of all language skills, in particular in French necessary for day-to-day communication required for successful stay of students within international projects (e.g. Erasmus +), in academic and professional French, as well as regarding the future possibilities of being successful on labour market from the beginner up to upper intermediate level (from A1 to B1) under the Common European Framework of Reference for Languages. Emphasis is put on active using of foreign language in everyday life, in academic and research environment, but also in future professional life.	
<b>Brief outline of the course:</b> Week 1: Introductory lesson, making students familiar with the structure of the semester and the conditions for receiving assessment Week 2 – 6: Working with texts, practical translations and exercises Week 7: Test No. 1 Week 8 – 13: Working with texts, practical translations and exercises	

Week 14: Test No. 2					
<b>Recommended literature:</b> Textbook: Girardet J.: Campus 1, Vydavatelstvo Clé internationale, Paríž 2004, ISBN : 978-2-09-033248-3 Hand-outs Walterová H: Francouzština známá, neznámá, Vyd. Jan Kanzelsberger, Praha 1993 Bohuslav Balcar and kol: Čtyřjazyčný tematický slovník v 50 kapitolách. Evropská agenda, Resonance, edice Kontakty, Praha, 2004, ISBN 80-902812-5-7 Pravdová, M. 2011. Le français pour vous. Praha: Leda. Grevisse, M. 2009. Le Petit Grevisse. Grammaire française. Bruxelles: De Boeck Dukulot. Rey-Debove, J., Rey, A. 2004. Le Nouveau Petit Robert. Paris: Dictionnaires les Robert.					
<b>Course language:</b> French: A2 - B1					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 147					
A	B	C	D	E	FX
71.43	12.24	4.76	3.4	1.36	6.8
<b>Provides:</b> Mgr. Karin Miklossiová					
<b>Date of last modification:</b> 21.05.2019					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ LEXGb/15	<b>Course name:</b> Fundamentals of English Lexicography
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Written tests, presentations on the suggested topics, individual tasks on dictionary material, examination. A- 87-100% B- 77-86% C- 69-76% D- 61-68% E- 56-60% FX- 55 and less	
<b>Learning outcomes:</b> The aim of the subject is to make students understand that neither English language learning nor successful research work is possible without the use of various types of dictionaries, containing the whole information on the language, its word stock, functioning and current usage. The students should know the ways the words are presented in linguistic and encyclopaedic dictionaries, specialized ones and thesauri.	
<b>Brief outline of the course:</b> English vocabulary as a system. Lexicography as a branch of linguistics, covering the theory and practice of dictionary compiling. Its main aims, tasks and perspectives. The history of British lexicography. The history of American lexicography. Dictionaries of New Zealand English. The main problems of dictionary compiling. Types of dictionaries, their main characteristics. Diachronic dictionaries. Explanatory and bilingual dictionaries. Pronouncing, etymological and spelling dictionaries. Ideographic dictionaries. Thesaurus. Encyclopedias. Specialized dictionaries.	
<b>Recommended literature:</b>	

Burkhanov I. Linguistic Foundations of Ideography. Semantic Analysis and Ideographic Dictionaries.- Poland: Rzeszow,1999.-388p.  
 Macmillan English Dictionary for Advanced Learners, 2002.  
 Longman Dictionary of Contemporary English, 2003.  
 Fabian M. Method-guide on lexicography for the students of English.-Uzhhorod,1994.-27p.  
 Fabian M. Etiquette lexis in Ukrainian, English and Hungarian languages.- Uzhhorod: IVA, 1998.-256p.

**Course language:**  
 English.

**Notes:**

**Course assessment**

Total number of assessed students: 112

A	B	C	D	E	FX
11.61	26.79	38.39	20.54	1.79	0.89

**Provides:** prof. Myroslava Fabian, DrSc.

**Date of last modification:** 14.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GEMO/15	<b>Course name:</b> GLBTQ Films
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Film analysis (essay 1) - 50% Film analysis (essay 2) - 50%	
<b>Learning outcomes:</b> The content of the course will help students to formulate opinions on the representation of GLBTQ gender identities in movies. The absolvents can actively analyze the representation of sexual and gender minorities, identities and stereotypes in the modern and historical film production. The absolvents are capable of comprehensively reading the film text as well as scientific articles focused on the gender and sexual orientation problematics in films. The absolvents can implement the knowledge gained in this course in their own analysis of the chosen films.	
<b>Brief outline of the course:</b> Gay films Lesbian films Transgender films Bisexual and Queer films	
<b>Recommended literature:</b> McCabe, J. & Akass, K., ed. 2006. Reading the L word: Outing Contemporary Television. New York: I. B. Tauris. Burston, P. & Richardson, C. ed. (1995). A Queer Romance: Lesbians, Gay Men and Popular Culture. New York: Routledge. Clarke, E. O. (2000). Virtuous Vice: Homoeroticism and the Public Sphere. London: Duke University Press. Daniel, L. & Jackson, C. (2003). The Bent Lens: A World Guide to Gay and Lesbian Film. 2nd Edition. Crows Nest, NSW: Allen & Unwin. Davis, G. & Needham, G. ed. (2008). Queer TV: Theories, Histories, Politics. New York: Routledge. Griffiths, R. ed. (2008). Queer Cinema in Europe. Bristol: Intellect. Haggerty, G. E. & McGarry, M. ed. (2007). A Companion to Lesbian, Gay, Bisexual, Transgender and Queer Studies. Blackwell Publishers. Ltd. Hope, D. A. ed. (2009). Contemporary Perspectives on Lesbian, Gay and Bisexual Identities.	



Springer. Johnson, P. & Keith, M. C. (2001). Queer Airwaves : The Story of Gay and Lesbian Broadcasting Media, Communication, and Culture in America. M. E. Sharpe, Inc.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 71					
A	B	C	D	E	FX
54.93	11.27	15.49	11.27	2.82	4.23
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GEMN/15	<b>Course name:</b> Gender Mainstreaming
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Essay - 45% Final project and presentation - 55%	
<b>Learning outcomes:</b> The aim of the seminar is to study the concept of Gender Mainstreaming as an essential part of all political, economic and social spheres of life. The absolvents can explain the basic terminology connected to gender mainstreaming, and can actively work with documentation, texts and information about the social and political activities connected to the gender perspective. The absolvents can utilize the knowledge gained in the course in the planning of their own projects focused on gender mainstreaming in different sectors, including education.	
<b>Brief outline of the course:</b> Gender Mainstreaming – Basic Terminology Gender specific activities and positive discrimination Concept of Gender Equality (Equal vs. Identical) Gender mainstreaming in the EU policies Gender mainstreaming in world politics Gender mainstreaming in education	
<b>Recommended literature:</b> Gender Equality Tool – <a href="http://www.ilo.org/public/english/bureau/newsite2002/about/action.htm">http://www.ilo.org/public/english/bureau/newsite2002/about/action.htm</a> First ILO Gender Audit – <a href="http://www.ilo.org/public/english/bureau/newsite2002/about/audit.htm">http://www.ilo.org/public/english/bureau/newsite2002/about/audit.htm</a> Kabeer, N. (2003). Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals. London: The Commonwealth Secretariat. OECD (2015). OECD Toolkit for Mainstreaming and Implementing Gender Equality: Implementing the 2015 OECD Recommendation on Gender Equality in Public Life. Paris: OECD Publishing. OECD (2019). Fast Forward to Gender Equality: Mainstreaming, Implementation and Leadership. Paris: OECD Publishing. Rai, S. (2003). Mainstreaming Gender, Democratizing the State? Institutional Mechanisms for the Advancement of Women. New York: Manchester University Press.	

<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 5					
A	B	C	D	E	FX
80.0	0.0	20.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GEFI/15	<b>Course name:</b> Gender and Film
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Analysis of the first selected film (essay) - 30% Analysis of the second selected film (presentation) - 70%	
<b>Learning outcomes:</b> The students can actively analyze the representation of gender roles, identities, and stereotypes in modern and historical film production. The absolvents are capable of critical reading of the film texts as well as scientific articles focused on the gender problematics in film. The students can implement the knowledge gained in the course about gender identities, roles and stereotypes in their own analyses of the selected films of various genres.	
<b>Brief outline of the course:</b> British and American film rating The dominant film production Gender in genre films	
<b>Recommended literature:</b> Elsaesser, T. & Buckland, W. (2002). Studying Contemporary American Film: A Guide to Movie Analysis. Oxford: Oxford University Press. Gauntlett, D. (2002). Media, Gender and Identity: An Introduction. New York: Routledge. McCracken, G. (2008). Transformations: Identity Construction in Contemporary Culture. Bloomington: Indiana University Press. McGowan, T. (2007). The Real Gaze: Film Theory after Lacan. New York: State University of New York Press.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 124					
A	B	C	D	E	FX
29.03	25.81	9.68	9.68	12.9	12.9
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GETV/15	<b>Course name:</b> Gender and Television
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Essay - 50% Analysis of the chosen TV programme - 50%	
<b>Learning outcomes:</b> The students can explain the basic terminology connected to the gender issues in foreign and domestic television production. The absolvents can critically analyze gender aspects in the television production of various genres from advertisements to television shows, and apply this analysis in everyday life and their own research.	
<b>Brief outline of the course:</b> Gender in television Television shows and gender Gender politics in television Television ads and gender Gender and race in television production Reality shows and gender	
<b>Recommended literature:</b> McCabe, J. & Akass, K., ed. 2006. Reading Desperate Housewives: Beyond the White Picket Fence. New York: I. B. Tauris. Hill, A. (2005). Reality TV: Audiences and Popular Factual Television. New York: Routledge. Allrath, G. & Gymnich, M. ed. (2005). Narrative Strategies in Television Series. New York: Palgrave Macmillan. Ang, I. (1996). Living Room Wars: Rethinking Media Audiences for a Postmodern World. New York: Routledge. Casey, B., Casey, N., Calvert, B., French, L. & Lewis, J. (2002). Television Studies: The Key Concepts. New York: Routledge. Comstock, G. & Scharrer, E. (1999). Television: What's on, Who's Watching and What It Means. New York: Academic Press. Davis, G. & Needham, G. ed. (2008). Queer TV: Theories, Histories, Politics. New York: Routledge. Fiske, J. & Hartley, J. (2004). Reading Television. New York: Routledge.	

Fiske, J. (2001). Television Culture: Popular Pleasures and Politics. New York: Routledge.  
Gauntlett, D. & Hill, A. (1999). TV Living: Television, Culture and Everyday Life. New York: Routledge.

**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. Petra Filipová, PhD.

**Date of last modification:** 30.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ RSb/GLSL/15		<b>Course name:</b> Gender in Literature: Selected Texts from Slovak Literature			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 3.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 100					
A	B	C	D	E	FX
21.0	35.0	14.0	13.0	13.0	4.0
<b>Provides:</b> Mgr. Silvia Rosivalová Baučeková, PhD.					
<b>Date of last modification:</b> 27.04.2021					
<b>Approved:</b>					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KGER/ NJFj1/06	<b>Course name:</b> German Language for Students of Philology I
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 2 papers during semester; final paper	
<b>Learning outcomes:</b> Students can communicate both in writing and verbally at the level of intermediate language knowledge and skills in the study field of Philology	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Introduction to study of specialized language</li> <li>2. Communication in private and professional life (exercises: separable and inseparable prefixes of verbs)</li> <li>3. Written communication: CV, job application, complaint (exercises: tenses)</li> <li>4. Macrostructure of written documents (exercises: active/passive voice)</li> <li>5. Test: test from acquired language and communication skills</li> <li>6. Our world at the turn of the third millennium: environment, scientific progress (exercises: verb structures)</li> <li>7. Educational system in Slovakia and in Germany (exercises: prepositions for 3rd and 4th grammatical cases)</li> <li>8. Universities in Slovakia and in Germany. Pavol Jozef Šafárik University in Košice (exercises: gender of nouns, geographical nouns)</li> <li>9. Mass media communication and public opinion. Media diversity. Advertisement as a means of manipulation (exercises: declension of nouns)</li> <li>10. Family and personal happiness (exercises: declension of adjectives)</li> <li>11. Multicultural society (exercises: comparatives and superlatives)</li> <li>12. Prejudices and stereotypes in Slovak and German culture (exercises: connections of verbs, nouns and adjectives)</li> <li>13. Test: test from acquired language and communication skills</li> <li>14. Study field of Philosophy and Ethics. My job (final verification of acquired language and communication skills)</li> </ol>	
<b>Recommended literature:</b> <ol style="list-style-type: none"> <li>1. DITTELOVÁ, E. - ZAVATČANOVÁ, M.: Einführung in das Studium der deutschen Fachsprache. Košice: ES UPJŠ, 2000</li> </ol>	

2. KNAACK, W. - KUHN, M. - LAUDEL, H. - WALLRABENSTEIN, W.: Reden, Schreiben, Rechnen. Hamburg: Xenos, 1984
3. KOZMOVÁ, R. - BERGLOVÁ, E. - FORMÁNKOVÁ, E. - MAŠEK, M.: Moderná gramatika nemčiny. Bratislava: Fraus, 2003, 312 s.

**Course language:**

German, Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 185

A	B	C	D	E	FX
47.57	18.92	17.84	8.65	3.24	3.78

**Provides:** Mgr. Blanka Jenčíková

**Date of last modification:** 21.05.2019

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KGER/NJF2/06		<b>Course name:</b> German Language for Students of Philology II			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 4.					
<b>Course level:</b> I.					
<b>Prerequisites:</b> KGER/NJFj1/06					
<b>Conditions for course completion:</b> 1 written paper Final paper					
<b>Learning outcomes:</b> The second level of language teaching is focused on qualitatively higher level of language instruction in written and verbal form, taking into account the respective field of study					
<b>Brief outline of the course:</b> Reform of German orthography, General and specialized foreign language, Body language, Flexible working time, At the Labour Office - registration form, German minorities in the world, International students in Germany, General abbreviations and abbreviations of companies, Influence of English on German - New words from English in German, Searching for job - Plans for future, Communication by phone, Immigrants in Germany and their language culture.					
<b>Recommended literature:</b> Dreyer/Schmitt: Lehr- und Übungsbuch derdeutschen Grammatik.Neubearbeitung. Max HueberVerlag 2008.Ismaning. Deutschland. Duden:Diedeutsche Rechtschreibung.24.Auflage.Band 1. Mannheim 2006 Häusler/Scherling/Häublein:Stellensuche. Bewerbung.Kündigung.Langenscheidt 2003. Baustein 3. Berlin. Munchen. Nourse,K./Schicker,C.: FokusDeutsch. OxfordUniversity 1998.					
<b>Course language:</b> German, Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 88					
A	B	C	D	E	FX
51.14	15.91	9.09	4.55	2.27	17.05
<b>Provides:</b> Mgr. Blanka Jenčíková					

<b>Date of last modification:</b> 21.05.2019
<b>Approved:</b>

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KGER/ NJPS1/06	<b>Course name:</b> German Language for Students of Psychology I
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1 written test during the semester (test, min. 60 %), seminar work (verification method presentation of the assigned topic of the seminar min. 60 %)	
<b>Learning outcomes:</b> Student develops and consolidates his language competencies, is able to communicate in written and oral form at the level of advanced language knowledge and skills, which it applies in the field of study – psychology. Student presents the results of his seminar work.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Introduction to professional language</li> <li>2. Communication in private and professional life</li> <li>3. Written communication (CV, job application, complaint)</li> <li>4. Macrostructure of written documents</li> <li>5. Our world on the threshold of the third millennium (environment, scientific progress)</li> <li>6. School system in our country and in Germany</li> <li>7. Universities in our country and in Germany. Pavol Jozef Šafárik University in Košice</li> <li>8. Mass media communication and public opinion. Media diversity. Advertising as a means of manipulation</li> <li>9. Family and personal happiness</li> <li>10. Multicultural society</li> <li>11. Prejudices and stereotypes in Slovak and German culture</li> <li>12. Department of Psychology. My profession</li> </ol>	
<b>Recommended literature:</b> <ol style="list-style-type: none"> <li>1. DITTELOVÁ, E. - ZAVATČANOVÁ, M.: Einführung in das Studium der deutschen Fachsprache. Košice: ES UPJŠ, 2000</li> <li>2. KNAACK, W. - KUHN, M. - LAUDEL, H. - WALLRABENSTEIN, W.: Reden, Schreiben, Rechnen. Hamburg: Xenos, 1984</li> <li>3. KOZMOVÁ, R. - BERGLOVÁ, E. - FORMÁNKOVÁ, E. - MAŠEK, M.: Moderná gramatika nemčiny. Bratislava: Fraus, 2003, 312 s.</li> <li>4. FAST, J.: Körpersprache. Reinberg bei Hamburg: Rowohlt, 1983</li> </ol>	

5. ILLICHMANN, A.: Arbeitsbuch Psychologie für höhere Lehranstalten. Wien: Verlag Hölder - Pichler - Tempsky, 2006, 259 S.
6. Psychologie heute. Verlagsgruppe Beltz, Julius Beltz GmbH & Co. KG, Werderstr. 10
7. KRENN, W. - PUCHTA, H.: Motive Kompaktkurs D a F, Hueber 2020.

**Course language:**

German, Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 121

A	B	C	D	E	FX
60.33	30.58	4.96	1.65	2.48	0.0

**Provides:** Mgr. Blanka Jenčíková

**Date of last modification:** 10.05.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KGER/ NJPS2/06	<b>Course name:</b> German Language for Students of Psychology II
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1 written test during the semester (test, min. 60 %), seminar work (verification method presentation of the assigned topic of the seminar min. 60 %)	
<b>Learning outcomes:</b> Student develops and consolidates his language competencies, is able to communicate in written and oral form at the level of advanced language knowledge and skills, which he applies in the field of study – psychology. He presents the results of his seminar work.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Introduction to professional language</li> <li>2. Communication in private and professional life</li> <li>3. Written communication (CV, job application, complaint)</li> <li>4. Macrostructure of written documents</li> <li>5. Our world on the threshold of the third millennium (environment, scientific progress)</li> <li>6. School system in our country and in Germany</li> <li>7. Universities in our country and in Germany. Pavol Jozef Šafárik University in Košice</li> <li>8. Mass media communication and public opinion. Media diversity. Advertising as a means of manipulation</li> <li>9. Family and personal happiness</li> <li>10. Multicultural society</li> <li>11. Prejudices and stereotypes in Slovak and German culture</li> <li>12. Department of Psychology. My profession</li> </ol>	
<b>Recommended literature:</b> <ol style="list-style-type: none"> <li>1. DITTELOVÁ, E. - ZAVATČANOVÁ, M.: Einführung in das Studium der deutschen Fachsprache. Košice: ES UPJŠ, 2000</li> <li>2. KNAACK, W. - KUHN, M. - LAUDEL, H. - WALLRABENSTEIN, W.: Reden, Schreiben, Rechnen. Hamburg: Xenos, 1984</li> <li>3. KOZMOVÁ, R. - BERGLOVÁ, E. - FORMÁNKOVÁ, E. - MAŠEK, M.: Moderná gramatika nemčiny. Bratislava: Fraus, 2003, 312 s.</li> <li>4. FAST, J.: Körpersprache. Reinberg bei Hamburg: Rowohlt, 1983</li> </ol>	

5. ILLICHMANN, A.: Arbeitsbuch Psychologie für höhere Lehranstalten. Wien: Verlag Hölder - Pichler - Tempsky, 2006, 259 S.
6. Psychologie heute. Verlagsgruppe Beltz, Julius Beltz GmbH & Co. KG, Werderstr. 10
7. KRENN, W. - PUCHTA, H.: Motive Kompaktkurs D a F, Hueber 2020

**Course language:**

German, Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 143

A	B	C	D	E	FX
58.04	25.87	6.99	2.8	5.59	0.7

**Provides:** Mgr. Blanka Jenčíková

**Date of last modification:** 10.05.2021

**Approved:**



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USLI1/15	<b>Course name:</b> History of American Literature 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> continuous assessment: active participation in seminar discussions Final assessment: exam- test <b>FINAL ASSESSMENT</b> Form (exam test, essay, oral exam...): Max. mark % Pass mark 100% 65% <b>FINAL EVALUATION</b> (total of continuous + final assessment mark): Mark % A 93– 100 B 86 – 92 C 78 - 85 D 72 –77 E 65– 71 FX 64 and less	
<b>Learning outcomes:</b> Aims and objectives: To gain knowledge about the development of American literature and its main representatives. To develop students' literary critical thinking about American literature and the ability of the interpretation of literary texts. Student is capable of individual literary analysis with an emphasis on historical and cultural background. Student is able to think critically and interpret literary work based on the synthesis of several academic sources which will widen his or her communication and interpretative skills in order to solve challenging tasks in real life.	
<b>Brief outline of the course:</b> 1. Introduction 2. Colonial Period - Puritan Imagination Anne Bradstreet - poems Edward Taylor - Huswifery Mary Rowlandson – A Narrative of the Captivity Jonathan Edwards – Sinners in the Hands of an Angry God	

3. Revolutionary Period - political imagination  
Hector St. John de Crèvecoeur - What Is an American  
Benjamin Franklin - The Autobiography  
Thomas Jefferson – The Declaration of Independence  
Philip Freneau - The Indian Burying Ground

4. American Romanticism - I: W. Irving, J. F. Cooper  
Washington Irving - Rip Van Winkle  
Edgar Allan Poe – poetry

5. American Romanticism- II: W. C. Bryant, E. A. Poe  
Edgar Allan Poe - The Tell-Tale Heart  
The Fall of the House of Usher

6. American Renaissance: Transcendentalism R. W. Emerson, H. D. Thoreau  
Ralph Waldo Emerson - On Thoreau, Nature, Self-Reliance  
Henry David Thoreau – Walden

7. Nathaniel Hawthorne and Herman Melville  
Nathaniel Hawthorne - The Scarlet Letter  
Herman Melville – Billy Budd

8. Poetry at the crossroad of American culture: Walt Whitman and other poets of the 19th century  
Henry Wadsworth Longfellow - poetry  
Walt Whitman - Leaves of Grass  
Emily Dickinson – poetry  
Thomas Wentworth Higginson – On Meeting Dickinson for the First Time  
Mabel Loomis Todd – The Character of Amherst

9. Mark Twain and the triumph of realism  
Mark Twain - The Adventures of Huckleberry Finn  
The Celebrated Jumping Frog of Calaveras County  
Life on the Mississippi

10. Local Color School  
Kate Chopin - Désirée's Baby, A Respectable Woman, The Story of an Hour, Regret

11. Realism  
Frederick Douglass: Narrative of the Life of Frederick Douglass  
Stephen Crane: The Open Boat

12. Naturalism  
Upton Sinclair - The Jungle  
Theodore Dreiser - An American Tragedy (Sister Carrie)

**Recommended literature:**

Bercovitch, S., ed. The Cambridge History of American Literature. Cambridge: Cambridge UP, 1994.

High P. B. An Outline of American Literature. London: Longman, 1986.

Ruland, R., and M. Bradbury. From Puritanism to Postmodernism: A History of American Literature. New York: Penguin Books, 1992 (čes. 1997).

Jařab, J. American Poetry and Poets of Four Centuries. Praha: SPN, 1985.

McQuade, D., ed. The Harper American Literature. New York: Harper Collins College Publishers, 1994.

Procházka, M., J. Quinn, and H. Ulmanová. Lectures on American Literature. Praha, 2002.

Gray, R. , A History of American Literature. Blackwell: Blackwell Publishing, 2004

<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 143					
A	B	C	D	E	FX
65.03	14.69	13.29	4.9	2.1	0.0
<b>Provides:</b> Mgr. Zuzana Buráková, PhD., doc. Mgr. Soňa Šnircová, PhD.					
<b>Date of last modification:</b> 29.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USLI2/15	<b>Course name:</b> History of American Literature 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Each student is recommended to have their own annotated preparation for our seminars (they will be held online). There will be two online credit tests during semester. Assessment and evaluation: BASb/m, BASb kom, AJaLm, AJEIEb/m, AJFJEIEb/m, AJNJEIEb/m: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less RSb: A 90-100% B 80-89% C 79-70% D 60-69% E 50-59% FX 49 and less	
<b>Learning outcomes:</b> The aim is to gain knowledge about the development of American literature since 20th century and onwards, its main representatives and trends. To develop students' literary critical thinking about American literature and the ability of the interpretation of literary texts. Student is capable of an individual literary analysis with an emphasis on historical and cultural background. Student is able to think critically and interpret literary work based on the synthesis of several academic sources which will widen his or her communication and interpretative skills in order to solve challenging tasks in real life.	
<b>Brief outline of the course:</b> American modern literature, modernism, postmodernism, lost generation, rebellion and conformism, literature of American South, post-war poetry, short story, Harlem Renaissance, Modern American schlemiel, Beat generation, Experimental poetry, American theatre.	
<b>Recommended literature:</b> Bercovitch, S., ed. The Cambridge History of American Literature. Cambridge: Cambridge UP, 1994. High P. B. An Outline of American Literature. London: Longman, 1986. Ruland, R., and M. Bradbury. From Puritanism to Postmodernism: A History of American Literature. New York: Penguin Books, 1992 (čes. 1997). Bradbury, M. The Modern American Novel. Oxford, New York: Oxford University Press, 1992. Jařab, J. American Poetry and Poets of Four Centuries. Praha: SPN, 1985. McQuade, D., ed. The Harper American Literature. New York: Harper Collins College Publishers, 1994. Procházka, M., J. Quinn, and H. Ulmanová. Lectures on American Literature. Praha, 2002.	

<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 113					
A	B	C	D	E	FX
88.5	3.54	5.31	0.88	1.77	0.0
<b>Provides:</b> Mgr. Zuzana Buráková, PhD., doc. Mgr. Soňa Šnircová, PhD.					
<b>Date of last modification:</b> 03.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKLI1/15	<b>Course name:</b> History of British Literature 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> CONTINUOUS ASSESSMENT: 1. Seminar Attendance Seminar attendance is compulsory. Each student is allowed two absences at most. Not logging into an online class is COUNTED AS AN ABSENCE. Failing to attend the Week 1 introductory session is ALSO 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. Seminar Readings and Worksheets Each student is required to have their own copies of seminar materials. Failing to do so will result in considering the student absent for the given seminar session. Students are required to read the respective seminar texts (available at UPJS OneDrive/MS Teams) BEFORE each seminar. In addition, students are required to fill in the seminar worksheets (available at UPJS OneDrive/MS Teams) BEFORE each seminar and bring them to class. If a student is unable to answer the questions from the worksheet, they will be considered absent for the given seminar session. 3. Evaluation (Credit Test 1 - 40 points + Credit Test 2 - 60 points) Students will be asked to sit two ONLINE credit tests. The first test will take place in Week 7 and the second test will take place in Week 14. The first credit test will amount to 40% of the continuous assessment and it will cover material studied in the seminars in Weeks 2-6, as well as the first 4 lecture topics (Anglo-Saxon literature, Medieval literature, Renaissance poetry and Renaissance drama). The second credit test will amount to 60% of the continuous assessment and it will cover material studied in the seminars in Weeks 9-11, the last 4 lecture topics (17th Century Literature, 18th Century Literature – Neoclassicism; 18th Century Literature – Romanticism, 18th Century Novel), as well as the COMPULSORY READING. Both tests will be held ONLINE via UPJS Moodle. More information about the online tests will be provided during the introductory seminar in Week 1. 4. Active participation in the seminars (10 BONUS points) Students are expected to do their best with respect to active participation in seminar sessions, read the seminar texts and participate in in-class discussions. If a student actively participates in in-class discussions, they are eligible to earn a maximum of 10 bonus points towards their continuous assessment score.	

The final mark for the course will be calculated as the SUM of all points (active participation + credit test 1 + credit test 2). To pass the course, students must earn no less than 65 points.

Mark %

A 93–100

B 86–92

C 78–85

D 72–77

E 65–71

FX 64-0

NOTICE

1. LECTURE OUTLINES will be provided by teacher before lectures in MS TEAMS FILES

2. LECTURE POWERPOINT will be provided in MS TEAMS FILES after the given lecture

3. TEACHERS AND STUDENTS ARE NOT ALLOWED TO RECORD/STORE/SHARE ONLINE MS TEAMS (VIDEOCONFERENCE) MEETINGS (ONLINE LECTURES AND SEMINARS)

### **Learning outcomes:**

: Students will acquire

-basic knowledge of the timelines in the history of British literature

-basic understanding of historical, social and cultural processes that shaped major literary movements

- the ability to perceive major works of British literature in the context of their contribution to the evolution of the English language and culture.

They will also acquire new vocabulary, better understanding of literary discourse and basic academic skills: close reading, analysis of literary text, formulation of informed academic argument.

### **Brief outline of the course:**

The course will focus on the literature written in the English language in the British Isles over centuries from the Anglo-Saxon period till the end of Romanticism. The course will concentrate on the greatest works and the most distinguished authors to present an overview of the main literary movements, the most important literary techniques and the ideas that dominated the world of letters.

#### **LECTURES**

THERE WILL BE NO LECTURE IN WEEK 1 – LECTURES WILL BEGIN IN WEEK 2

Lecture Topics:

Anglo-Saxon (Old English) Literature

Medieval (Middle English) Literature

Renaissance Poetry

Renaissance Drama

17th Century Literature (Metaphysical/Cavalier, John Milton, Restoration)

18th Century Literature – Neoclassicism

18th Century Literature - Romanticism

18th Century Novel (From Daniel Defoe to Jane Austen)

#### **SEMINARS**

All seminars throughout the Summer Semester 2021 will be taught ONLINE, through MS Teams, according to the schedule. Seminar attendance is compulsory.

Week 1: Introductory session. Basic information. Evaluation requirements. Online tests, how to log into Moodle. Students' questions.

Week 2: Anglo-Saxon literature / Text: Beowulf (excerpt in Modern English translation)

Week 3: Middle English literature / Text: Geoffrey Chaucer "The Wife of Bath's Tale" (in Modern English translation)

<p>Week 4: Renaissance poetry / Texts: William Shakespeare “Sonnet 18”, Sir Thomas Wyatt “I Abide and Abide and Better Abide”</p> <p>Week 5: Renaissance drama / Text: William Shakespeare: A Midsummer Night’s Dream (Act 3)</p> <p>Week 6: 17th century literature / Texts: John Donne “The Sun Rising”, John Donne “Meditation XVII”</p> <p>Week 7: CREDIT TEST 1 – online via MOODLE</p> <p>Week 8: TUTORIALS</p> <p>Week 9: 18th Century Literature - Neoclassicism / Text: Jonathan Swift “A Modest Proposal”</p> <p>Week 10: 18th Century Literature - Romanticism / Texts: William Blake “London”, John Keats “Ode to a Nightingale”</p> <p>Week 11: 18th century novel / Text: J. Austen: “Emma”, Chapters 1 and 2</p> <p>Week 12: READING WEEK 1 (a chance to catch up on your compulsory reading!)</p> <p>Week 13: READING WEEK 2 (a chance to catch up on your compulsory reading!)</p> <p>Week 14: CREDIT TEST 2 – online via MOODLE</p>
<p><b>Recommended literature:</b></p> <ol style="list-style-type: none"> <li>1. Lecture outlines and seminar materials (provided by the teacher)</li> <li>2. Sections ‘Basic Concepts’, ‘Poetry’ and ‘Drama’ from Lethbridge, Stephanie and Jarmila Mildorf: Basics of English Studies: An introductory course for students of literary studies in English. (provided by the teacher)</li> <li>3. Harry Blamires. 2003. A Short History of English Literature, Second Edition, London, New York: Routledge. (relevant chapters)</li> </ol> <p>Compulsory reading on the top of seminar reading</p> <p>G. Chaucer’s The Canterbury Tales – The Prologue</p> <p>W. Shakespeare’s Macbeth</p> <p>J. Swift’s A Modest Proposal</p> <p>D. Defoe’s Robinson Crusoe</p> <p>M. Shelley’s Frankenstein</p> <p>J. Austen’s Pride and Prejudice</p> <p>W. Blake’s Songs of Innocence and Experience</p> <p>G. Gordon Lord Byron’s She Walks in Beauty; So we’ll go no more a roving</p> <p>J. Keats’ Ode to a Nightingale</p> <p>P.B. Shelley’s Ode to the West Wind</p> <p>Recommended texts:</p> <p>Abrams, M.H. A Glossary of Literary Terms, Heinle &amp; Heinle, 1999</p> <p>Abrams, M. H. The Norton Anthology of English Literature, Volume I, II, W.W. Norton &amp; Company, New York, London, 1993, or any more recent edition</p> <p>Baštín, Š., Olexa, J., Studená, Z. Dejiny anglickej a americkej literatúry. Bratislava: Obzor, 1993.</p> <p>Carter, R &amp; McRae, J. , The Routledge History of Literature in English, London: Routledge, 2001.</p> <p>Day, M.S. History of English Literature III. New York: Doubleday and Company, 1963.</p> <p>Franko, Štefan Theory of Anglophonic Literatures, Prešov 1994</p> <p>Holman, C. Hugh A Handbook to Literature, London: Colier Macmillan Publishers, 1986, or a more recent edition</p> <p>Sanders, Andrew The Short Oxford History of English Literature, Oxford: Clarendon, 1994.</p> <p>Stříbrný, Z. Dějiny anglické literatury I, II. Praha, 1987</p>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p>



<b>Course assessment</b>					
Total number of assessed students: 244					
A	B	C	D	E	FX
9.02	12.3	15.16	18.03	17.62	27.87
<b>Provides:</b> doc. Mgr. Soňa Šnircová, PhD., Mgr. Silvia Rosivalová Baučková, PhD.					
<b>Date of last modification:</b> 26.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKLI2/15	<b>Course name:</b> History of British Literature 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: Each student is required to have their own copies of the seminar materials. Failing to do so will result in considering the student absent for the given seminar session. In addition, each student is required to prepare fill in the seminar handouts (available on UPJS OneDrive) BEFORE each seminar and bring them to class. If a student is unable to present their FILLED-IN handout, they will be considered absent for the given seminar session. Active participation in the seminars (having read the texts and participating in in-class discussions) will amount to 15% of the continuous assessment. In addition, students will be asked to sit two credit tests (week 8 and 14). Credit test 1 will amount to 35% of the continuous assessment and credit test 2 will amount to 50% of the continuous assessment. In order to be allowed to take the final exam, students need to earn at least 65 points. Continuous assessment: Active participation - 15% - Credit test 1 - 35% - Credit test 2 - 50% Each student is allowed two absences at most. Failing to attend the Week 1 introductory session is ALSO COUNTED AS AN ABSENCE. More than two missed seminars will result in failing the course, irrespective of exam results. FINAL ASSESSMENT: Oral exam – face-to-face form in classroom; if the classroom form of the exam will not be possible (due to COVID situation regulations), the oral exam will have an online (videoconference) form Mark % A 93–100 B 86–92 C 78–85 D 72–77 E 65–71 FX 64-0 NOTICE 1. LECTURE OUTLINES will be provided by teacher before lectures in MS TEAMS FILES 2. LECTURE POWERPOINT will be provided in MS TEAMS FILES after the given lecture	

3. TEACHERS AND STUDENTS ARE NOT ALLOWED TO RECORD/STORE/SHARE ONLINE MS TEAMS (VIDEOCONFERENCE) MEETINGS (ONLINE LECTURES AND SEMINARS)

COMPULSORY LITERATURE – ORAL EXAM:

Harry Blamires. 2003. A Short History of English Literature, Second Edition, London, New York: Routledge. (relevant chapters)

Stefanie Lethbridge and Jarmila Mildorf: Basics of English Studies: An introductory course for students of literary studies in English. Parts: 2. Prose, 3. Drama, Glossary (provided by teacher in electronic versions)

COMPULSORY STUDY MATERIALS – ORAL EXAM

Lecture outlines and powerpoints

COMPULSORY READING - ORAL EXAM

Charles Dickens Oliver Twist

Emily Brontë Wuthering Heights

Oscar Wilde The Importance of Being Earnest,

Oscar Wilde The Picture of Dorian Gray

Joseph Conrad Heart of Darkness

Aldous Huxley Brave New World

George Orwell Animal Farm

George Orwell 1984

Samuel Beckett Waiting for Godot

R. Brooke The Soldier

T.S. Eliot The Love Song of J. Alfred Prufrock

W. H. Auden Musee des Beaux Arts

D. Thomas Hunchback in Park

T. Hughes The Jaguar

P. Larkin Church Going

S. Heaney Bogland

### **Learning outcomes:**

Students will develop their knowledge gained in the History of British Literature I learning about the key moments in British history and culture that influenced the development of British literature. Students will learn about the main literary movements, schools and their main representatives and will further develop their skills of literary analysis.

### **Brief outline of the course:**

LECTURE TOPICS:

THE AGE OF ENLIGHTENMENT (Pope, Swift, Journalism)

ROMANTICISM: 1. Preromantic poetry (Thomson, Crabbe, Grey), 2. The Romantic movement (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats)

18TH CENTURY NOVEL (Defoe, Richardson, Fielding, Stern, Gothic novel, Historical novel, Novel of manners).

19TH CENTURY NOVEL (Brontë sisters, Dickens, Thackeray; Condition of England novel, G. Eliot, T. Hardy, O. Wilde)

19TH CENTURY POETRY/DRAMA 1. Victorian poetry (Tennyson, the Brownings, Pre-Raphaelite Brotherhood) 2. Drama (Works of O. Wilde and G.B. Shaw, Drama of the Irish Renaissance)

NOVEL IN THE FIRST HALF OF THE 20TH CENTURY: 1. Realism, Naturalism, Social Satire: (Bennett, Galsworthy, Maugham, Waugh), 2. From Realism to Modernism (Forster, Conrad, D.

<p>H. Lawrence) 3. Experimental Modernist Fiction (Joyce, Woolf ), 4. Dystopian Fiction (Huxley, Orwell)</p> <p>20TH CENTURY POETRY: 1. Poetry of the WWI (R. Brooke, S. Sassoon, W. Owen); 2. Modernist poetry (W. B. Yeats, T.S. Eliot), 3. Poetry of the 30s and 40s (Auden's circle, New Romanticism), 4. Post-war poetry (the Movement, Hughes, Larkin, S. Heaney)</p> <p>POST-WAR DRAMA/NOVEL – main trends: 1. Theatre (Theatre of the Absurd, Angry Young Men, kitchen sink drama, in-your-face theatre), 2. Novel (Campus novel, Women's literature, Postcolonial Literature, Metafiction, Magical realism)</p> <p>SEMINARS</p> <p>Week 1: NO CLASS</p> <p>Week 2: Introductory session. Overview.</p> <p>Week 3: J. Austen: Emma, Chapters 1 and 2</p> <p>Week 4: T. Hardy: A Tragedy of Two Ambitions</p> <p>Week 5: G.B. Shaw: How He Lied to Her Husband</p> <p>Week 6: V. Woolf: The New Dress</p> <p>Week 7: TUTORIALS</p> <p>Week 8: CREDIT TEST 1</p> <p>Week 9: T. S. Eliot: The Lovesong of J.A.Prufrack</p> <p>Week 10: S. Heaney: Digging; T. Hughes: The Jaguar</p> <p>Week 11: A. Carter: Puss in Boots</p> <p>Week 12: S. Rushdie: Midnight's Children, Chapter 1: The Perforated Sheet</p> <p>Week 13: TUTORIALS</p> <p>Week 14: CREDIT TEST 2</p>
<p><b>Recommended literature:</b></p> <p>M.H. Abrams, A Glossary of Literary Terms, Heinle &amp; Heinle, 1999</p> <p>Abrams, M. H. The Norton Anthology of English Literature, Volume I, II, W.W. Norton &amp; Company, New York, London, 1993, or any more recent edition</p> <p>Baštín, Š., Olexa, J., Studená, Z. Dejiny anglickej a americkej literatúry. Bratislava: Obzor, 1993.</p> <p>Carter, R &amp; McRae, J. , The Routledge History of Literature in English, London: Routledge, 2001.</p> <p>Day, M.S. History of English Literature III. New York: Doubleday and Company, 1963.</p> <p>Franko, Štefan Theory of Anglophonic Literatures, Prešov 1994</p> <p>Franková, M. Britské spisovateľky na konci tisíciletí. Brno: MU, 1999.</p> <p>Hilský, Martin, Současný Britský román, H&amp;H, 1992</p> <p>Hilský, Martin, Modernisté. Praha: Torst, 1995.</p> <p>Holman, C. Hugh A Handbook to Literature, London: Collier Macmillan Publishers, 1986, or a more recent edition</p> <p>Sanders, Andrew The Short Oxford History of English Literature, Oxford: Clarendon, 1994.</p> <p>Štříbrný, Z. Dějiny anglické literatury I, II. Praha, 1987</p> <p>Šnircová, Soňa. Dickens in Slovakia. In: The Reception of Charles Dickens in Europe. - London : Bloomsbury Publishing, 2013. - ISBN 9781847060969. - s. 466-475.</p>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p>

<b>Course assessment</b>					
Total number of assessed students: 131					
A	B	C	D	E	FX
25.95	10.69	15.27	11.45	17.56	19.08
<b>Provides:</b> doc. Mgr. Soňa Šnircová, PhD., Mgr. Silvia Rosivalová Baučková, PhD.					
<b>Date of last modification:</b> 21.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKHI2b/15	<b>Course name:</b> History of Great Britain - Selected Chapters
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment and evaluation: 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. 2. Active participation, completed homework assignments - students are required to come on each seminar 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. Continuous assessment – students will take 2 tests. There will not be any re-take tests. Final assessment – students must get 65 % after calculating a total of all the 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 above explained forms of assessment, address them to your lecturer at the beginning of the semester.	
<b>Learning outcomes:</b> To understand post-war history; to be better informed about the decades of changes that followed the end of the WWII. . The course helps prepare students to develop the historical knowledge and the skills necessary to interpret the past with clarity. The student will understand and will be able to use the methods of historical enquiry. The student will be able to analyse past events, and attempt to objectively determine the patterns of cause and effect. The student will be able to implement basic concepts of history such as perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability.	

**Brief outline of the course:**

Week 1:

Introductory session

Week 2:

Great Britain after WWII

The Conservatives in Office 1951-64

Week 3:

The Years of Consensus 1964 -1979

Week 4:

The Thatcher Revolution 1979 -1990

Week 5:

From Thatcherism to New Labour 1990-1999

Week 6:

TUTORIAL

Week 7 :

TEST 1

Week 8:

Population and the family

Cities, Suburbs, Countryside

Week 9:

Immigration, Racism

Youth culture

Week 10 :

The Growth of Social movements

Welfare, Poverty and Social Inequalities

Week 11:

Living Standards and Consumption

Week 12:

REVISION

Week 13, 14 : TUTORIAL, TEST 2

**Recommended literature:**

Compulsory materials :

selected chapters from :

\*M.Lynch. Britain 1945-2007. Hodder Education.

\*Addison, P., Jones, H. 2005. A Companion to Contemporary Britain. Blackwell Publishing.

Recommended texts:

\*Abercrombie, N., at al. 2000. Contemporary British Society. Cambridge, CUP.

**Course language:**

English

**Notes:****Course assessment**

Total number of assessed students: 199

A	B	C	D	E	FX
17.59	21.61	26.63	18.59	12.56	3.02

**Provides:** Mgr. Karin Sabolíková, PhD.

<b>Date of last modification:</b> 30.04.2021
<b>Approved:</b>



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KF/FMOPs/15		<b>Course name:</b> History of Philosophy (for Students of Psychology)			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 1.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 1745					
A	B	C	D	E	FX
29.97	18.85	18.4	13.75	15.99	3.04
<b>Provides:</b> PhDr. Katarína Mayerová, PhD.					
<b>Date of last modification:</b> 10.09.2020					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USHI2b/15	<b>Course name:</b> History of the USA - Selected Chapters
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment and evaluation: 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. 2. Active participation, completed homework assignments - students are required to come on each seminar 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. Continuous assessment – students will take 3 quizzes. There will not be any re-take quizzes. Final assessment – The student must get 65 % after calculating a total of all the quizzes. 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 above explained forms of assessment, address them to your lecturer at the beginning of the semester.	
<b>Learning outcomes:</b> To understand post-war history; to be better informed about the decades of changes that followed the end of the WWII in USA. The course helps prepare students to develop the historical knowledge and the skills necessary to interpret the past with clarity. The student will understand and will be able to use the methods of historical enquiry. The student will be able to analyse past events, and attempt to objectively determine the patterns of cause and effect. The student will be able to implement basic concepts of history such as perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability.	

**Brief outline of the course:**

Week 1:

Introductory lesson

Week 2:

D - Remini: The Cold War and Civil Rights pp.245-261

A - CH12-Postwar America pp. 258-271

C - U5 – The Cold War – selected parts

Week 3:

D - Remini: The Cold War and Civil Rights pp.261-276

A - CH12-Postwar America pp. 271-273

C - U5 – The Cold War – selected parts

Week 4:

A- CH13 – Decades of Change: 1960-1980

C - U6, 7 – The Civil Rights Movement; A New Society– selected parts

Week 5:

QUIZ 1

B – CH 4– Time out: Leisure and Tourism

Week 6:

The Century Americas Time

Week 7:

C - U8 – American Society in Flux – selected parts

A - CH14 – The New Conservatism and a New World Order

Week 8:

Tutorial week

Week 9:

QUIZ 2

C – U 10 – High Tech – selected parts

The Century Americas Time

Week 10:

A – CH15 – Bridge to the 21st century

B – CH 5 - Mass Media from 1945 to the Present

The Century Americas Time

Week 11:

B – CH 11 – Labour during the American Century: Work, Workers and Unions since 1945

C – U 11 – The Culmination of the Cold War

Week 12:

QUIZ 3

Week 13, 14

Tutorial week

**Recommended literature:**

Compulsory materials :

selected chapters from :

A, # Hamby, Alonzo L. : Outline of U.S. history, Bureau of International Information Programs, U.S.Department of State, 2011.

B, # Jean-Christophe Agnew and Roy Rosenzweig : A Companion to post - 1945 America, Blackwell Publishers, 2002.

C, # Donald W.Whisenhunt : Reading the twentieth century. Documents in American History, Rowman & Littlefield Publishers, I N C ., 2009

D, # Remini, Robert V. : A Short History of the United States. Harper Collins. 2008.  
Grant, Susan-Mary. : A concise history of the United States of America. Cambridge. 2012

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 215

A	B	C	D	E	FX
21.4	20.93	20.93	10.7	17.21	8.84

**Provides:** Mgr. Karin Sabolíková, PhD.

**Date of last modification:** 30.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPE/ INP/17		<b>Course name:</b> Inclusive Pedagogy			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 5.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 42					
A	B	C	D	E	FX
83.33	16.67	0.0	0.0	0.0	0.0
<b>Provides:</b> PaedDr. Janka Ferencová, PhD.					
<b>Date of last modification:</b> 08.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> Dek. FF UPJŠ/IKT/06	<b>Course name:</b> Information and Communication Technologies
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. project prepared using a text processor 2. project prepared using a table calculator 3. project prepared in a presentation programme On the basis of continuous assessment and a final test focused on verification of fundamental information and communication literacy of students. The students who are holders of ECDL Certificate (all 7 modules) will be considered to have completed this course in full extent and will be given mark "A" – Excellent.	
<b>Learning outcomes:</b> To enhance the level and to standardise the information and communication literacy of students to the ECDL standards level. After completing the course, the student should be able to: - use the tools of MS Word word processor effectively in order to create and edit the texts, to edit the texts to the final form according to the formal requirements for text documents, - master the principles of working with MS Excel spreadsheet, to use effectively the formulas and functions for calculations, and to present the data from tables using a graph, - use the tools of MS PowerPoint presentation software, to create and edit a presentation.	
<b>Brief outline of the course:</b> modul 1 - hardware, software, Operating System modul 2 - processing of a text by means of text processor modul 3 - processing and evaluation of information by table calculator modul 4 - creation of electronic presentations modul 5 - information and communication on the Internet	
<b>Recommended literature:</b> 1. Pecinovský, R., Pecinovský, J.: Office 2019. Průvodce uživatele. Grada, 2019. 320 s. 2. Příručky so stručným návodom pre Office. Dostupné na internete: <a href="https://support.microsoft.com/sk-sk/office/pr%C3%ADru%C4%8Dky-so-stru%C4%8Dn%C3%BDm-n%C3%A1vodom-pre-office-25f909da-3e76-443d-94f4-6cdf7dedc51e">https://support.microsoft.com/sk-sk/office/pr%C3%ADru%C4%8Dky-so-stru%C4%8Dn%C3%BDm-n%C3%A1vodom-pre-office-25f909da-3e76-443d-94f4-6cdf7dedc51e</a> 3. Praktický sprievodca kancelárskym balíkom Microsoft Office 2010. Dostupné na internete: <a href="https://www.unipo.sk/public/media/15344/Microsoft-Office-2010.pdf">https://www.unipo.sk/public/media/15344/Microsoft-Office-2010.pdf</a>	

4. Franců, M: Jak zvládnout testy ECDL. Praha : Computer Press, 2007. 160 s.
5. Jančařík, A. et al.: S počítačem do Evropy – ECDL. 2. vydanie. Praha : Computer Press, 2007. 152 s. ISBN 80-251-1844-3.
6. Kolektív autorov: Sylabus ECDL verzia 5.0. [on-line] [citované 9.2.2010]. Dostupné na internete: <[http://www.ecdl.sk/buxus/docs//interne\\_informacie/Sylabus\\_V5.0/20090630ECDL-SylabusV50\\_SK-V01\\_FIN.pdf](http://www.ecdl.sk/buxus/docs//interne_informacie/Sylabus_V5.0/20090630ECDL-SylabusV50_SK-V01_FIN.pdf)>.

**Course language:**

The course is taught in Slovak.

**Notes:**

SS - 60 students

**Course assessment**

Total number of assessed students: 1201

A	B	C	D	E	FX
37.64	33.39	15.82	7.83	3.75	1.58

**Provides:** Ing. Tomáš Polák, Mgr. Emília Sotáková

**Date of last modification:** 06.05.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INTC1b/15	<b>Course name:</b> Interpreting 1(Consecutive)
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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 (40 %), - practical exam (60 %), 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	
<b>Learning outcomes:</b> Familiarize students with interpreting as such, types and genres of interpreting, interpreting strategies, rhetorical principles, praxeology and ethics of interpreting.	
<b>Brief outline of the course:</b> 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 – synonyms, just a minute game, exercises - consecutive interpreting 3. theoretical part: types of interpreting	



practical part: memory exercises, exercises - consecutive interpreting 4. theoretical part: interpreting strategies, note-taking I practical part: exercises, text analysis and mind-mapping, interpreting note-taking 5. theoretical part: praxeology practical part: exercises - listening, memory exercises 6. test - theoretical part 7. tutorials 8. theoretical part: interpreting note-taking II 9. no classes - public holiday 10. practical exercises - note-taking 11. practical exercises - note-taking 12. practical exam - final evaluation of subject 13. tutorials 14. tutorials					
<b>Recommended literature:</b> 1. Jones, Roderic. Conference Interpreting Explained. Manchester: St. Jerome Publishing, 2002. 2. Nolan, James. Interpretation. Techniques and Exercises. Huston: MLM, Ltd., 2008. any other course available For seminars with Mgr. Demjanová: Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. 183 s. 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, s. 82-208. Rozan, Jean-François. 2002. Note-taking in Consecutive Interpreting. Kraków : Tertium, 2002. 57 s. Andrew Gillies. 2013. Conference Interpreting: A student's practice book. Oxon: Routledge, 2013. 284 s.					
<b>Course language:</b> Slovak language, English language					
<b>Notes:</b> 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.					
<b>Course assessment</b> Total number of assessed students: 198					
A	B	C	D	E	FX
34.85	38.89	20.71	4.55	0.51	0.51
<b>Provides:</b> PhDr. Štefan Franko, PhD.					
<b>Date of last modification:</b> 02.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INTC2b/15	<b>Course name:</b> Interpreting 2 (Consecutive)
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> For students of interpreting and translation: practical exam For students of BAS and BAS in combination: 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 2 parts: - active participation (35 %), - practical exam (65 %), Grading scale: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
<b>Learning outcomes:</b> Familiarize students with basic techniques and procedures of consecutive interpreting. Provide details on linguistic, personal, psychological, neurophysical, knowledge, memory, and social aspects of consecutive interpreting. Presentation of and training in basic techniques of interpreting note-taking. Practical exercises, deepening of practical skills and knowledge necessary for interpreting.	
<b>Brief outline of the course:</b> For seminars with Mgr. Demjanová: 1. Introductory lesson	

2. Repetition (Interpreting 1),  
Exercises for: mode of presentation  
Practice of consecutive interpreting
3. Exercises for: active listening and analysis  
Practice of consecutive interpreting
4. Exercises for: memory and memory recall  
Practice of consecutive interpreting
5. Exercises for: note-taking  
Practice of consecutive interpreting
6. Exercises for: re-wording  
Practice of consecutive interpreting
7. Exercises for: self-control  
Practice of consecutive interpreting
8. Exercises for: stress management  
Practice of consecutive interpreting
9. tutorials
10. Practice of consecutive interpreting
11. Final assessment and course summary
12. Public holiday
13. tutorials
14. tutorials

**Recommended literature:**

1. Jones, Roderic. Conference Interpreting Explained. Manchester: St. Jerome Publishing, 2002.
  2. Nolan, James. Interpretation. Techniques and Exercises. Huston: MLM, Ltd., 2008.
- any other course available
- For seminars with Mgr. Demjanová:
- Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. 183 s.
- Mügllová, 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:**

The course is taught by two teachers. PhD. 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) 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 course is continuation of fundamentals of interpreting acquired during the course Interpreting 1 - Consecutive. Students who have not completed the course are expected to gain the missing knowledge.

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.

<b>Course assessment</b>					
Total number of assessed students: 175					
A	B	C	D	E	FX
25.14	42.86	23.43	7.43	1.14	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD.					
<b>Date of last modification:</b> 08.04.2019					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INUS/15	<b>Course name:</b> Introduction to American Studies
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Due to the precautions resulting from the Covid-19 pandemic, the course will run primarily online via MS Teams (lectures and individual classes). First and second-week classes will be contact, to explain/clarify/discuss everything necessary (if the situation allows), the remaining weeks (3-12) will be online (changes may apply according to the pandemic situation). <b>Continuous assessment:</b> To complete the course, students need to complete both parts of the assessment - continuous and final. Continuous assessment requires students' active participation in each lesson (participation in discussions based on reading required texts). Unprepared students, students who will not have read individual texts in advance of each class, will be marked as absent. This applies to both forms of classes - contact and online. Part of the continuous assessment are two tests - The mid-term test covering topics 1-5 and the End-of-term test covering topics 6-11. Each student needs to get a combined score of no less than 65% to be allowed to take the final exam (This applies only to students who receive five credits for this course; students receiving three credits do not need to take the final exam. For those students, the final assessment is a combined score from the two tests). <b>Final assessment:</b> The final assessment is determined solely by students' score during the final -oral exam. The exam will be taken during the exam period (Jan-Feb). Two retakes are possible; the most recent score always counts. The instructor will post exam dates in the AIS at the beginning of December, and students will sign up for the exam well in advance in the AIS. Any registration changes have to be performed no less than 24 hours before the exam takes place. Depending on the pandemic situation, the oral exam will be carried out in contact classes or online. Students who fail to achieve the required minimum on Mid-term and End-of-term tests have failed the class and will not proceed to the final exam. <b>Attendance:</b> Students are expected to attend each class according to the schedule, also in the online environment. No transfers among the groups are allowed. Should students miss three or more classes, they will not receive credits for the course no matter what their overall results are.	

The grading scale for this compulsory course for BASb, BASb (in comb.), AJEIEb, AJFJEIEb, and AJNJEIEb is:

A 93-100%

B 86-92%

C 78-85%

D 72-77%

E 65-71%

FX 64 and less

Scale for RSb is:

A 90-100%

B 80-89%

C 79-70%

D 60-69%

E 50-59%

FX 49 and less

### **Learning outcomes:**

The course is intended as an introductory course for American Studies undergraduate students to provide an introduction to some of the central themes that have organized American culture from its very discovery. We will meet some of the key figures in American history, and look at how they think about their nation in a variety of different modes, from fiction, to sermons, to poetry, and film. These writers and thinkers, from a number of different racial, ethnic, class, and gender positions, will tell us stories about the key moments in American history, its triumphs and its shames, and the continuities between its past, present, and future. The focus will be on reading a large number of short pieces and selections from longer works rather than complete books in order to generate a wide-ranging knowledge of American culture.

The main objective of this course is to gain familiarity with some of the recurrent aspects and terms in American culture and how they change over time, and possess an introductory sense of some of the critical works of American studies and how they relate to their own historical contexts.

### **Brief outline of the course:**

Week 1 - Contact classes according to the schedule

Introduction

Week 2 - Contact classes according to the schedule

Lecture: A New World

Seminars: Selections from Thomas Harriot , A Brief and True Report of the New Found Land of Virginia <http://www.nps.gov/fora/forteachers/the-third-and-last-part.htm> (Introduction + Concerning the nature and manners of the people)

Selections from John Smith, General History of Virginia, New England, and the Summer Isles (the 4th Booke, p.306-311)

Optional: Terrence Malick (dir.), The New World

Week 3 – Online

Lecture: The Pulpit

Seminars: John Winthrop, A Model of Christian Charity

Jonathan Edwards, Sinners in the Hands of an Angry God

M.L.King, I Have a Dream

Optional: M. Night Schvamaala (dir.), The Village

Week 4 – Online

Lecture: The Republic

Seminars: James Madison, The Federalist, Nr.10 and Nr.51

Thomas Jefferson, The Declaration of Independence

Optional: D.W.Griffith (dir.), The Birth of a Nation

Week 5 – Online

Lecture: The Workplace

Seminars: Benjamin Franklin, Autobiography

Max Weber, The Protestant Ethic and the Spirit of Capitalism (Ch.2 The Spirit of Capitalism)

Week 6 – Tutorials

Week 7 - Contact classes (if the situation allows)

Mid-term test

Week 8 – Online

Lecture: The Plantation

Seminars: Ch.Ball, Fifty Years in Chains (Ch.2 and 5) [http://books.google.sk/books?id=2moDAAAAYAAJ&dq=charles+ball&pg=PA25&redir\\_esc=y#v=onepage&q&f=false](http://books.google.sk/books?id=2moDAAAAYAAJ&dq=charles+ball&pg=PA25&redir_esc=y#v=onepage&q&f=false)

J. Hammond – Letter to an English Abolitionist

<http://archive.org/stream/lettersonsouther00hamm#page/n3/mode/2up>

Harriet Jacobs, Incidents in the Life of a Slave Girl (5, 6, 7, 10, 14)

<http://docsouth.unc.edu/fpn/jacobs/jacobs.html>

Optional: S.McQueen (dir.), 12 Years a Slave

Week 9 – Online

Lecture: The Home 1.

Seminars: Kesaya E. Noda, Growing up Asian in America

E. A. Wiltsee and T. L. Dickerson, The Emigrant's Dream

Catherine S. Crary, The Humble Immigrant and the American Dream: Some Case Histories, 1746-1776

F.J.Turner, The Significance of the Frontier

R.W.B. Lewis, The American Adam (Prologue) <https://archive.org/details/americanadam030355mbp>

Week 10 - Online

Lecture: The Home 2.

Seminars: Catherine Beecher and Harriet Beecher Stowe, The American Woman's Home (Introduction)

[http://books.google.sk/books?id=cMOYxHMBUi4C&printsec=frontcover&hl=sk&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](http://books.google.sk/books?id=cMOYxHMBUi4C&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

Sarah Grimke, On the Condition of Women in the United States

Charlotte Perkins Gilman, The Yellow Wallpaper

Optional: M.Newell, Mona Lisa's Smile

Week 11 – Online

Lecture: The Power

G. Kolko, The United States and World Economic Power

T.Smith, The United states and the Global Struggle for Democracy: Early 1990s Perspective J.

Stiglitz, Making Globalization Work

Week 12 – Contact classes (if the situation allows)

End-of-term test

Week 13 - Tutorials

Week 14 - Tutorials

### **Recommended literature:**

Norton, Mary Beth, and Carol Sheriff. A People and A Nation. International ed. Vol. 1 and 2. New York: Wadsworth Cengage Learning, 2012.

Hollinger, David A. The American Intellectual Tradition. 6th ed. Vol. 1 and 2. New York: Oxford University, 2011.  
 Zinn, Howard. A People's History of the United States. New York: HarperCollins, 2003.  
 Jentleson, Bruce W. American Foreign Policy: The Dynamics of Choice in the 21st Century. 5th ed. New York: W.W. Norton, 2014.  
 And other texts specified by the lecturer

**Course language:**

EN

**Notes:**

**Course assessment**

Total number of assessed students: 662

A	B	C	D	E	FX
18.28	16.62	18.13	9.52	9.37	28.1

**Provides:** Mgr. Martina Martausová, PhD., doc. Mgr. Slávka Tomaščíková, PhD.

**Date of last modification:** 01.05.2021

**Approved:**



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INUK/15	<b>Course name:</b> Introduction to British Studies
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> COVID -19 UPDATE Due to the precautions resulting from the Covid-19 pandemic, the majority of classes will be carried out online via MS Teams (individual seminars and lectures). Week 1 and week 2 classes will be contact seminars and lectures, to explain/clarify/discuss everything necessary (if the situation allows). The remaining weeks (3-12) will be online via MS Teams (changes may apply according to the pandemic situation). Tests, however, will be written during contact seminars, if the situation allows. Continuous Assessment: <ul style="list-style-type: none"> <li>• Regular Class Attendance              Students are allowed to miss no more than 2 seminars for whatever reason, also in the online environment. Please reserve these for when you are sick or have other serious reasons to be absent since you only have these 2 options and no more! Once you have missed more than 2 seminars (contact or online), you will not be allowed to continue the course and obtain the credits. Should anyone come unprepared, he or she will be asked to leave and considered absent from the seminar. The same applies to failure to participate in class activities and discussion. Students are expected to complete their readings prior to each class and bring a copy of readings with them to class.</li> <li>• Tests              Students will write two tests (in week 6 and in week 12) which will cover materials assigned for home preparation, materials discussed in seminars and lecture materials. The test will be written in contact classes, if the situation allows. However, changes may apply according to the pandemic situation. In case of bad pandemic situation, the tests will be written via online platform. The SUM of the scores from these two tests must be AT LEAST set minimum for their study group (50% RSb; 65% BASb komb; AJEIEb) in order for a student to be awarded the final mark.              Final Assessment 100% = test 1 (40%) + test 2 (60%)              Two written tests taken during weeks 6 and 12, covering materials assigned for home reading, discussed in seminars and lectures. There are no retakes so please keep this in mind and do not ask for any, official or unofficial.</li> </ul> Grading policy: Scale for BASb komb (double majors); AJEIEb and AJEIEb komb: A 100-93% , B 92-86%, C 85-78%, D 77-72%, E 71-65%, FX 64 and less	

Scale for RSb:

A 90-100%, B 80-89%, C 79-70%, D 60-69%, E 50-59%, FX 49 and less

**Learning outcomes:**

Course Description:

This course introduces basic topics and concepts of British society, culture and institutions, many of which will be later studied in greater detail in separate courses. The topics include geography, politics, social and cultural issues.

Learning Outcomes:

By the end of this course, student will be able to:

- understand and explain basic concepts of British Studies
- compare these with Slovak context
- apply this theoretical knowledge to understanding and analysis of simple media texts

**Brief outline of the course:**

Outline of Seminars:

Week 1 - contact class

Course Introduction

Week 2 - contact class

Seminar - Geography

Reading - Chapters 1 and 3

Week 3 - online

Reading week

Identities

Reading - Chapter 4

Week 4 - online

Seminar - Attitudes

Reading - Chapter 5

Week 5 - online

Seminar - Political Life, Government

Reading - Chapters 6, 7 and 8

Week 6

Tutorials

TEST 1 - contact class (if the situation allows)

Week 7 - online

Seminar - Parliament, Elections

Reading - Chapters 9 and 10

Week 8 - online

Seminar - Law

Reading - Chapters 11 and 12

Week 9 - online

Seminar - Education

Reading - Chapter 14

Week 10 - online

Seminar - Religion

Reading - Chapter 13

Week 11 - online

Seminar - Media

Reading - Chapter 16

Week 12

<p>Seminar - TEST 2 - contact seminar - if the situation allows</p> <p>Week 13 -14</p> <p>Tutorials</p> <p>You should also read the rest of the chapters from your coursebook. Should you come across anything you wish to discuss, 3 weeks of tutorials during the semester are reserved for this very purpose.</p> <p>OUTLINE OF LECTURES:</p> <p>From week 2 lectures will be online via MS Teams. Further details will be provided on week 1 contact lecture.</p> <p>Week 1 (22/9) - Meeting with tutor</p> <p>Week 2 (29/9) - Geography &amp; Regions of the UK; Country &amp; People</p> <p>Week 3 (6/10) - Multicultural Society; Family &amp; Gender</p> <p>Week 4 (13/10) - Class and Monarchy</p> <p>Week 5 (20/10) - International Relations</p> <p>Week 6 (27/10) - TUTORIALS - no lecture</p> <p>Week 7 (3/11) - Politics &amp; Elections</p> <p>Week 8 (10/11) - Law and Welfare</p> <p>Week 9 (17/11) - Bank holiday - no lecture</p> <p>Week 10 (24/11) - Education</p> <p>Week 11 (1/12) - Religion</p> <p>Week 12 (8/12) - Media</p> <p>Week 13 -14 - no lectures - TUTORIALS</p> <p>Every student MUST have their own copy of O'Driscoll's book.</p> <p>If you have any questions, do not hesitate to talk to your instructor before or after classes or, preferably, during office hours. Do not send email unless absolutely necessary and remember that in addition to teaching and preparing for classes, we have many other duties which make it impossible for us to check our emails constantly and to reply within 24 hours. Before asking a question related to the organization of the course, assessment etc., make sure it has not already been answered on the department website, in the course syllabus or in class.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory Reading:</p> <p>O'Driscoll, J.: Britain for Learners of English. Oxford: OUP, 2009.</p> <p>Recommended Reading:</p> <p>Bou-Franch, P., Brigidó-Corachan, A. M., Coperias Aguilar, M. J. : History and Culture of English-speaking Countries. University of Valencia, Valencia, 2014.</p> <p>Oakland, J.: British Civilisation. Routledge, London, 2002.</p> <p>Oakland, J.: Contemporary Britain. Routledge, London, 2001.</p> <p>Sevaldsen, J.: Contemporary British Society. Akademis, Copenhagen, 2005.</p> <p>Storry, M. (ed.): British Cultural Identities, Routledge, London, 1997.</p> <p>Every student MUST have their own copy of O'Driscoll's book.</p>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p> <p>Each student MUST have their own copy of O'Driscoll's book.</p>

<b>Course assessment</b>					
Total number of assessed students: 782					
A	B	C	D	E	FX
2.81	6.27	15.35	18.03	22.89	34.65
<b>Provides:</b> doc. Mgr. Slávka Tomaščíková, PhD., Mgr. Adriana Saboviková, PhD.					
<b>Date of last modification:</b> 03.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INLG/09	<b>Course name:</b> Introduction to Linguistics
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The assessment of the course consists of 2 parts: the continuous assessment and final evaluation. The continuous assessment consists of the following parts: - 2 tests written in the weeks 8 and 13. Test 1 will be based on the topics discussed at lectures and seminars throughout the first 6 weeks of the semester. Maximum points a student can gain is 50. Test 2 will be based on the topics discussed at lectures and seminars in weeks 7-12. Maximum points a student can gain is 50. 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. For the final evaluation, students are supposed to participate in an exam. The exam will be in oral form.	
<b>Learning outcomes:</b> Aims and objectives: Mastering fundamental linguistic terminology, basic ideas, conceptions and approaches (Geneva school, Prague School of Linguistics, American descriptivism, Transformational and Generative Grammar), basic methods (synchronic, diachronic), development of language, language types, language levels. Students are able to implement the gained knowledge into discussion on language. They are able to participate in a discussion on approaches to a linguistic sign and read linguistic texts with comprehension.	
<b>Brief outline of the course:</b> 1 General introduction to the studies 2 Introduction to the course. Linguistics - grammar - philology 3 Language as a system of signs and its structure 4 Functions of language 5 Language levels 6 Phonetics and phonology 7 Morphology 8 Syntax 9 Lexicology	

10 Development of the English language					
11 Language typology and universals					
<b>Recommended literature:</b> Obligatory: Stekauer, P. 1993. Essential of English Linguistics. Presov: Slovacontact Gregová, R.; Körtevélyessy, L. 2009. Introduction to Linguistics. A practical coursebook. Presov: Slovacontact Recommended texts: Černý, J. 1996. Dějiny lingvistiky. Olomouc: Votobia Černý, J. 1998. Úvod do studia jazyka. Olomouc: Votobia Stekauer, P. (ed.) 2000. Rudiments of English Linguistics. Presov: Slovacontact Lyons, J. 1995. Language and Linguistics. Cambridge: CUP Hudson R. 1995. Invitation to linguistics. Oxford UK & Cambridge USA: Blackwell. Ondruš, Š., Sabol, J. 1987. Úvod do štúdia jazykov. Bratislava: SPN Robins R.H. 1971. General linguistics. An Introductory Survey. - L.: Longman. Any introductory course available					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 1359					
A	B	C	D	E	FX
8.98	8.76	10.3	9.79	21.34	40.84
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc., prof. PaedDr. Lívia Körtevélyessy, PhD., Mgr. Vesna Kalafus Antoniová, PhD., doc. Mgr. Renáta Gregová, PhD., Mgr. Bernadett Bodnárová					
<b>Date of last modification:</b> 28.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UVLI/15	<b>Course name:</b> Introduction to Literary Theory
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Each student is recommended to have their own annotated preparation for our seminars, Assessment and evaluation: BASb/m, BASb kom, AJaLm, AJEIEb/m, AJFJEIEb/m, AJNJEIEb/m: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less RSb: A 90-100% B 80-89% C 79-70% D 60-69% E 50-59% FX 49 and less	
<b>Learning outcomes:</b> Aims and objectives: Students will get basic information about literary communication and the character of a literary work. Special attention will be paid to basic elements of poetry, fiction and drama. The aim of the course is also to sustain student's abilities of literary analysis and interpretation.	
<b>Brief outline of the course:</b> What is literature? What are English Literary Studies? A model for Literary Communication. Literary History, Poetics and Genre, Lit. Theory, Theme, Language in Literature, Fiction/Prose: story and discourse, story and plot, space character, narrators and narrative situations, Fiction/Prose: Narrative Modes, Representation of Consciousness, Time, Types of Prose Fiction, Drama: Text and Theatre, Information Flow, Structure, Space, Time, Characters, Types of Utterance in drama, types of stage, dramatic sub-genres, Poetry: types of poetry, prosodic features, verse forms and stanza forms	

<b>Recommended literature:</b> <b>COMPULSORY LITERATURE:</b> 1. STEFANIE LETHBRIDGE AND JARMILA MILDORF: Basics of English Studies: An introductory course for students of literary studies in English 2. KLARER M., An Introduction to Literary Studies, 2nd Edition, Routledge, 2004. 3. FRANKO, Š.: Theory of Anglophonic Literatures. Prešov: Slovacontact, 1994. 4. ABRAMS, M. H. A Glossary of Literary Terms. Cornell University, 1993.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 402					
A	B	C	D	E	FX
27.86	19.9	20.65	15.17	14.68	1.74
<b>Provides:</b> Mgr. Zuzana Buráková, PhD.					
<b>Date of last modification:</b> 29.04.2021					
<b>Approved:</b>					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPPaPZ/USMM/19		<b>Course name:</b> Introduction to statistical methods for inter-disciplinary study program			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 6					
<b>Recommended semester/trimester of the course:</b> 2.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> The assessment for this subject is based on a combination of interim evaluation and the final exam. Proportionally the interim evaluation represents 40% and the final exam 60% of the overall assessment. 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.					
<b>Learning outcomes:</b> Students will acquire basic theoretical knowledge and understanding of descriptive and inductive statistics. They will also gain practical skills in creating databases, performing analyses and presenting data in available statistical program. The emphasis will be put on developing individual ability to work independently and to be able to apply acquired knowledge and skills in their own research.					
<b>Brief outline of the course:</b> Theoretical basics of statistical methods. Defining variables and creating databases. Graphical and numerical representation of data. Correlations between variables. Probability. Statistical significance and its determination. Statistical estimation and verification of hypotheses. Differential statistics.					
<b>Recommended literature:</b> 1. FERJENČÍK, J.: Základy štatistických metód v sociálnych vedách. Košice: UPJŠ, 2006 2. FIELD, A.: Discovering Statistics using SPSS, London: Sage, 2005 3. HENDL, J.: Přehled statistických metod zpracování dat. Praha: Portál, 2004					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 395					
A	B	C	D	E	FX
11.39	17.47	17.97	19.75	24.05	9.37

<b>Provides:</b> Mgr. Jozef Benka, PhD. et PhD.
<b>Date of last modification:</b> 25.06.2021
<b>Approved:</b>

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ CERTb/15	<b>Course name:</b> Language Competences for Language Certificates
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4., 6.	
<b>Course level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ CERTb/15	<b>Course name:</b> Language Competences for Language Certificates
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3., 5.	
<b>Course level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/COMPb/15	<b>Course name:</b> Language Skills - Composition
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Attendance and Participation: You may miss two classes without penalty. You will fail the course if you miss more than two classes or are late more than three times. Hopefully, you'll be eager to come and eager to speak up in class. If, however, you attend but are consistently mute and mysterious, I will lower your grade by one letter. 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 first draft well before the deadline, so you should always be able to get something in on time. If a paper or draft is late, you may email it to me anytime, but I will reduce the grade by one letter per day. You must complete all of the assignments in order to pass. Continuous Assessment: You will write two, one page papers, a three page paper, and a six page final paper. There will also be occasional quizzes which will be worth ten percent of your grade. Assignment descriptions are posted on ffweb. 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. There is no final exam. Paper 1 10% A 93-100% Paper 2 10% B 86-92% Paper 3 30% C 78-85% Final 40% D 72-77% Quizzes 10% E 65-71%	
<b>Learning outcomes:</b> To teach grammatical and rhetorical forms, improve students' research and analytical skills, and clarify the conventions of academic discourse.	
<b>Brief outline of the course:</b> Weekly Schedule: Week 1 21.9 Introduction. Week 2 28.9 First assignment due. Writing process. Essay forms. Week 3 5.10 First assignment review. Clear sentences. What makes a good thesis? Week 4 12.10 Second assignment due. Research & Documentation. Week 5 19.10 Second assignment review. Research & Documentation. Week 6 26.10 Tutorial Week Week 7 2.11 Academic Argument. Week 8 9.11 Outline of paper 3 is due. Discussion topic - Plagiarism. Week 9 16.11 Paper 3 due. Discussion topics - Using Paragraphs, sentences	

<p>Week 10 23.11 Review of third paper.</p> <p>Week 11 30.11 Discussion topics - How to check your work.</p> <p>Week 12 7.12 Draft of final paper due. Peer Review of final paper.</p> <p>Week 13 14.12 Tutorial Week.</p> <p>Week 14 21.12 Tutorial Week. Final Paper due</p>					
<p><b>Recommended literature:</b></p> <p>MLA Handbook for Writers of Research Papers, seventh edition, 2009. Website: <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a></p>					
<p><b>Course language:</b></p> <p>The course will be conducted in English.</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b></p> <p>Total number of assessed students: 201</p>					
A	B	C	D	E	FX
21.89	32.84	28.86	9.95	2.99	3.48
<p><b>Provides:</b> Mgr. Kurt Magsamen</p>					
<p><b>Date of last modification:</b> 26.04.2021</p>					
<p><b>Approved:</b></p>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ CONVb/15	<b>Course name:</b> Language Skills - Speaking
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Student evaluation is based on three criteria: SPEECH DELIVERY 80%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 10%. To receive credits for this course, students must deliver impromptu, extemporaneous, manuscript, and memorized speeches of different length; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from speeches 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 SPEECH DELIVERY constitutes 80% of the final mark. During the course, students are required to prepare speeches of different genre. Speeches are marked according to the following scheme: 0/1/2 points for correct presentation of facts and research results; 0/1/2 points for the range and quality of academic vocabulary; 0/1/2 points for accuracy and correct use of grammar; 0/1/2 points for pronunciation and the correct voice and tone; CONTINUOUS PREPARATION constitutes 10% of the final mark (maximum 10 points): Students are expected to prepare speeches for each class by reading and processing the study materials and the required literature. Formal requirements for the home assignments: Minimum 650 but maximum 1300 words typed 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 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 speech must represent the student's thorough understanding of the content and the problem area discussed in the reading assignment.

**WARNING:** Speeches 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 weak. The speeches 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 10% (maximum 10 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 and attendance are assigned only when the student actively contributes 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 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 session. Students are required to follow the department's noticeboard and inform themselves continuously about the possible changes!

**Learning outcomes:**

This course focuses on the development of advanced speaking skills. The primary goal of the course is to prepare students for the successful defense of their bachelor's and master's theses. The course is designed to help students practice prepared formal speeches; spontaneously converse in a group and use academic English; learn the principles of intercultural communication; improve academic grammar together with pronunciation in spoken language; and develop vocabulary corresponding to the needs of academic debates. The course is aimed at developing and improving language skills at a higher level and increasing the language skills of students with a special focus on the use of academic language. The course introduces various academic topics, acquaints students with academic vocabulary and provides systematic practice of phrases and collocations. By completing the course, students will be able to actively lead a professional debate in English, give a speech to an academic audience and professionally and factually argue in a scientific and academic context.

**Brief outline of the course:**

1. Facts or opinions?
2. From the general to the specific
3. Logic of speech
4. The language of research
5. Presentation problems
6. Making speech stronger
7. Why does style matter?
8. 'Victory loves preparation'
9. Finalizing and fine-tuning
10. One extra lesson

**Recommended literature:**

Obligatory literature:

Rozenfeld, J. & Tomaščíková S., Developing Academic English in Speaking and Writing, Šafárik Press UPJŠ, 2021. ISBN 9788081529603.

Recommended literature:

Atchison Jarrod, The Art of Debate, 2017, The Teaching Company, Chantilly, Virginia

Pixton, Debra Westall, Salom, Luz Gil: Academic and Professional Speaking, A manual for Effective Oral Communication in English, Editorial Universidad Politécnica De Valencia, ISBN: 84-9705-644-2

Odporúčaná literatúra:

<https://www.britannica.com/>

<https://plato.stanford.edu/index.html>

<https://www.investopedia.com/>

<https://www.catholic.org/encyclopedia/>

**Course language:**

English

**Notes:**

<b>Course assessment</b>					
Total number of assessed students: 186					
A	B	C	D	E	FX
13.98	17.74	19.35	8.6	6.45	33.87
<b>Provides:</b> Mgr. Július Rozenfeld, PhD.					
<b>Date of last modification:</b> 29.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ VOCAb/15	<b>Course name:</b> Language Skills - Vocabulary Development
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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. Continuous assessment: Students will be graded on active attendance and involvement, and two credit tests (in week 6 and week 12). Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Being enrolled in the course means that you intend to positively take and finish the course. Students are expected to make their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to have your own copy or a completed home assignment for a particular class, your presence will not count. Attendance: Students are expected to attend each class according to the schedule. No transfers among the groups are allowed. In case students miss three or more classes, also online, they will not receive credits for the course no matter what the overall results are. Final assessment: Credit tests - two credit tests (65% pass level) will take place in week 6 and week 12. There will be NO retake test for the students who failed one or more credit tests. The final grade will comprise the sum of gained points of both or more tests and the total sum must make minimum 65%. The credit tests will include vocabulary and exercises similar to those during the seminar sessions and home preparation. Final assessment: 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	
<b>Learning outcomes:</b> Aims and objectives:	

The main aim of this course is to develop and improve English vocabulary in the classroom with intermediate to upper-intermediate/advanced level students, and to increase their language competences with a special focus on some aspects of vocabulary learning. The course aims to help to learn new words and word combinations, functioning as meaningful units with a fixed or semi-fixed form (collocations, phrasal verbs, idioms), and to show that the words can play different roles in a text, and can express a variety of meanings. Contextually based learning is of great importance, and various sources are suggested.

**Brief outline of the course:**

The course introduces various interesting aspects of English vocabulary learning. It revises useful points of English vocabulary (word classes/families, multi-word units, homonyms, synonyms and antonyms, etc.), familiarizes students with the ways new words are coined, learned, and presented.

**WEEK1:**

Introduction to the course

**WEEK2:**

Talking about Yourself (English Vocabulary in Use, 13)

Character and Behaviour (English Collocations in Use, 17)

Topic Vocabulary: People

**WEEK3:**

Relationships: Positive Aspects AND Problems (English Vocabulary in Use, 15-16)

Taboo Conversation Topics: Questions you can't ask

Topic Vocabulary: Relationships

**WEEK4:**

Education: Debates and issues (English Vocabulary in Use, 12)

Politically Incorrect Jokes: Is it OK to joke about disabled people, religion, death?

Freedom of the Press

Topic Vocabulary: Thinking and Learning 1

**WEEK5:**

World Views: Ways of Thinking (English Vocabulary in Use, 41)

National Stereotypes: "They are lazy and dishonest" Blind prejudice, or is there some truth in stereotypes?

Topic Vocabulary: Thinking and Learning 2

**WEEK6: Credit test 1****WEEK7:**

The News: Gathering and Delivering AND Newspaper Headline Language (English Vocabulary in Use, 54, 100)

Is This News?: What is the News for? To provide facts or to shock and entertain?

Topic Vocabulary: Communication and the Media

**WEEK8:**

Tutorials

**WEEK9:**

Authorities: Customs and Police (English Vocabulary in Use, 40)

Immigration and Racism: How do You feel about people from other countries coming to live in yours?

Rules Quizz

Topic Vocabulary: Power and Social Issues

**WEEK10:**

Other Englishes: Language of Gender, Age and Social Class (English Vocabulary in Use, 98-99)

Swearing: Is it OK to swear? What swear words do/could YOU use?

Are you a Woman or a Man Quiz



<p>Topic Vocabulary: Power and Social Issues</p> <p>WEEK11:</p> <p>National Stereotypes</p> <p>Idiom Quiz</p> <p>WEEK 12:</p> <p>Credit Test 2</p> <p>WEEK 13:</p> <p>Tutorials</p> <p>WEEK 14:</p> <p>Tutorials</p>																	
<p><b>Recommended literature:</b></p> <p>Recommended books/sources:</p> <p>Michael McCarthy, Felicity O'Dell (2002): English Vocabulary in Use. Advanced. CUP</p> <p>Michael McCarthy, Felicity O'Dell (2000, second edition): English Collocations in Use. Advanced. CUP</p> <p>Michael McCarthy, Felicity O'Dell (second edition): English Idioms in Use. Advanced. CUP</p> <p>Evans, Virginia (1995, 2004): Round up 6. Upper-intermediate. Longman.</p> <p>Materials given by the lecturer can be found on Google disc, the access to which will be provided by the lecturer.</p> <p>Useful links:</p> <p><a href="http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/html">http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/html</a></p> <p><a href="http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728_uptodate">www.bbclearningenglish.com</a></p> <p><a href="http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728_uptodate">http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728_uptodate</a></p>																	
<p><b>Course language:</b></p> <p>EN</p>																	
<p><b>Notes:</b></p>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 364</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>39.84</td><td>21.7</td><td>17.58</td><td>6.59</td><td>7.97</td><td>6.32</td></tr> </table>						A	B	C	D	E	FX	39.84	21.7	17.58	6.59	7.97	6.32
A	B	C	D	E	FX												
39.84	21.7	17.58	6.59	7.97	6.32												
<p><b>Provides:</b> Mgr. Martina Martausová, PhD.</p>																	
<p><b>Date of last modification:</b> 13.04.2021</p>																	
<p><b>Approved:</b></p>																	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/JAZZ2b/15	<b>Course name:</b> Language Skills 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 6 <b>Per study period:</b> 84 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> COVID -19 UPDATE Due to the precautions resulting from the Covid-19 pandemic, the majority of classes will be carried out online via MS Teams (individual classes). CREDIT TESTS will be written during Tutorials in the online environment (MS Teams platform) or if the situation possibly allows on contact classes (in smaller groups and bigger classrooms). Specific date and time will be announced via Noticeboard week ahead (changes may apply according to the pandemic situation). 1. Attendance - students are expected to attend each class according to the schedule, also in the online environment. No transfers among the groups are allowed. Students are allowed to miss two (online) classes at the most. Should they miss three or more (online) classes, they will not receive credits for the course no matter what their overall results are on tests. Students must be on time for (online) class or they will be marked as absent. 2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in (online) seminar sessions. They are expected to bring (have) their own copies of the required materials and complete the assigned tasks and exercises. Should they fail to bring (have) their own copy or a completed home assignment for a particular seminar, they will be marked as absent. Students are required to comply with the standard technical requirements of the department during the period of distance learning (as specified on the department website). 3. CONTINUOUS ASSESSMENT – Language skills 2 ( LS2 ) as a subject comprises 3 parts (1 - reading & speaking, 2 - listening , 3 - grammar) . Students will take 2 credit tests, presumably during tutorial weeks. The date of the test may change. All the three parts (reading & speaking, listening and grammar) of the subject will be included in the tests. At the end of the semester, within each part of LS2 separately, your partial scores will be calculated based on the results of partial credit tests. In order to pass one part of LS2, students need to score minimum pass mark as set for their study group. Final assessment and evaluation:	

The student will receive final credits when getting minimum pass mark as set for respective study groups for each of the three parts of LS2. In such case the final credits will be calculated as an average of all percentage results from all LS2 parts. If students fail one part of LS2, they fail the whole subject and cannot receive any credits. There will not be any re-take tests for those who failed to achieve the pass level.

**FINAL EVALUATION :**

Scale for BASb and BASb (komb) double majors, AJEIEb, AJEIEb double majors:

A 93-100%

B 86-92%

C 78-85%

D 72-77%

E 65-71%

FX 64 and less

Scale for RSb:

A 90-100%

B 80-89%

C 79-70%

D 60-69%

E 50-59%

FX 49 and less

Should you have any questions on the above explained forms of assessment, address them to your individual lecturer at the beginning of the semester.

**Learning outcomes:**

Aims and objectives:

To develop and improve essential language skills on advanced level(listening, speaking, reading, writing) and increase students' language competence with a special focus on how to use real language.

The course introduces various interesting topics, revises useful points of English grammar (verbs, nouns, pronouns, articles, linking words, determiners, conditionals, reported speech, etc.) and language functions, familiarises students with word formation, new vocabulary, provides systematic practice of phrasal verbs, prepositional phrases, idioms.

**Brief outline of the course:**

Topics for Reading, Speaking, Listening:

1. Language and communication
2. Culture and Traditions of the UK and the USA
3. Media, Advertisement, Propaganda
4. Aesthetics, Fine Arts vs. Pop Culture
5. Literature and Literary criticism
6. Money matters & Consumerism
7. Philosophy and History of Thinking
8. Politics
9. Law, Human Rights Activists, Discrimination vs. Emancipation

Topics for Grammar:

Non-finite verb forms

Reported speech

Word order, Emphatic structures, Inversion

Clauses and Linking

Nouns, Word formation

<p>Articles</p> <p>Adjectives, Adverbs, Comparison</p> <p>Pronouns, Determiners</p> <p>Detailed information for each week will be provided by individual lecturers.</p> <p>Course outline:</p> <p>Week 1:</p> <p>Introductory lesson</p> <p>Week 2:</p> <p>Listening &amp; Vocabulary 1 Reading &amp; Speaking 1 Grammar 1</p> <p>Week 3:</p> <p>Listening &amp; Vocabulary 2 Reading &amp; Speaking 2 Grammar 2</p> <p>Week 4:</p> <p>Listening &amp; Vocabulary 3 Reading &amp; Speaking 3 Grammar 3</p> <p>Week 5:</p> <p>Listening &amp; Vocabulary 4 Reading &amp; Speaking 4 Grammar 4</p> <p>Week 6:</p> <p>Listening &amp; Vocabulary 5 Reading &amp; Speaking 5 Grammar 5</p> <p>Week 7:</p> <p>Listening &amp; Vocabulary 6 Reading &amp; Speaking 6 Grammar 6</p> <p>Week 8:</p> <p>Tutorials - CREDIT TEST 1</p> <p>Week 9:</p> <p>Listening &amp; Vocabulary 7 Reading &amp; Speaking 7 Grammar 7</p> <p>Week 10:</p> <p>Listening &amp; Vocabulary 8 Reading &amp; Speaking 8 Grammar 8</p> <p>Week 11:</p> <p>Listening &amp; Vocabulary 9 Reading &amp; Speaking 9 Grammar 9</p> <p>Week 12:</p> <p>Consultations/Revision</p> <p>Week 13 :</p> <p>Tutorials - CREDIT TEST 2</p> <p>Week 14:</p> <p>Tutorials</p>
<p><b>Recommended literature:</b></p> <p>Evans, Virginia (1995, 2004): Round up 6. (upper-intermediate). Longman.</p> <p>Hais, Karel. 1991. Anglická gramatika. SPN.</p> <p>McCarthy - O'Dell. 2008. Academic Vocabulary in Use. CUP.</p> <p>Swan, Michael. 1980. Practical English Usage. OUP.</p> <p>Thomson, A.J. - Martinet, A.V.1960, 1997. A Practical English Grammar. OUP.</p> <p>Mann, Malcolm - Taylore-Knowles, Steve. 2007. Destination C1&amp;C2. Macmillan.</p> <p>Quirk , Randolph – Greenbaum, Sidney. 1973. A University Grammar of English. Longman.</p>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p> <p>Each student MUST have their own copy of materials at class otherwise s/he will be marked absent.</p>

<b>Course assessment</b>					
Total number of assessed students: 765					
A	B	C	D	E	FX
3.14	18.82	30.33	21.7	7.97	18.04
<b>Provides:</b> Mgr. Kurt Magsamen, Mgr. Adriana Saboviková, PhD., Mgr. Petra Filipová, PhD., Mgr. Karin Sabolíková, PhD., Mgr. Vesna Kalafus Antoniová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/JAZZ1b/15	<b>Course name:</b> Language skills 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 6 <b>Per study period:</b> 84 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> COVID -19 UPDATE Due to the precautions resulting from the Covid-19 pandemic, the majority of classes will be carried out online via MS Teams (individual classes). Week 1 and week 2 classes will be contact seminars, to explain/clarify/discuss everything necessary (if the situation allows). The remaining weeks (3-12) will be online via MS Teams (changes may apply according to the pandemic situation). However, if the situation allows, CREDIT TESTS will be written during Tutorials on contact classes (in smaller groups and bigger classrooms). Specific date and time will be announced via Noticeboard week ahead (changes may apply according to the pandemic situation). 1. Attendance - students are expected to attend each class according to the schedule, also in the online environment. No transfers among the groups are allowed. Students are allowed to miss two classes at the most. Should they miss three or more classes, they will not receive credits for the course no matter what their overall results are on tests. Students must be on time for class or they will be marked as absent, also in the online environment. 2. Active participation, completed homework assignments - 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. 3. CONTINUOUS ASSESSMENT – Language skills ( LS ) as a subject comprises 3 parts (1-reading and speaking, 2- listening and vocabulary, 3- grammar) . Students will take 2 credit tests, presumably during tutorial weeks. The date of the test may change. All three parts of the subject will be included in the tests and they will be tested on the same day; however, each part will be considered separately. At the end of the semester , within each part of LS separately, your partial scores will be calculated based on the results of partial credit tests. Final assessment and evaluation: The student will receive final credits when getting minimum mark set for their study group for each of the three parts of Language skills (LS). In such case the final credits will be calculated as an average of all percentage results from all LS parts. If students fail one part of LS, they fail the whole	

subject and cannot receive any credits. There will not be any re-take tests for those who failed to achieve the pass level.

**FINAL EVALUATION :**

Scale for BASb; BASb (komb) double majors; AJEIEb; AJEIEb kom:

A 93-100%

B 86-92%

C 78-85%

D 72-77%

E 65-71%

FX 64 and less

Scale for RSb:

A 90-100%

B 80-89%

C 79-70%

D 60-69%

E 50-59%

FX 49 and less

Should you have any questions on the above explained forms of assessment, address them to your individual lecturer at the beginning of the semester.

**Learning outcomes:**

Aims and objectives:

To develop and improve essential language skills on advanced level(listening, speaking, reading, writing) and increase students' language competence with a special focus on how to use real language.

The course introduces various interesting topics, revises useful points of English grammar (verbs, nouns, pronouns, articles, linking words, determiners, conditionals, reported speech, etc.) and language functions, familiarises students with word formation, new vocabulary, provides systematic practice of phrasal verbs, prepositional phrases, idioms.

**Brief outline of the course:**

Topics for Reading, Listening and Speaking:

Language & Linguistics

British Culture

American Culture

Theatre & Entertainment

Education & Research

Social Issues & Philosophy

War & Peace; Terminology of Diplomacy

Economy & Management

Science & Technology

Topics for Grammar:

Terminology

Verb forms, Present tenses

Past tenses

Future tenses

Questions and Short answers

Conditionals and Wishes

Unreal Past

Modal verbs

<p>Passive voice and Causative</p> <p>Course outline:</p> <p>Week 1:</p> <p>Introductory lesson</p> <p>Week 2:</p> <p>Listening &amp; Vocabulary 1 Reading &amp; Speaking 1 Grammar 1</p> <p>Week 3:</p> <p>Listening &amp; Vocabulary 2 Reading &amp; Speaking 2 Grammar 2</p> <p>Week 4:</p> <p>Listening &amp; Vocabulary 3 Reading &amp; Speaking 3 Grammar 3</p> <p>Week 5:</p> <p>Listening &amp; Vocabulary 4 Reading &amp; Speaking 4 Grammar 4</p> <p>Week 6:</p> <p>Tutorials - CREDIT TEST 1</p> <p>Week 7:</p> <p>Listening &amp; Vocabulary 5 Reading &amp; Speaking 5 Grammar 5</p> <p>Week 8:</p> <p>Listening &amp; Vocabulary 6 Reading &amp; Speaking 6 Grammar 6</p> <p>Week 9:</p> <p>Listening &amp; Vocabulary 7 Reading &amp; Speaking 7 Grammar 7</p> <p>Week 10:</p> <p>Listening &amp; Vocabulary 8 Reading &amp; Speaking 8 Grammar 8</p> <p>Week 11:</p> <p>Listening &amp; Vocabulary 9 Reading &amp; Speaking 9 Grammar 9</p> <p>Week 12:</p> <p>Consultations/Revision</p> <p>Week 13 :</p> <p>Tutorials - CREDIT TEST 2</p> <p>Week 14:</p> <p>Tutorials</p> <p>Detailed information for each week can be found in designated SharePoint folder or obtained from individual lecturers.</p>
<p><b>Recommended literature:</b></p> <p>Evans, Virginia (1995, 2004): Round up 6. (upper-intermediate). Longman.</p> <p>Hais, Karel. (1991): Anglická gramatika. SPN.</p> <p>McCarthy - O'Dell. (2008): Academic Vocabulary in Use. CUP.</p> <p>Swan, Michael. (any edition): Practical English Usage. Oxford.</p> <p>Mann, Malcolm and Taylore-Knowles, Steve. (2008): Destination C1&amp; C2. Macmillan.</p> <p>Vince, Michael. (any edition): Advanced Language Practice. Macmillan.</p>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p> <p>Each student MUST have their own copy of materials at class otherwise s/he will be marked absent.</p>



<b>Course assessment</b>					
Total number of assessed students: 1061					
A	B	C	D	E	FX
1.41	10.27	22.62	16.87	10.37	38.45
<b>Provides:</b> Mgr. Kurt Magsamen, Mgr. Karin Sabolíková, PhD., Mgr. Adriana Saboviková, PhD., Mgr. Eva Simková, Mgr. Zuzana Solejová, Mgr. Jana Frankovská, Mgr. Dominika Tóth					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KKF/LJFL/10		<b>Course name:</b> Latin Language for Students of Philology			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 3.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Written test at the end of semester, required minimum is 50 %. Part of the exercise can take place in a distance form. In the case of the distance form of teaching, in addition to the final test, the condition for passing the course is also the regular and timely submission of the assignments.					
<b>Learning outcomes:</b> Development of linguistic skills (comparative study of grammatical phenomena of analytic and synthetic type of language). Reading and comprehension of simple Latin texts, sentence analysis, understanding of interlingual relations between Latin and English language - similarities and differences.					
<b>Brief outline of the course:</b> Pronunciation of the Latin language, basic Latin grammar terminology applicable also to study of other languages. - Declension of nouns: Latin nouns, adjectives and pronouns -Declension and comparison – comparing with English / German declension - Declension of verbs: Latin verbs, conjugation, basic tenses – present indicative, imperfect indicative,- verb "esse"					
<b>Recommended literature:</b> Balegová, Jana: Lingua Latina - cursus communis. Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2019. [elektronický zdroj]; Balegová, Jana – Katreničová, Anabela: Lingua Latina - cvičebnica pre filológov. Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2019. [elektronický zdroj]; Špaňár, J., Horecký, J.: Latinská gramatika. Bratislava 1993; Additional literature: Barandovská-Frank, V.: Latina jako mezinárodní jazyk. Praha 1995					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 50					
A	B	C	D	E	FX
30.0	24.0	14.0	6.0	10.0	16.0

<b>Provides:</b> doc. PhDr. František Šimon, CSc., doc. Mgr. Jana Balegová, PhD., Mgr. Mgr. Anabela Katreničová, Ph.D.
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<b>Date of last modification:</b> 06.02.2021
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<b>Approved:</b>
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## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KKF/LJPS/07		<b>Course name:</b> Latin Language for Students of Psychology			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 2., 4.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 21					
A	B	C	D	E	FX
38.1	14.29	23.81	19.05	0.0	4.76
<b>Provides:</b> doc. PhDr. František Šimon, CSc.					
<b>Date of last modification:</b> 25.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/LEXI/15	<b>Course name:</b> Lexicology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Examination: oral form (online)	
<b>Learning outcomes:</b>	
<b>Brief outline of the course:</b> 1.The scope of lexical semantics, terminology, Saussure's semiology, semiotic triangle, Peirce's approach, types of signs. Scope of word-formation. Hans Marchand. Clipping, Acronymization, Blending, Gemination, Reduplication. 2. Principle of compositionality. Defining the lexical units; semantic traits and statuses. Compounding 3.Idioms, collocations and dead metaphors; their transparency and opacity. The principle of scales. Paradigmatic specification of lexical units. Influence of context on the meaning of word. Selection and modulation; promotion and demotion; highlighting and backgrounding. Prefixation, suffixation, expansion, transposition, circumfixation, transfixation, infixation, superfixation 4.Lexical relations: Basic logical relations. Hyponymy, hyperonymy, antonymy, synonymy, homonymy, polysemy, quasi-relations. Semantic co-occurrence restrictions. Productivity, Mark Aronoff, Harald Baayen 5.Lexical fields and lexical configurations. Hierarchies, branching and non-branching hierarchies, transitive and intransitive relations, proportional series, helices, Constraints on productivity 6.Componential analysis; relational components; typology of features – denotative, connotative, deictic, inferential, relational, transfer, distinctive features. Lexicalization 7. Cognitive semantics – basic units: symbolic, phonological, and semantic units, conceptualization, subjectivist view of the meaning, imagery, schemas and categorization, usage event, compositional semantic value vs. actual contextual semantic value. Transformationalist theories of compounding 8. Fixed meaning assumption; fuzzy meaning assumption; Prototype theory; Family resemblance; Semantic shift: metaphor and metonymy.	

<p>Onomasiological theory of word-formation I</p> <p>9. Corpus-based pragmatic approach to lexical semantics, semantic reversal,, form and meaning of a linguistic unit, ambiguities, categories of co-selection: obligatory categories: core and semantic prosody; optional categories: collocation, colligation, semantic preference.</p> <p>Onomasiological theory of word-formation II</p> <p>10. Meaning predictability of complex words – the multiplicity of factors influencing the interpretation of novel complex words; extralinguistic and intralinguistic factors; experimental approach.</p> <p>Competition in word-formation</p> <p>11. Creativity and meaning interpretation.</p> <p>Creativity and word-formation</p> <p>12. Revision.</p>																	
<p><b>Recommended literature:</b></p> <p>P. Štekauer &amp; R. Lieber. 2005. Handbook of Word-Formation. Dordrecht: Springer (selected chapters).</p> <p>L. Lipka. 2002. English Lexikology. Tübingen: Gunter Narr</p> <p>Peprník, J.: English lexicology. Olomouc, Univerzita Palackého v Olomouci, 2001</p> <p>B. Szymanek. 1998. Introduction to Morphological Analysis, Warszawa: Wydawnictwo Naukowe PWN. (selected chapters)</p> <p>L. Bauer. 1983. English Word-Formation. Cambridge: Cambridge University Press. (selected chapters)</p> <p>Štekauer, P. (ed.) 2000. Rudiments of English Linguistics. Prešov: Slovacontact. Chapters on word-formation and lexical semantics..</p>																	
<b>Course language:</b>																	
<b>Notes:</b>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 107</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>30.84</td><td>18.69</td><td>14.95</td><td>5.61</td><td>12.15</td><td>17.76</td></tr> </tbody> </table>						A	B	C	D	E	FX	30.84	18.69	14.95	5.61	12.15	17.76
A	B	C	D	E	FX												
30.84	18.69	14.95	5.61	12.15	17.76												
<b>Provides:</b> prof. PhDr. Pavel Štekauer, DrSc.																	
<b>Date of last modification:</b> 30.04.2021																	
<b>Approved:</b>																	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USMMb/15	<b>Course name:</b> Media in the USA - American Film
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Due to the precautions taken as a result of the Covid-19 pandemic, the course will run primarily online via MS Teams platform, with the first two weeks allowed for contact sessions where we will discuss-explain-agree on everything that needs clarification. Online classes will take place according to the schedule and our plan; the only difference will be the online environment. <b>Assessment and evaluation:</b> To complete the course, students need to complete both parts of the assessment - continuous and final. Continuous assessment requires students' active participation in each lesson (participation in discussions based on reading required texts and watching required films). Each student will also be asked to prepare short written assignments on a weekly basis to be able to contribute to the discussion about individual films. If a student fails to provide these assignments, he/she will not receive 30% of the final evaluation. To complete the course, students must also successfully pass the essay-question test at the end of the course. The test comprises 70% of the final grade. It is also expected that students attend each class according to the schedule - both contact and online classes. No transfers among the groups are allowed. Should someone miss three or more classes, he/she will not receive credits for the course no matter what their overall results are, also in the online environment. <b>Final assessment:</b> The final grade will be calculated as a sum of the score for assignment(s) - assignments (30%), test (70%). <b>Attendance:</b> Students are expected to attend each class according to the schedule, which applies to both contact and online classes. No transfers among the groups are allowed. Should students miss three or more classes, they will not receive credits for the course no matter what their overall results are. <b>FINAL EVALUATION :</b> A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less	

**Learning outcomes:**

Course content:

The course presents an overview of American cinema, focusing primarily on Hollywood production (both classic and contemporary). Covered topics include Hollywood style, film techniques, studio and star system, and the analysis of their relationship to society.

Aims and objectives:

The main objective of this course is to provide students with a set of information that will help them develop and/or improve essential analytical skills in interpreting contemporary American cinema. The course will enable students to acquire knowledge of major developments in American cinema, from silent films to the present day cinema, and explore their connections with broader socio-historical context. It also attempts to increase students' appreciation of diverse styles and genres, as well as help them recognize how some of the popular genres express social and cultural tensions. One of the main aims of this course, however, is to enable students question their own role as passive spectators and increase their ability to watch films actively and critically.

**Brief outline of the course:**

Week 1: Contact class - Introduction

Week 2: Contact class -What is American Cinema?

Reading:

Bazin, Andre. The Myth of Total Cinema in What is Cinema. London: University of California Press, 1967. 27-32

Monaco, Paul, A History of American Movies: A Film-by-Film Look at the Art, Craft, and Business of Cinema. Plymouth: Scarecrow Press. 2010. 3-8

Films:

The Birth of a Nation, D.W. Griffith (1915)

Week 3: Online - Silent Film

Films:

The Docks of New York, Josef Von Sternberg (1928)

The Street Angel, Frank Borzage (1928)

Week4: Online - Classical Hollywood / Sound and Color

Reading:

Higgins, Scott. Harnessing the Technicolor Rainbow: Color Design in the 1930s. Austin: University of Texas Press. 2007. 39-47.

Films:

The Ghost Ship, Mark Robson (1943), The Adventures of Robin Hood, Michael Curtiz, William Keighley (1938)

Week 5: Online - Classical Hollywood / Genre

Reading:

Monaco, Paul, A History of American Movies: A Film-by-Film Look at the Art, Craft, and Business of Cinema. Plymouth: Scarecrow Press. 2010. 39-41

Films:

Sunset Boulevard, Billy Wilder (1950) , It Happened One Night, Frank Capra (1934), The Searchers, John Ford (1956)

Week 6: Tutorials

Week 7: Online - Classical Hollywood / Narrative + Star system

Reading:

The Actantian Model, PDF

Monaco, Paul, A History of American Movies: A Film-by-Film Look at the Art, Craft, and Business of Cinema. Plymouth: Scarecrow Press. 2010. 30-32



Films:

It's a Wonderful Life, Frank Capra (1946) It Happened One Night, Frank Capra (1934)

Week 8: Online - Discussion: Citizen Kane, Orson Welles (1955)

Reading:

Monaco, Paul, A History of American Movies: A Film-by-Film Look at the Art, Craft, and Business of Cinema. Plymouth: Scarecrow Press. 2010. 75-80

Week 9: Online - Post-classical and New Hollywood

Reading:

Horwath, Alexander. The Impure Cinema: New Hollywood 1967-1976. 1st edition. Amsterdam: Amsterdam University Press, 2004. 9-17. Print.

Films:

Bonnie and Clyde, Arthur Penn (1967), Jaws, Steven Spielberg (1975)

Week 10: Online - 1980s, 90s and beyond

Reading:

Monaco, Paul, A History of American Movies: A Film-by-Film Look at the Art, Craft, and Business of Cinema. Plymouth: Scarecrow Press. 2010. 269-271

Films:

Do the Right Thing, Spike Lee (1989), Dead Man, Jim Jarmush (1995)

Week 11: Online - Revision

Week 12: Contact (if the situation allows) - End-of-term essay questions

Week 13: Tutorials

Week 14: Tutorials

### **Recommended literature:**

Required Reading:

BAZIN, Andre. The Myth of Total Cinema in What is Cinema. London: University of California Press, 1967. 27-32

MALTBY, Richard. Hollywood Cinema. Oxford: Blackwell Publishing, 2003. Selected chapters.

BORDWELL, David. „Intensified Continuity Visual Style in Contemporary American Film.“ Film Quarterly. Volume 55.No. 3 (Spring) (2002): 16-28. Web. 28 Jan. 2014. <<http://www.jstor.org/stable/10.1525/fq.2002.55.3.16>>.

HORWATH, Alexander. The Impure Cinema: New Hollywood 1967-1976. 1st edition. Amsterdam: Amsterdam University Press, 2004. 9-17. Print.

RAY, Robert B. 1985. Hollywood and Ideology. In HILL, John and GIBSON, Pamela (eds.). American Cinema and Hollywood: Critical Approaches. 1st edition. Oxford: Oxford University Press. 2000, pp. 137-138. Print.

Recommended literature:

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.

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

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

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

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

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

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

Princeton University Press. 1985.  
MONACO, Paul, A History of American Movies: A Film-by-Film Look at the Art, Craft, and Business of Cinema. Plymouth: Scarecrow Press. 2010.

**Course language:**

EN

**Notes:**

List of films:

Classical Hollywood / Sound and Color:

The Adventures of Robin Hood, Michael Curtiz, William Keighley (1938)

Sunset Boulevard, Billy Wilder (1950)

It Happened One Night, Frank Capra (1934)

Citizen Kane, Welles (1941)

Post-classical and New Hollywood:

Bonnie and Clyde, Arthur Penn (1967)

Jaws, Steven Spielberg (1975)

Do the Right Thing, Spike Lee (1989)

Dead Man, Jim Jarmush (1995)

**Course assessment**

Total number of assessed students: 169

A	B	C	D	E	FX
48.52	28.99	10.06	5.33	5.92	1.18

**Provides:** Mgr. Martina Martausová, PhD.

**Date of last modification:** 01.05.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/TPMEDb/15	<b>Course name:</b> Medical Terminology and Translation
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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.	
<b>Learning outcomes:</b> To develop and improve essential language skills (speaking, listening, reading) in the classroom with upper-intermediate/advanced level students and to increase their language competences with a special focus on how to listen and how to use medical English. Some aspects of medical English translation into Slovak and vice versa are presented.	
<b>Brief outline of the course:</b> The course introduces various interesting topics, e.g. language of medicine, origin of medical terminology, history of medicine, modern medicine, medical practitioners, human body, medical examination, common diseases, their symptoms and treatment, first aid procedures, etc. The course provides useful points of medical English pronunciation, grammar, language functions and translation, familiarises students with new vocabulary, provides systematic practice of common medical terms, medical collocations, phrasal verbs, prepositional phrases, idioms, false friends, metaphors, etc	
<b>Recommended literature:</b> Glendinning,E.H.- Howard,R. (2007) Professional English in Use – Medicine, CUP Michael McCarthy, Felicity O'Dell (2002) English Vocabulary in Use. Advanced. CUP Dictionary of Medicine. (1996) Peter Collin Publishing. Concise Medical Dictionary. (1991) Oxford University Press Langová, T. (1997) Slovensko-anglický slovník medicíny. Veda. Bratislava Langová, T. (1996) Anglicko-slovenský slovník medicíny. Veda. Bratislava MACMILLAN English Dictionary for Advanced Learners (2002).	

OXFORD Collocations dictionary for students of English (2002). Fronek, J., Mokráň, P. (2003) Slovensko-anglický frazeologický slovník. Vyd. Nová Práca, spol. s r.o., Bratislava <a href="http://www.bbclearningenglish.com">www.bbclearningenglish.com</a> <a href="http://www.bbc.co.uk/worldservice/">www.bbc.co.uk/worldservice/</a> <a href="http://www.bbc.co.uk/health">www.bbc.co.uk/health</a>					
<b>Course language:</b> English, Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 135					
A	B	C	D	E	FX
43.7	28.89	16.3	7.41	2.96	0.74
<b>Provides:</b> doc. Mgr. Renáta Timková, PhD.					
<b>Date of last modification:</b> 02.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPPaPZ/ MMOSP/15		<b>Course name:</b> Methodology of Teaching Psychology			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 1.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b> The teaching of the subject is realized with an emphasis on the activity and independence of students. Science in pedagogy and psychology. Scientific research, scientific thinking. Ethical issues of scientific research. The language of science. How to write a scientific article, presentation, poster, qualification work. Interpretation of findings, integration of findings into context. Topic selection, material search, research problem creation. Hypothesis, variable. Types of research plans. Reliability and validity of research Research sample, methods of sample selection. Preliminary research. Data collection techniques - questionnaire, experiments, introduction to qualitative methodology, observation, interview. Viac o tomto zdrojovom texteNa získanie ďalších informácií o preklade sa vyžaduje zdrojový text Odoslať spätnú väzbu Bočné panely					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 189					
A	B	C	D	E	FX
4.76	12.17	21.69	25.4	28.04	7.94
<b>Provides:</b> PhDr. Anna Janovská, PhD.					
<b>Date of last modification:</b> 28.06.2021					

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ RSb/MFEM/15		<b>Course name:</b> Modern Feminities			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 4.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> H Continuous assessment: presentation of analysis - 35% Final assessment: group project - 65%					
<b>Learning outcomes:</b> The absolvents are capable of active understanding of gender issues with focus on feminine identities. The absolvents can analyze opinions and experiences of women from the viewpoint of different demographic categories. The absolvents can implement the acquired knowledge about gender identities, roles, and stereotypes not only in daily life, but also in their own research focused on women and their lives, experiences, and opinions.					
<b>Brief outline of the course:</b> Modern femininities, Femininities in the workplace, Pregnancy, motherhood and childbirth, Beauty standards and getting older, Gender roles and the society, Gender stereotypes					
<b>Recommended literature:</b> Beasley, C. (2005). Gender and Sexualities: Critical Theories, Critical Thinkers. London: Sage Publications Ltd. Holmes, M. (2009). Gender and Everyday Life. New York: Routledge. Jackson, S. & Scott, S. ed. (2002). Gender: A Sociological Reader. New York: Routledge					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 172					
A	B	C	D	E	FX
80.81	8.14	1.74	1.16	1.16	6.98
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 30.04.2021					

**Approved:**



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/MMAS/15	<b>Course name:</b> Modern Masculinities
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment (analysis of materials) – 35% Group work (group research, analysis and presentation of the research) – 65%	
<b>Learning outcomes:</b> The absolvents are capable of active understanding of gender issues with focus on masculine identities. The absolvents can analyze opinions and experiences of men from the viewpoint of different demographic categories. The absolvents can implement the acquired knowledge about gender identities, roles, and stereotypes not only in daily life, but also in their own research focused on men and their lives, experiences, and opinions.	
<b>Brief outline of the course:</b> Modern masculinities Gender in the workplace Parenthood and masculinities Gender roles and the society Gender stereotypes	
<b>Recommended literature:</b> Beasley, C. (2005). Gender and Sexualities: Critical Theories, Critical Thinkers. London: Sage Publications Ltd. Jackson, S. & Scott, S. ed. 1996. Feminism and Sexuality: A Reader. New York: Columbia University Press. Jackson, S. & Scott, S. ed. 2002. Gender: A Sociological Reader. New York: Routledge. Holmes, M. (2009). Gender and Everyday Life. New York: Routledge.	
<b>Course language:</b>	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 86					
A	B	C	D	E	FX
67.44	27.91	1.16	2.33	1.16	0.0
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/MOREF/20		<b>Course name:</b> Morphology			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 4					
<b>Recommended semester/trimester of the course:</b> 2.					
<b>Course level:</b> I.					
<b>Prerequisites:</b> KAaA/INLG/09					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 126					
A	B	C	D	E	FX
17.46	17.46	20.63	11.9	15.87	16.67
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc., doc. Mgr. Renáta Panocová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPE/MMKV/17		<b>Course name:</b> Multiculturalism and Multicultural Education			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 4.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 119					
A	B	C	D	E	FX
43.7	37.82	16.81	0.84	0.84	0.0
<b>Provides:</b> PaedDr. Michal Novocký, PhD.					
<b>Date of last modification:</b> 08.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> ÚBEV/ NATM/15		<b>Course name:</b> Neuroanatomy			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 3 <b>Per study period:</b> 28 / 42 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 5					
<b>Recommended semester/trimester of the course:</b> 2.					
<b>Course level:</b> I., II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b> To provide the students with basic knowledge, principles and function of human nervous system.					
<b>Brief outline of the course:</b> Introduction to neuroanatomy, development, classification of the Nervous System, dividing of the Nervous System (CNS and PNS), Spinal Cord and Spinal Nerves (structure, reflexes, gray matters and intrinsic pathways, Ascending, Descending Tracts), Brain Stem and Cranial Nerves, Cerebellum, Diencephalon, Telencephalon, Limbic System, Cerebrospinal Fluid System, Vegetative Nervous System, Functional Systems (Motor systems - pyramidal tract, extrapyramidal Motor System, motor pathway), (Sensory system - pathway of Epicritic Sensibility, Pathway of Protopathic Sensibility, Optic Pathway, Auditory Tract, Vestibular Tract)					
<b>Recommended literature:</b> Kahle W., Leonhardt H., Platzer W.: Color Atlas and Textbook of Human Anatomy, Volume 3. Nervous System and Sensory Organs, 1993 Georg Thieme Verlag Stuttgart, New York Hendelman W.J.: Atlas of functional neuroanatomy CRC Press LLC, 2000 Kopf-Mäier P.: Wolf-Heideggers Atlas of Human Anatomy Karger, 2000 Miklošová M.: Anatómia PF, UPJŠ, 2011, Equilibria Haines, D.E.: Neuroanatomy, Lippincott Williams, Wilkins, 2011					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 148					
A	B	C	D	E	FX
11.49	13.51	24.32	21.62	15.54	13.51
<b>Provides:</b> doc. RNDr. Juraj Ševc, PhD., Mgr. René Šebeňa, PhD.					
<b>Date of last modification:</b> 03.05.2015					

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/IKIS/15	<b>Course name:</b> Other Books - Other Worlds
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> REGULAR STUDENTS Assessment: 1. Attendance All classes throughout the summer semester will be held online, through MS Teams, according to the schedule. Seminar attendance is compulsory. The maximum number of absences is 2. In case that a student misses more than 2 seminar sessions, they will be awarded an FX-fail for the course, irrespective of their exam/presentation/paper results. 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. Students must be on time for class. 2. Active participation, completed homework assignments (10 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. Active participation will amount to 10% of the final mark. 3. Group activities (10 points) After each unit, there will be one seminar session dedicated to group activities. During these sessions, students will engage in class discussions and complete various exercises designed to help them revise the studied material and to practice applying the studied theoretical concepts in analyses of various texts from children's literature. Group activities will take place in WEEKS 5, 7 and 11. Participation in group activities is COMPULSORY. Participation in group activities will amount to 10% of the final mark. 4. Reading journal (20 points) Students are required to write one two-sided reading journal entry. The required length of the reading journal is 400-600 words. The journal should relate to one of the texts discussed during the seminars. The reading journal will amount to 20% of the final mark. Detailed instruction for writing the reading journal will be provided during the introductory session. 5. Credit Test (60 points) Students will sit an online credit test in WEEK 12. The credit test will be held via the Moodle e-learning platform. Detailed instructions on how to log into Moodle will be provided during the introductory seminar. The test will amount to 60% of the final mark. There are NO RETAKES. If	

you are unable to attend the online credit test for valid reasons (e.g. medical emergency), contact the teacher as soon as possible, or in advance if possible.

To pass the course, the SUM of all points (active participation + group activities + reading journal + credit test) must be no less than 65 points.

Grading scale:

Mark %

A93–100

B86–92

C78–85

D72–77

E65–71

FX64-0

EXTERNAL STUDENTS:

All classes throughout the summer semester will be held online, through MS Teams, according to the schedule.

Assessment:

1. Active Participation (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. Active participation will amount to 20% of the final mark.

2. Reading Journal (40 points)

Throughout the semester, students are required to submit 2 reading journal entries, 400-600 words each. One journal entry needs to relate to one of the texts discussed during the seminars. The second journal entry needs to relate to one of the texts assigned as part of students' home study. The reading journals will amount to 40% of the final mark. Detailed instructions for writing the reading journals will be provided during the introductory session.

3. Seminar Paper (40 points)

Students are required to submit one seminar paper of 1500-2000 words. The deadline for submitting the seminar paper is Sunday, May 16, at midnight. Detailed instructions for writing the seminar paper will be provided during the introductory session. Papers must conform to the guidelines of academic writing and must NOT be plagiarised. 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 + + reading journals + seminar paper) must be no less than 65 points.

Grading scale:

Mark %

A93–100

B86–92

C78–85

D72–77

E65–71

FX64-0

**Learning outcomes:**

This course aims at presenting the students with a new point of view on a topic as familiar as children's literature, and consequently attempts to encourage them to adopt a critical attitude towards all, even well-known and seemingly straightforward, areas of life. The course consists in analysing specific fairy tales and other texts falling under the category of "children's literature" in order to uncover the mechanisms which these texts employ to socialise children, reflect and/or



influence family dynamics, construct identities, sustain traditional gender roles, or, on the contrary, deconstruct them.

### **Brief outline of the course:**

#### **REGULAR STUDENTS**

WEEK 1: INTRODUCTION. Basic information: assessment, readings, etc. How to write a two-sided reading journal. Group activities instructions. Adults reading literature for children.

WEEK 2: What is “children’s literature?” Basic notions, historical overview, and the problem of “the canon of children’s literature.”

Readings: Lesnik-Oberstein, K. “What is children’s literature? What is childhood?”; Watkins, T. “The Setting of Children’s Literature: History and Culture”

WEEK 3: “The Impossibility of Innocence:” ideology and subversion in children’s literature.

Readings: “ideology”; “innocence”; “censorship”; “queer”; “postmodernism”; Little Women (Louisa May Alcott); Matilda (Roald Dahl); Winnie-the-Pooh (A. A. Milne)

WEEK 4: Critical approaches to children’s literature: psychoanalysis, reader response theory, feminism.

Readings: Hasse, D.: “Feminist Fairy-Tale Scholarship”; “aesthetics”; “gender”; “theory”; Snow White; The Bloody Chamber (Angela Carter)

WEEK 5: Group Activities 1

WEEK 6: Fairy tales and gender roles: constructing boyhood and girlhood

Readings: “identity”; “body”; “girlhood”; “boyhood”; “tomboy”; The Famous Five (Enid Blyton); Tarzan (Edgar Rice Burroughs); Harry Potter (J. K. Rowling)

WEEK 7: Group Activities 2

WEEK 8: TUTORIALS

WEEK 9: Socialisation, family, education, and the purpose of children’s literature.

Readings: “childhood”; “education”; Mrs. Piggle-Wiggle (Betty MacDonald), Four Skillful Brothers (The Grimm brothers)

WEEK 10: Children’s literature and national identity.

Readings: “empire”; “postcolonial”; “race”; Little Henry and His Bearer (Mary Martha Sherwood); The Jungle Book (Rudyard Kipling)

WEEK 11: Group Activities 3

WEEK 12: ONLINE CREDIT TEST (via Moodle)

Week 13: TUTORIALS

Week 14: TUTORIALS

#### **EXTERNAL STUDENTS**

##### **Course Content**

##### **Session 1 - MARCH:**

Introduction: basic information: assessment, readings, etc. How to write a two-sided reading journal.

What is “children’s literature?” Basic notions, historical overview, and the problem of “the canon of children’s literature.”

Readings: Lesnik-Oberstein, K. “What is children’s literature? What is childhood?”; Watkins, T. “The Setting of Children’s Literature: History and Culture”

##### **Session 2 - MARCH:**

Critical approaches to children’s literature: psychoanalysis, reader response theory, feminism.

Readings: “aesthetics”; “gender”; “theory”; Snow White, The Bloody Chamber (Angela Carter)

Subversive fairy tales. Stereotypical versus non-conformist identities in children’s literature.

Readings: “censorship”; “queer”; “postmodernism”; Little Women (Louisa May Alcott); Matilda (Roald Dahl)

##### **Session 3 - APRIL**

Fairy tales and gender roles: constructing boyhood and girlhood.  
 Readings: “identity”; “body”; “girlhood”; “tomboy”; “boyhood”; The Famous Five (Enid Blyton); Tarzan (Edgar Rice Burroughs)  
 Socialisation, family, education, and the purpose of children’s literature.  
 Readings: “childhood”; “education”; Mrs. Piggle-Wiggle (Betty MacDonald)  
 Self-Study:  
 Hasse, D.: “Feminist Fairy-Tale Scholarship”  
 Harry Potter (J. K. Rowling)  
 Four Skillful Brothers (The Grimm brothers)  
 “empire”; “postcolonial”; “race”  
 Little Henry and His Bearer (Mary Martha Sherwood)  
 The Jungle Book (Rudyard Kipling)

### **Recommended literature:**

Bettelheim, Bruno: The Uses of Enchantment: The Meaning and Importance of Fairy Tales. Knopf Doubleday Publishing, 2010.  
 Cullingford, Cedric: Children’s Literature and Its Effects: The Formative Years. London: Cassell, 1998  
 Haase, Donald (ed.): Fairy tales and Feminism. Detroit: Wayne State UP, 2004.  
 Hunt, Peter: An Introduction to Children's Literature. Oxford UP, 1994.  
 Hunt, Peter: Understanding Children’s Literature. London: Routledge, 1999.  
 Lerer, Seth: Children’s Literature: A Reader’s History. Chicago: U of Chicago P, 2008.  
 Lesnik-Oberstein, Karin (ed): Children’s Literature: New Approaches. New York: Palgrave Macmillan, 2004.  
 Levorato, Alessandra: Language and Gender in the Fairy Tale Tradition: A Linguistic Analysis of Old and New Story Telling. New York: Palgrave Macmillan, 2003.  
 Lukens, Rebecca J.: A Critical Handbook of Children’s Literature. Pearson, 2012.  
 The Oxford Companion to Children’s Literature. Oxford UP, 1999.  
 Stanford, J.A.: Responding to Literature. California: Mayfield Publishing Company, 1999.  
 Zipes, Jack: Fairy Tales and the Art of Subversion: The Classical Genre for Children and the Process of Civilization (2nd edition). New York: Routledge, 2006.  
 Compulsory reading:  
 Texts will be available on UPJS OneDrive.

### **Course language:**

English

### **Notes:**

### **Course assessment**

Total number of assessed students: 133

A	B	C	D	E	FX
7.52	11.28	27.82	19.55	27.82	6.02

**Provides:** Mgr. Silvia Rosivalová Baučková, PhD.

**Date of last modification:** 27.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPE/ Pg/15		<b>Course name:</b> Pedagogy			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 3., 5.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 639					
A	B	C	D	E	FX
20.03	27.07	25.98	15.65	10.49	0.78
<b>Provides:</b> PaedDr. Michal Novocký, PhD.					
<b>Date of last modification:</b> 08.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ PHON/20	<b>Course name:</b> Phonetics and Phonology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b> KAaA/INLG/09	
<b>Conditions for course completion:</b> Continuous assessment: 1. Test I (covers topics from the first half of the semester), 2. Test II (covers topics from the second half of the semester). Interim evaluation - a total of 40 points - is a condition for participation in the final evaluation. No part of the ongoing evaluation can be repeated. If the student does not obtain at least 65% of both tests of the continuous assessment together, he / she cannot participate in the final assessment, i. e. exams. Final evaluation: exam - written form Final evaluation scale: grade% A 93 - 100 B 86 - 92 C 78 - 85 D 72 - 77 E 65 - 71 FX 64 and less	
<b>Learning outcomes:</b> Course is designed to give theoretical and practical knowledge of English phonetics and phonology. It provides a comprehensive introduction to phonetic and phonological theory and terminology, includes development of skill in sound identification and discrimination and processes related to speech production.	
<b>Brief outline of the course:</b> 1. Introduction to phonetics and phonology. Phonetics as a linguistic discipline - sound, phonological level – phoneme, history of phonetics and phonology – phonetic and phonological research 2. Accents of English – Received Pronunciation (RP), BBC pronunciation, Estuary English 3. The production of speech sounds I. Respiration (egressive airstream), larynx – anatomy and physiology, voicing 4. The production of speech sounds II. Articulators above the larynx – passive and active, place and manner of articulation 5. English consonants I. Plosives, fricatives and affricates 6. English consonants II. Nasals and other consonants 7. English vowels. Cardinal vowels, English short and long vowels, diphthongs, triphthongs 8. Syllable. Nature of the syllable, structure of the English syllable, syllable division 9. Stress in English.	

<p>The nature of stress, levels of stress, placement of stress within the word</p> <p>10. Aspects of connected speech.</p> <p>Rhythm, elision, linking, assimilation</p> <p>11. Intonation of English I.</p> <p>Tone, tone-unit, the structure of tone-unit</p> <p>12. Intonation of English II.</p> <p>Functions of intonation – accentual, attitudinal, grammatical, discourse</p> <p>13. Phonology, distinctive features of English phonemes</p> <p>Phoneme, allophone, distinctive features of English vowels and consonants</p>					
<p><b>Recommended literature:</b></p> <p>Roach, P.: English Phonetics and Phonology. A Practical Course. CUP, 2000</p> <p>Collins, B.-Mees, I.M.: Practical Phonetics and Phonology, Routledge, 2006</p> <p>Urbanová, Ľ.: An Introduction to English Phonetics and Phonology. Prešov, 1989</p> <p>Štekauer, P.: Rudiments of English Linguistics, Prešov, 2000</p> <p>Roach, P., Hartman, J. and Setter J. (ed.): English Pronouncing Dictionary. CUP, 2000</p> <p>Wells, J.C.: Longman Pronunciation Dictionary. Longman, 2000</p>					
<b>Course language:</b>					
<b>Notes:</b>					
<p><b>Course assessment</b></p> <p>Total number of assessed students: 151</p>					
A	B	C	D	E	FX
16.56	27.15	14.57	17.22	7.95	16.56
<b>Provides:</b> doc. Mgr. Renáta Timková, PhD., prof. PhDr. Pavel Štekauer, DrSc.					
<b>Date of last modification:</b> 02.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/PP/15	<b>Course name:</b> Positive Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 4., 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment is based on 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.	
<b>Learning outcomes:</b> The aim of the course is to learn about the basic theory and current research, as well as the possibility of application of Positive Psychology as a new and rapidly developing field of psychology. The aim of the subject is mainly to develop and apply critical thinking to the challenges and issues that Positive Psychology brings and raises in the context of the individual in contemporary society. Emphasis is placed on the ability to independently and critically process current topics of positive psychology.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Different perspectives on well-being and happiness in psychology</li> <li>2. Main theoretical approaches to positive psychology</li> <li>3. Positive emotions and positivity</li> <li>4. Meaningfulness</li> <li>5. Positive interpersonal relations</li> <li>6. Post-traumatic growth</li> <li>7. Hope and optimism</li> <li>8. Gratitude</li> <li>9. Spirituality as a personality dimension</li> <li>10. Wisdom</li> <li>11. Positive institutions</li> <li>12. New themes and topics in PP</li> </ol>	
<b>Recommended literature:</b> Brewer, M. B, Hwestone, M: Emotion and Motivation, Blackwell, 2004 Deci, E., Ryan R. M., Handbook of Self – Determination Research, Rochester, 2002 Křivohlavý, J.: Pozitivní psychologie. Praha, Portál, 2003 Křivohlavý, J.: Psychologie vděčnosti a nevďčnosti. Praha, Grada, 2007 Křivohlavý, J.: Psychologie moudrosti a dobrého života, Praha, Grada, 2012	

Křivohlavý, J.: Psychologie pocitu štěstí, Grada, 2013 McAdams, D. P., The Person, New York, 2002 Seligman, M. E. P., & Csikszentmihalyi, M. (Eds.). (2000). Positive psychology [Special issue] American Psychologist, 55(1). Říčan, P.: Psychologie náboženství a spirituality, Praha, Portál, 2007 Slezáčková, A.: Průvodce pozitivní psychologií, Praha, Grada, 2012					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 280					
A	B	C	D	E	FX
98.21	1.07	0.36	0.0	0.36	0.0
<b>Provides:</b> Mgr. Jozef Benka, PhD. et PhD.					
<b>Date of last modification:</b> 25.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> CJP/ PFAJPSYCH1/07		<b>Course name:</b> Professional English for Psychology 1			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 1., 3.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> active seminar participation (2x90 min. absences tolerated). 2 tests (6th/7th week, 12th/13th week), no retake. Home assignments. Oral presentation (PASS/FAIL evaluation), submission of distance learning assignments before given deadlines. Combined method of instruction. In case of full distance learning, testing, oral presentations and face-to-face sessions will be carried out online, in accordance with the course syllabus. Final assessment = the average obtained in tests. Grading scale: A 93-100%, B 86-92%, C 79-85%, D 72-78%, E 65-71%, FX 64% and less.					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b> Short, J.: English for Psychology in Higher Education Studies. Garnet Publishing Ltd., 2010. Murphy, R.: English Grammar in Use. A self-study reference and practice book for intermediate students. CUP, 1994. Seal, B.: Academic Encounters. Reading, Study Skills and Writing. Content Focus – Human Behavior. CUP, 1997 Espeseth, M.: Academic Encounters. Human Behavior. CUP, 1999 <a href="http://www.bbc.co.uk/worldservice/learningenglish">http://www.bbc.co.uk/worldservice/learningenglish</a>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 101					
A	B	C	D	E	FX
29.7	19.8	14.85	10.89	8.91	15.84
<b>Provides:</b> Mgr. Zuzana Kolaříková, PhD.					



<b>Date of last modification:</b> 20.09.2020
<b>Approved:</b>

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> CJP/PFAJPSYCH2/07		<b>Course name:</b> Professional English for Psychology 2			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 2., 4.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Distance mode of instruction. Active online-session participation, max. 1 absence. 2 tests (6th/7th week, 12th/13th week), no retake. Oral presentation (PASS/FAIL evaluation), submission of distance learning assignments on given deadlines. Final assessment = the average obtained in tests. Grading scale: A 93-100%, B 86-92%, C 79-85%, D 72-78%, E 65-71%, FX 64% and less.					
<b>Learning outcomes:</b> The development of language skills (reading, listening, speaking), improvement of linguistic competence (phonological, lexical and syntactic aspects), and pragmatic competence with focus on English for specific/professional purposes - Psychology, presentation skills, level B2/C1.					
<b>Brief outline of the course:</b> Memory. Short-term, long-term memory. Theories of forgetting. Memory and hypnosis. Mental illnesses. Common myths about mental illnesses. Personality theories. Trait theory. Measuring personality. Modern addictions. Eating disorders. Functional grammar - argumenting, expressing opinion. Presentation skills - sign-posting language, structure of presentation, discussion participation, etc.					
<b>Recommended literature:</b> Short, J.: English for Psychology in Higher Education Studies. Garnet Publishing Ltd., 2010					
<b>Course language:</b> English, level B2 according to CEFR					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 37					
A	B	C	D	E	FX
32.43	13.51	16.22	10.81	16.22	10.81
<b>Provides:</b> Mgr. Zuzana Kolaříková, PhD., Mgr. Lenka Klimčáková					

<b>Date of last modification:</b> 11.02.2021
<b>Approved:</b>

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice		
<b>Faculty:</b> Faculty of Arts		
<b>Course ID:</b> KPPaPZ/PAN/07	<b>Course name:</b> Psychological Aspects of Unemployment	
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present		
<b>Number of ECTS credits:</b> 2		
<b>Recommended semester/trimester of the course:</b> 4., 6.		
<b>Course level:</b> I.		
<b>Prerequisites:</b>		
<b>Conditions for course completion:</b> Active participation at classes, preparation and presentation of seminar paper, final exam.		
<b>Learning outcomes:</b> Graduate will understand unemployment issue, the issue of the effect of unemployment on the individual as well as the family system. The student will learn about psychological work with unemployed individuals and their families.		
<b>Brief outline of the course:</b> Psychological meaning of work. Job loss as a stressful event. Short-term and long-term unemployment. Coping with unemployment. Risk groups of unemployed (school-leavers, long-term unemployed, old persons, women with small children, low qualified). Unemployed and the family. Psychological counseling for unemployed person.		
<b>Recommended literature:</b> Buchtová et al. (2013). Nezaměstnanost. Grada. Schragegová, M. (2011). NEzamestnanosť v psychologických súvislostiach. Psychoprof. Sleskova (2006). Unemployment and the health of Slovak adolescents.		
<b>Course language:</b>		
<b>Notes:</b>		
<b>Course assessment</b> Total number of assessed students: 63		
abs	n	z
100.0	0.0	0.0
<b>Provides:</b> Mgr. Mária Bačíková, PhD.		
<b>Date of last modification:</b> 16.02.2021		
<b>Approved:</b>		

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/P/15	<b>Course name:</b> Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 1	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> I.	
<b>Prerequisites:</b> KPS/PEM/05,KPS/KOGPS/11,KPPaPZ/PSO/09	
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan.	
<b>Learning outcomes:</b> Verification of acquired competencies of the student in accordance with the profile of the graduate.	
<b>Brief outline of the course:</b> Psychology of cognition, emotions and motivation, personalities Thematic areas for the state exam in Psychology MOS psychology Psychological aspects of human cognition. History of cognitive psychology. General characteristics of human cognition, models of cognition. Perception. Sensory and perceptual processes. Basic issues of receiving information, organization of the perceptual field and object recognition. Theories and models of these processes. Attention. Basic functions and properties of attention. Theories of selection and division of attention. Memory and learning. Types of memory. Forgetting. Conditioning and other forms of learning. New memory approaches. Imagination. Basic characteristics of imagination and imagination. Theory of imagination. Types of ideas. Thinking. Basic thought operations. Concepts. Thinking, language and speech. Judgment. Decision making and problem solving. Theories and models of decision making. Creativity Intelligence. Definitions. History of IQ detection. Approaches and theories. Psychology of emotions. Definition of basic terms: emotion, emotion, emotional behavior, emotional states, emotional episodes, moods. Emotional situations. Functions of emotions. Emotion regulation and emotional intelligence. Coping and emotions. Traditional and contemporary approaches to the study of emotions: Philosophical, historical, biological, neurophysiological and psychological approach to the study of emotions. Evolutionary psychological and psychophysiological theory of emotions. Cognitive approaches to explaining emotions. Voice communication of emotions and facial expressions. Functional approach to emotions. Intrapersonal, social and developmental function of emotions. Classification of emotions. Characteristics and research findings related to basic emotions: Joy and happiness. Love and affection. Hate and anger. Fear and sadness. Resistance, disgust and anger. Emotions associated with JA. The concept of motivation, motive. Categorization of motifs. Primary and secondary motives. Performance motives. Social motives. Approaches to the study of motivation. Classical approaches and theories: Theory of instincts and instincts. Basic homeostatic models. Humanistic theories of motivation. Performance motivation theory, attribution motivation theory and cognitive approaches to motivation. Selected current approaches to the study	

of motivation. Theories based on expectations, current interests, reasons for involvement. Theories integrating expectation and value. Theories of motivation and choice. Focus on psychodynamic forces, general tendencies of the representatives of this group of Personality Psychology. Evaluation of the Classical Psychoanalysis by Sigmund Freud. Psychoanalytic Tradition and Ego-Psychology. Evaluation of current Psychoanalytic Theory. Permanent personality traits according to the Analytical Psychology of C. G. Jung. Evaluation of Jungian Theory in Personality Psychology. Main characteristics of A. Adler's Individual Psychology. The focus of research and evaluation of Individual Psychology by A. Adler. Interpersonal dynamics and its evaluation in Personality Psychology. Focus on the surviving person and evaluation of the personality theory of the representatives of the Humanistic and Holistic approach. Existential psychology of personality and Phenomenological approach to personality. Personality structure according to K. Lewin and a critique of Lewin's theory. G. Kelly's theory of personal constructs and critique of Kelly's theory. Emphasis on lasting characteristics; evaluation of the contribution of theorists of Personality Psychology: H. Murray and G. Allport. Evaluation of W. H. Sheldon's contribution in Personality Psychology. Evaluation of the theory of R. Cattell and H. J. Eysenck in Personality Psychology. Structural models of personality traits. Three-factor personality models and Big five. Evaluation of the Theory of Social Learning in the Context of Contemporary Personality Psychology.

**Recommended literature:**

**Course language:**

**Notes:**

**Course assessment**

Total number of assessed students: 54

A	B	C	D	E	FX
14.81	20.37	22.22	25.93	14.81	1.85

**Provides:**

**Date of last modification:** 19.02.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ PEM/05	<b>Course name:</b> Psychology of Emotions and Motivation
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Interim evaluation of 40% 1. 2x credit tests (after part about emotions and after part about motivations, 2 x 15b, max 30b, min 15b). 2. activity in seminars (max 10b, min 10b). 60% final evaluation - written exam (in the exam period), max. 60b, min. 31b. Overall score: A (100-90b), B (80-89b), C (70-79b), D (60-69b), E (51-59b), FX (50b and less).	
<b>Learning outcomes:</b> The aim of the subject is to give students a systematic explanation of the basics of psychological knowledge about emotions and motivation with an emphasis on the interpretation of the latest research findings. Upon successful completion of the course, students are well versed in the basic concepts / terminology of the course. They can also identify the basic characteristics of different approaches to emotions and motivation and are able to distinguish between them. Based on the acquired knowledge, they are able to understand them and perceive individual approaches in the context of the genesis of their empirical research. Through exercises, students deepen their knowledge in the subject matter and train their skills to use the acquired knowledge in a relevant way, to think about it independently and critically, and to apply it adequately to practical / model cases.	
<b>Brief outline of the course:</b> 1 Psychology of emotion and motivation - definition of basic concepts. The relationship of emotion and motivation. 2 Traditional approaches to the study of emotions - historical, philosophical, biological, social and psychological approaches. 3 Evolutionary psychological and psychophysiological theory of emotions. 4 Vocal communication of emotions and facial expressions. 5 Regulation of emotions. 6 Function, development and education of emotions. 7 Basic concepts of psychology of motivation. 8 Classical approaches to the study of motivation. Homeostatic theories of motivation. 9 Humanistic theory of motivation. 10 Achievement motivation. 11 Attribution theory and cognitive approaches. 12 Current theories of motivation.	
<b>Recommended literature:</b> Required 1. Lectures	

2. PLHÁKOVÁ, A.: Textbook of General Psychology. Praha, Academia, 2003, s.319-444.
3. STUHLÍKOVÁ, I.: Basics of the Psychology of emotions. Praha : Portál, 2002.

Recommended texts:

1. LEWIS, M.-HAVILAND-JONES, J.: Handbook of emotions. 2.ed.New York, London: The Guilford Press, 2004. ISBN 1-59385-0029-2.
2. GORMAN, P.: Motivation and Emotion: Textbook. London: Routledge. 2002.
3. MADSEN, K.B.. Modern Theory of Motivation. Praha: Academia, 1979.
4. IZARD, C. et al.: Temperament, cognitive ability, emotion knowledge, and adaptive social behavior. Imagination, cognition and personality, roč, 19, 1999-2000, č.4, s.305-309 vrátane
5. JAMES, W. Principles of Psychology. The emotion.1890 (od genézy emócií) Prístupné:<http://www.des.emory.edu/mfp/james.html>
6. ATKINSON, J. W.: Personality Dynamics, s. 263-267 (ffweb)
7. GREWAL, D. - SALOVEY, P: Feeling Smart: A Science of Emotional Intelligence: American Scientist, roč. 93, 2005, č. 4, s. 330-339
8. GASPER, K.- BRAMESFELD, K.: Imparting wisdom: Magda Arnold's contribution to research on emotion and motivation. Preview. In Cognition and Emotion. vol 20, 2006, c. 7, s. 1001-1013.
9. DECI, E. L., & RYAN, R. M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. Canadian Psychology, 49(3), 182-185.
10. McCLELLAND, D. C. (1967). Money as a Motivator: Some Research Insights. Mckinsey Quarterly, 4(2), 10-21.
11. WEINER, B. (2010). The Development of an Attribution-Based Theory of Motivation: A History of Ideas. Educational Psychologist, 45(1), 28-36.
12. MASLOW, A.: Theory of Human Motivation. Psychological Review 1943 50, 370-396.
13. EDWARD L. DECI: On The Nature And Eunctions of Motivation Theories. Psychological Science, Vol. 3, No. 3, May 1992, S. 167-171
14. LEWIS, M., HAVILAND-JONES, J.M., FELDMAN BARRETT, L.: Handbook of Emotions. Third ed. New York, Guilford Press, 2010. ISBN 978-1-60918-044-7

**Course language:**

Slovak language

**Notes:**

Lectures and seminars will take place in person or online (depending on the current situation). Study materials will be accessible to students through OneDrive.

**Course assessment**

Total number of assessed students: 1363

A	B	C	D	E	FX
11.52	12.62	18.42	23.26	21.5	12.69

**Provides:** PhDr. Bibiána Kováčová Holevová, PhD., Mgr. Ondrej Kalina, PhD.

**Date of last modification:** 21.06.2021

**Approved:**



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/PKŽ/15	<b>Course name:</b> Psychology of Everyday Life
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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. 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. Elaboration of an essay in the range of 4xA4 (standard pages). Maximum number of points 20; minimum number of points 11. The final evaluation (grade) is the sum of points for the presentation and the essay. A 40b - 37b B 36b - 33b C 32b - 29b D 28b - 25b E 24b - 21b FX 20b - 0b	
<b>Learning outcomes:</b> The student is able to demonstrate an understanding of the individual's behavior in selected everyday situations such as conflict, group influence, empathy, helping, aggression, etc. The student is able to describe, explain and evaluate the psychological mechanisms that occur in everyday situations. The student is able to apply basic psychological knowledge to himself (self-regulation) but also in interaction with others (cooperation). The method of teaching the subject will be oriented to the student. Speakers will be interested in the needs, expectations and opinions of students 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.					
<b>Brief outline of the course:</b> How to understand human behavior (overview of basic approaches in psychology); Basic overview of cognitive processes; Learning processes and their use in practice; Social influences, prosocial and antisocial behavior; How human emotions and motivations work; Deciding - why and when we take risks; Childhood experiences and their relationship to adulthood; Abnormal behavior, mental disorders and therapeutic approaches					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 164					
A	B	C	D	E	FX
51.22	14.02	25.61	6.71	1.83	0.61
<b>Provides:</b> Mgr. Ondrej Kalina, PhD.					
<b>Date of last modification:</b> 24.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/PSO/09	<b>Course name:</b> Psychology of Personality
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment Maximum 40 points during the semester (Three assignments). Exam entry criteria: Active participation in exercises and at least 30 points obtained during the semester. Continuous assessment (40%) and written examination (60%). Electronic board of the course AIS2 - more information and news. Final evaluation: A 87 – 100 B 77 – 86 C 69 – 76 D 61 – 68 E 56 – 60 FX 55 and less Combined method.	
<b>Learning outcomes:</b> Students will gain an understanding of the role of personality theory in psychology and ways in which personality is assessed and explored, critically evaluate and compare different theories of personality.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. History of Personality Psychology. Personality as a topic of psychology.</li> <li>2. Focus on psychodynamic strengths: Classical psychoanalysis, personality as hierarchic arrangement of functionally differentiated layers in Sigmund Freud's theory. Current psychoanalytical theory (ego as an equal partner/A. Freud, autonomous ego/H. Hartmann).</li> <li>3. Focus on psychodynamic strengths: Analytical psychology (C. G. Jung/ features of personality, dynamics, and development of personality).</li> <li>4. Interpersonal dynamics (A. Adler, K. Horney, E. Fromm, H. S. Sullivan)</li> <li>5. Focus on human experience: Holism and humanism (Kurt Goldstein, A. Maslow, C. Rogers theory of Self, dynamics, development of personality. Critics of humanistic approach.</li> <li>6. Focus on human experience: Phenomenology and existential psychology (the main points of existentialism, shaping psychology, phenomenological approach to personality, phenomenal self). Logotherapy (Freedom of will, will to meaning, meaning of life, existential vacuum).</li> <li>7. Cognitive theory of personality of G. A. Kelly. Emphasis on permanent characteristics: Personology. Structure and dynamics of personality by G. Allport. Emphasis on permanent characteristics: Constitutional psychology.</li> <li>8. Structural analysis of personality, concept of personal features.</li> <li>9. Emphasis on Learning.</li> </ol>	

**Recommended literature:**

HALL, C.S., LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.  
HŘEBÍČKOVÁ, M. (2011). Pětifaktorový model v psychologii osobnosti. Grada Publishing as.  
JOHN, O. P., ROBINS, R. W., & PERVIN, L. A. (Eds.). (2008). Handbook of personality: Theory and research (3rd edition). New York: Guilford.  
BLATNÝ, M. a kol. (2010). Psychologie osobnosti. Hlasní témata, současné přístupy. Praha: Grada.  
VAGNEROVÁ, M. (2010). Psychologie osobnosti. Praha: Karolinum.  
NAKONEČNÝ, M. (2009). Psychologie osobnosti. Praha: Academia.  
DRAPELA, K. (1997). Přehled teorii osobnosti. Praha: Portal.  
VÝROST, J., RUISEL, I. (Eds.) (2000). Kapitoly z psychologie osobnosti. Bratislava: Veda.  
ŘÍČAN, P. (2007). Psychologie osobnosti. Praha: Grada 2007.  
SMÉKAL, V. (2002). Psychologie osobnosti. Člověk v zrcadle vědomí a jednání. Praha: Barrister&Principal.

**Course language:**

slovak

**Notes:****Course assessment**

Total number of assessed students: 1342

A	B	C	D	E	FX
17.66	18.85	21.68	20.19	18.03	3.58

**Provides:** prof. PhDr. Ol'ga Orosová, CSc., Mgr. Miroslava Köverová, PhD., Mgr. Jozef Benka, PhD. et PhD.

**Date of last modification:** 24.06.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKRGb/15	<b>Course name:</b> Regional Studies of Great Britain
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b>	
<b>Learning outcomes:</b> Considering the fact that most of the courses take a rather anglocentric point of view, it is necessary to introduce other issues and make the students aware of regional diversity of Britain. A single course is not sufficient to cover such a broad topic, therefore, Regions of the UK focus on Scotland as one of the regions. By covering a variety of topics similar to those already known to students primarily from the Introduction to British Studies, this course shall try to elicit a discussion about similarities and differences, encouraging students to contribute their own findings and areas of interest.	
<b>Brief outline of the course:</b> Week 1: Course Introduction Week 2: Regions of the UK Week 3: Introduction to Scottish Studies Reading: Chapter 1 Week 4: Introduction to Scottish History Reading: Chapters 2, 3 Week 5: Education and Religion Reading: Chapters 5, 6 Week 6: Scottish Parliament; Law Reading: Chapters 7, 10 Week 7: Tutorials Week 8: Scotland's Languages Reading: Chapter 9 Week 9: The Contexts of Modern Scottish Literature Reading: Chapter 11 Week 10: Visual Arts and Architecture; Music Reading: Chapters 12, 14 Week 11: Media Reading: Chapter 13 Week 12: Panel Discussion Weeks 13-14: Tutorials All the reading materials and assignments for home study will be available online.	
<b>Recommended literature:</b> Compulsory Reading: Gardiner, M. 2005. Modern Scottish Culture. Edinburgh: EUP, 2005. Recommended Reading: Houston, R. 2008. Scotland. A Very Short Introduction. Oxford: OUP, 2008. Oliver, N. 2009. A History of Scotland. London: Orion Books Ltd., 2009. A History of Scotland. BBC TV series	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 5					
A	B	C	D	E	FX
80.0	0.0	0.0	0.0	20.0	0.0
<b>Provides:</b> doc. Mgr. Slávka Tomaščíková, PhD.					
<b>Date of last modification:</b> 07.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/RP1/08	<b>Course name:</b> Research Project
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions for passing the course: Continuous assessment is carried out throughout the semester. It concerns the control of procedures on the project, which the student is obliged to do in the prescribed deadlines (proposal of the topic with an outline of literary sources and goals - submission of the theoretical part - data collection - statistical data analysis - final writing). Detailed dates and instructions will be updated. Final evaluation: realization of a research study, defense of the study	
<b>Learning outcomes:</b> The graduate of the course will understand and apply in practice the knowledge of completed theoretical subjects - Methodology for interdisciplinary study and Introduction to statistical methods for interdisciplinary study. With its practical focus, the subject contributes to the development of students' professional skills. The result of the completed course will be a short research study focused on some of the current topics of psychology.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Preparation of a research project.</li> <li>2. Searching for theoretical sources.</li> <li>3. Work with literature, citation.</li> <li>4. Structure of a scientific article.</li> <li>5. Implementation of research - practical advice and procedures.</li> <li>6. Processing of research results - work with SPSS.</li> <li>7. Processing of research results - tables and graphs.</li> <li>8. Processing research results - writing a scientific article.</li> <li>9. Presentation of research results.</li> </ol>	
<b>Recommended literature:</b> Katuščák, D. (2004). Ako písať záverečné a kvalifikačné práce. Enigma, Bratislava. Kimlička, Š. (2006). Metodika písania vysokoškolských a kvalifikačných prác. UK v Bratislave. Bačíková, M., Janovská, A., Orosová, O. (2019) Základy metodológie pedagogicko-psychologického výskumu. Šafárik Press, Košice. Žiaková, E., Lisník, A., Greňová, K. (2014). Návod na písanie záverečných prác. UPJŠ, Košice.	

domáce a zahraničné publikácie súvisiace s témou projektu					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 3					
A	B	C	D	E	FX
66.67	0.0	0.0	33.33	0.0	0.0
<b>Provides:</b> Mgr. Mária Bačíková, PhD.					
<b>Date of last modification:</b> 24.06.2021					
<b>Approved:</b>					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/RKS/14	<b>Course name:</b> Resolving Conflict Situations in Educational Practice
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 2 <b>Per study period:</b> 14 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3., 5.	
<b>Course level:</b> I., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b>	
<b>Learning outcomes:</b>	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 100	
abs	n
96.0	4.0
<b>Provides:</b> PhDr. Anna Janovská, PhD., Mgr. Lucia Barbierik, PhD.	
<b>Date of last modification:</b> 28.06.2021	
<b>Approved:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> CJP/ RJMP/15	<b>Course name:</b> Russian Language for Pre-Intermediate Students
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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.	
<b>Learning outcomes:</b> 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.	
<b>Brief outline of the course:</b> 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.	
<b>Recommended literature:</b> 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 ruský mluvících zemí. Plzeň, Fraus, 1998 Oganessianová D., Tregubová, J.: Cvičebnice ruské gramatiky. Praha, Polyglot, 2004 + additional texts of lecturer <a href="http://public-library.narod.ru/">http://public-library.narod.ru/</a>	
<b>Course language:</b> Russian language A2-B1	
<b>Notes:</b>	

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> CJP/ RUS1/07	<b>Course name:</b> Russian Language for Students of Philology 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active seminar participation (2x90 min. absences tolerated). 2 tests, no retakes, dictations, written assignments (80-100 words), home reading, 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.	
<b>Learning outcomes:</b> Learning of Russian alphabet, orthography and pronunciation in the Russian language. Obtaining knowledge of the language and acquiring language skills of reading, listening, speaking and writing at A1 level.	
<b>Brief outline of the course:</b> Phonetics in Russian, Russian alphabet, orthography, correct pronunciation. Russian sentence, nouns and verbs. Pronouns, numerals, adjectives and adverbs. Verbs in present, past and future tense. Modal and irregular verbs. Vocabulary, foreign words in Russian and their pronunciation. Selected issues of language interference. Selected texts from Russian literature, realia, etc. Development of vocabulary: getting to know each other, hobbies and interests, family, friends, city, phone conversation, etc. Home reading - A.P. Chekhov, B. Pasternak, etc.	
<b>Recommended literature:</b> 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 Oganessianová D., Tregubová, J.: Cvičebnice ruské gramatiky. Praha, Polyglot, 2004 + additional texts of lecturer	

<a href="http://public-library.narod.ru/">http://public-library.narod.ru/</a>					
<b>Course language:</b> Slovak language					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 409					
A	B	C	D	E	FX
40.34	16.87	14.91	9.78	6.6	11.49
<b>Provides:</b> PhDr. Helena Petruňová, CSc.					
<b>Date of last modification:</b> 20.09.2020					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> CJP/ RUS2/07	<b>Course name:</b> Russian Language for Students of Philology 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active participation in class and completed home assignments. Students are allowed to miss 2 classes at the most (2x90 min.). Online teaching (50% synchronous and 50% asynchronous), in case of an improved epidemiological situation = on-site teaching. 1 test (presumably in week 7) with one retake in the final week of the semester and an assignment consisting of a written project and an oral presentation in English. The tests will be taken online in case of online teaching or in class in case of on-site classes. In order to be admitted to the final exam, a student has to score at least 65% as a sum of both credit tests and academic presentation. Final exam = written test. Final assessment: continuous evaluation = 50%, final exam = 50%. Assessment scale: A 93-100%, B 86-92%, C 79-85%, D 72-78%, E 65-71%, FX 64% and less.	
<b>Learning outcomes:</b> Strengthening of all language skills (writing, reading, listening and speaking), improvement of pronunciation and reading, expanding and deepening of acquired knowledge of the language, Russian realia, culture and literature, development of vocabulary at A2-B1 level.	
<b>Brief outline of the course:</b> Strengthening of writing and correct pronunciation. Nouns, adjectives and verbs. Modal and irregular verbs. Vocabulary, foreign words in Russian and their pronunciation. Selected issues of language interference. Selected texts from Russian literature, daily press, realia, etc. Development of vocabulary: hobbies, foreign languages, job and duties, travel, plans, in a foreign city, abroad, acquaintances and friends, my town, basics of written communication, etc. Home reading - L. N. Tolstoy, B. Pasternak, etc.	
<b>Recommended literature:</b> 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 handouts of lecturer <a href="http://public-library.narod.ru/">http://public-library.narod.ru/</a>					
<b>Course language:</b> Russian language A1					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 182					
A	B	C	D	E	FX
37.91	14.29	15.38	7.69	11.54	13.19
<b>Provides:</b> PhDr. Helena Petruňová, CSc.					
<b>Date of last modification:</b> 11.02.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> CJP/ RUS3/08	<b>Course name:</b> Russian Language for Students of Philology 3
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active seminar participation (2x90 min. absences tolerated). 2 tests, no retakes, written assignments (100 - 200 words), home reading, 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.	
<b>Learning outcomes:</b> Development of language skills - speaking, listening, reading and writing, expanding and deepening of knowledge of the language at A2/B1 level, Russian realia, selected literary works, famous persons and events. Enrichment of vocabulary, focusing on free words and collocations, language interference, etc.	
<b>Brief outline of the course:</b> Development of vocabulary (hobbies, cinema and theatre, foreign languages, job and duties, travel, food, health and illness, weather, basics of correspondence, Russian literature, realia, etc.), foreign words in Russian. Selected issues of language interference. Selected texts from Russian literature, daily press, realia, etc. Selected topics of Russian grammar (irregular verbs, nouns, adjectives, passive and active voice, pronouns). Home reading.	
<b>Recommended literature:</b> 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 ruský mluvících zemí. Plzeň, Fraus, 1998 Oganessianová D., Tregubová, J.: Cvičebnice ruské gramatiky. Praha, Polyglot, 2004 + additional handouts of lecturer <a href="http://public-library.narod.ru/">http://public-library.narod.ru/</a>	
<b>Course language:</b>	



Russian language A2					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 46					
A	B	C	D	E	FX
60.87	19.57	10.87	8.7	0.0	0.0
<b>Provides:</b> PhDr. Helena Petruňová, CSc.					
<b>Date of last modification:</b> 20.09.2020					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPE/ OLŠ/15		<b>Course name:</b> School Administration and Legislation			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 3., 5.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 234					
A	B	C	D	E	FX
44.44	26.92	17.09	7.69	2.99	0.85
<b>Provides:</b> doc. PaedDr. Renáta Orosová, PhD., PaedDr. Janka Ferencová, PhD.					
<b>Date of last modification:</b> 08.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ ÚTVŠ/CM/13	<b>Course name:</b> Seaside Aerobic Exercise
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 36s <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4., 6.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions for course completion: Attendance	
<b>Learning outcomes:</b> 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.	
<b>Brief outline of the course:</b> 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	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 41	
abs	n
12.2	87.8

<b>Provides:</b> Mgr. Agata Horbacz, PhD.
<b>Date of last modification:</b> 15.03.2019
<b>Approved:</b>

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KF/VKFV/07		<b>Course name:</b> Selected Topics in Philosophy of Education (General Introduction)			
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 3., 5.					
<b>Course level:</b> I.					
<b>Prerequisites:</b> KF/DF1/05					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> doc. PhDr. Pavol Tholt, PhD., mim. prof.					
<b>Date of last modification:</b>					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/ECO-C2/14	<b>Course name:</b> Self Marketing ECo-C2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 4., 6.	
<b>Course level:</b> I., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Active participation in lessons (absence is allowed max. 90 min.), 2. Realization of assignments according to the teacher's instructions. Detailed information in the electronic bulletin board of the course in AIS2. The teaching of the subject will be realized by a combined method.	
<b>Learning outcomes:</b> The student is able to understand and explain the basic assumptions of good self-marketing, knows the possibilities for the correct presentation of his own person and understands the related knowledge and principles of personal and communication area. He / she can understand his / her competencies, his / her goals, how to make his / her strengths visible and he / she can apply this knowledge and social and professional skills in the personal and professional sphere of his / her life, which will also improve his / her employment opportunities.	
<b>Brief outline of the course:</b> What is marketing? (Marketing - Mix) Basics of self-marketing (Personal opinion is crucial, Goal setting, Proper use of opportunity) Me and my influence (What can I offer? What does he / she have unlike me? How do others see me? Ability to defend one's own opinion, Think positively!, I know how to explore myself - what options do I have?), Competence (Have your own opinion, How to withstand criticism, Be a team player, Competence at work), Draw attention to yourself (Voice and word selection, Active in meetings, Present yourself successfully).	
<b>Recommended literature:</b> VÝROST, Jozef - SLAMĚNÍK, Ivan. Sociální psychologie. 2., přepr. a rozš. vyd. Praha : GRADA, 2008. 408 s. VÝROST, Jozef - SLAMĚNÍK, Ivan. Aplikovaná sociální psychologie I : Člověk a sociální instituce. 1. vyd. Praha : Portál, 1998. 384 s. ISBN 80-7178-269-6. KOMÁRKOVÁ, Růžena - SLAMĚNÍK, Ivan - VÝROST, Jozef. Aplikovaná sociální psychologie III : Sociálněpsychologický výcvik. 1. vyd. Praha : Grada Publishing, 2001. 224 s.	

VÝROST, Jozef - SLAMĚNÍK, Ivan. Aplikovaná sociální psychologie II. 1. vyd. Praha : Grada Publishing, 2001. 260 s.

**Course language:**

slovak

**Notes:**

After passing the certification exams from all 4 modules (Teamwork, Selfmarketing, Conflict Management, Communication) the student will receive an ECo-C card and an ECo-C certificate.

**Course assessment**

Total number of assessed students: 64

abs	n
78.13	21.88

**Provides:** Mgr. Lucia Barbierik, PhD.

**Date of last modification:** 25.06.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/SPMOS/16	<b>Course name:</b> Social Psychology for Double-Major Study
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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, either in the teaching process or in the assessment process. Continuous assessment: credit test (min. Number of 11 points) + individual work - power point presentation (min. Number of points 11). Total max. 40 b. - min. 22 b. Final evaluation (exam, final thesis ...): exam max. 60 points, min. 30 points. At least 90 points are required to obtain an "A" rating, 80-89 points to obtain an "B" rating, 70-79 points to obtain an "C" rating, 60-69 points to obtain an "D" rating and 51 to obtain an "E" rating 51 -59 points. The final evaluation is calculated as the sum of the points obtained	
<b>Learning outcomes:</b> Analysis of the social and socio-psychological context of human existence, with emphasis on the relationship to oneself, the relationship to others and the relationship to the social environment. The objectives of the study of the subject social psychology can be divided into three basic areas: a / to approach the subject, key areas of building the knowledge system and methods of this psychological discipline; b / specify the place of social psychology in the structure of psychological sciences and its relations to social and behavioral sciences; c / to provide information on the main directions of application of socio-psychological knowledge in research, expertise and routine work. The basic thematic areas of the course will be the content of lectures. The purpose of the seminars will be to expand the subject matter in the form of presentations by students on the topic (papers) and to illustrate approaches to knowledge of the field (methodologies, research, model situations, socio-psychological influenza procedures). The student is able to demonstrate an understanding of an individual's behavior in socio-psychological contexts (eg social cognition, social communication, affiliation, aggression, social conflicts, etc.). The student is able to describe, explain and evaluate basic socio-psychological theoretical concepts and be able to illustrate them with examples. The student is able to apply the learned knowledge - will be able to predict some forms of human behavior in socio-psychological contexts.	



<p>The method of teaching the subject will be oriented to the student. Lecturers will be interested in the needs, expectations and opinions of students so as to encourage them to think critically by expressing respect and feedback on their opinions and needs.</p> <p>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.</p>					
<p><b>Brief outline of the course:</b>  Background, subject and history of social psychology. Social cognition. Social communication. Social psychology of personality. Self-image and identity. Coping. Social impact, conformity. Aggression and aggression.</p>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<p><b>Course assessment</b>  Total number of assessed students: 70</p>					
A	B	C	D	E	FX
15.71	11.43	41.43	22.86	7.14	1.43
<b>Provides:</b> Mgr. Ondrej Kalina, PhD.					
<b>Date of last modification:</b> 24.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPO/ SPKVV/15		<b>Course name:</b> Social and Political Context of Education			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 4., 6.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 57					
A	B	C	D	E	FX
31.58	36.84	19.3	10.53	1.75	0.0
<b>Provides:</b> Mgr. Ján Ruman, PhD.					
<b>Date of last modification:</b> 13.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPPaPZ/SV1/08		<b>Course name:</b> Social-Psychological Training I			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 1., 3.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 79					
A	B	C	D	E	FX
97.47	0.0	0.0	2.53	0.0	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 28.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPPaPZ/SV2/08		<b>Course name:</b> Social-Psychological Training II			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b>					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b> Komárková,R., Slaměník,I., Výrost,J. (Eds.): Aplikovaná sociální psychologie III: Sociálněpsychologický výcvik. Praha, Grada, 2001. Výrost, J., Slaměník, I.: Sociální psychologie. Praha: Portál 2008.Domestic and foreign magazines					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 52					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 28.06.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SOPSM/15	<b>Course name:</b> Sociolinguistics and Psycholinguistics
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Podmienky na absolvovanie predmetu: The course consists of lectures and seminars. Both classes will be conducted in the hybrid form, depending on the situation. For both lectures and seminars (in any form), students are supposed to be present on time not to hinder the fluency of the teaching process. In case of the online form of lectures and seminars, the tutor of the course will create a meeting in MS Teams to which all students will be invited. The program of lectures and seminars will not change, but students are required to read with comprehension the material specified for the respective week, so they can consult the reading material. Students are not allowed to record either lectures or seminars. <b>Attendance:</b> Seminars are obligatory for all students. Students are expected to attend each class (in any form) prepared – it means, they read the text assigned for the respective week with comprehension. During the contact form of teaching, students are allowed to miss no more than 2 seminars and are expected to come prepared and bring their own materials. If a student does not come/come prepared/bring their own materials, they are marked absent. Should a student be marked absent more than 2 times, they automatically receive a failing mark. If the form of seminars is changed from the contact to the online form, the tutor of the course will open a meeting in MS Teams and the seminar will be conducted online without any change of the program. <b>Continuous assessment:</b> Students will write a test covering the topics discussed in prior lectures and seminars and prepare a presentation on a selected topic discussed during the semester. Continuous assessment is a prerequisite for the final assessment – a written exam. Since it is a continuous assessment, there is no retake. The minimum to pass is 65%. 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. In the case of the online form of the test, students are expected to observe the following regulations: The tests 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.	

Due to the COVID-19 situation, guest experts are not able to come and deliver the lectures on psycholinguistics in the winter semester. Therefore, psycholinguistics will be taught in the summer semester, if the situation allows. If not, students will be evaluated based on their performance in sociolinguistics.

Final assessment:

The sum of the scores from the test and the presentation must be at least 65% in order for the student to be allowed to take part in the written exam during the exam period.

Final evaluation = final assessment mark:

A 93-100%

B 86-92%

C 78-85%

D 72-77%

E 65-71%

FX 64% and less

Due to the present situation, the tutor of the course reserves the right to change the test/exam dates in exceptional cases. Students will be informed at least 24 hours prior to the change.

### **Learning outcomes:**

Mastering the basic questions of the relationship between language and thought, language and its use in a speech community; influence of external factors upon language. Application of theoretical knowledge to specific linguistic material. Emphasis is laid on linguistic means of various social groups.

### **Brief outline of the course:**

Stručná osnova predmetu:

In case of online form of teaching, please read the corresponding chapters from Introducing Sociolinguistics (M.MEYERHOFF).

Week 1 Course Introduction; Introducing sociolinguistics

Week 2 Variation and Language (chapter 2)

Week 3 Variation and Style (chapter 3)

Week 4 Language Attitudes (chapter 4)

Week 5 Being polite as a variable in speech (chapter 5)

Week 6 Multilingualism and Language choice (chapter 6)

Week 7 Tutorials

Week 8 Real Time and Apparent Time (chapter 7)

Week 9 Social Class, Social networks and communities of practice (chapter 8 and chapter 9)

Week 10 Gender (chapter 10)

Week 11 Language Contact (chapter 11)

Week 12 Written exam

Week 13 Tutorials

Week 14 Tutorials

### **Recommended literature:**

MEYERHOFF, M. Introducing Sociolinguistics. Routledge, 2009.

JESENSKÁ, P. Essentials of Sociolinguistics. Ostravská univerzita, 2010.

WARDHAUGH, R., FULLER, J. M. Blackwell Textbooks in Linguistics: Introduction to Sociolinguistics (7th Edition). Somerset, NJ, USA: Wiley, 2014.

### **Course language:**

English

### **Notes:**

<b>Course assessment</b>					
Total number of assessed students: 168					
A	B	C	D	E	FX
57.14	17.86	9.52	5.36	8.93	1.19
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc., prof. PaedDr. Livia Körtvélyessy, PhD., Mgr. Vesna Kalafus Antoniová, PhD.					
<b>Date of last modification:</b> 27.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SOC/05	<b>Course name:</b> Sociology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous evaluation: active participation in seminars, test Final evaluation: Oral exam (In case of an unfavorable epidemiological situation, teaching will take place in an online environment).	
<b>Learning outcomes:</b> Getting acquainted with the basics of sociology as a theoretical-empirical science in an effort to create a basis for the study of other sociological and political science disciplines.	
<b>Brief outline of the course:</b> Origin, development, essence and subject of Sociology; Relation of Sociology to other scientific disciplines; Paradigms, Directions and Theories of Sociology; Culture; Socialization, Social status, Social role; Deviation and Social control; Society, Social structure, Social groups; Social stratification, Social mobility, Social (in)equalities; Organizations and Bureaucracy; Social Change; Social Institutions: Economics and Politics; Social Institutions: Family and Religion; Research in Sociology;	
<b>Recommended literature:</b> BAUMAN, Z.: Myslet sociologicky Praha: Slon, 1996. BERGER, P. L.: Pozvání do sociologie. Praha: FMO, 1991. BUOCO VÁ, Z.: Úvod do sociologie. Prešov: FF PU, 2006. GIDDENS, A.: Sociologie. Praha: Argo, 1999. HAVLÍK, R.: Úvod do sociologie. Praha: Karolinum, 2005 JANDOUREK, J.: Úvod do sociologie. Praha: Portál, 2003. KELLER, J.: Úvod do sociologie. Praha: Slon, 1991. MONTONSSÉ, M.; RENNOARD, G.: Přehled sociologie. Praha: Portál, 2005.	



NOVOTNÁ, E.: Základy sociologie. Praha: Grada, 2008.  
 PETRUSEK, M.; ALAN, J.; DUFFKOVA, J.; HAVLÍK, R.; KABELE, J.: Sociologie. Praha: SPN, 1997.  
 SOPÓCI, J.; BÚZIK, B.: Základy sociológie. Bratislava: SPN, 1995.  
 URBAN, L.: Sociologie trochu jinak. Praha: Grada, 2011.

**Course language:**

Slovak, Czech

**Notes:**

**Course assessment**

Total number of assessed students: 782

A	B	C	D	E	FX
39.77	27.11	16.62	9.46	5.37	1.66

**Provides:** Mgr. Alexander Onufrák, PhD.

**Date of last modification:** 26.03.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ ASPJSb/15	<b>Course name:</b> Specialised Language Seminar
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment: Continuous assessment: Presentation (50%) Each student is to prepare a presentation of one topic from the book Language Myths (Bauer – Trudgill (eds.)). Each presentation will be followed by discussion. Final test (50 %): test based on the linguistic terms mentioned during the course Final assessment: is given by the sum of continuous assessment (presentation 50%, written test 50%). There is no retake for any part of the continuous assessment. Final assessment mark: Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 and less	
<b>Learning outcomes:</b> This course aims to account for the most popular misconceptions about the language as presented by 21 leading linguists of the world.	
<b>Brief outline of the course:</b> The content of the course will be based on the book Language Myth edited by L. Bauer and P. Trudgill. The book is „essential reading for anyone concerned with the nature of language“ (D. Crystal).: Myth 1 The Meanings of Words Should Not be Allowed to Vary or Change Myth 2: Some Languages are Just Not Good Enough Myth 3: The Media are Ruining English Myth 4: French is a Logical Language Myth 5: English Spelling is Kattastroffik	

Myth 6: Women Talk Too Much Myth 7: Some languages are Harder than Others Myth 8: Children Can't Speak or Write Properly Any More Myth 9: In the Appalachinas They Speak like Shakespeare Myth 10: Some Languages Have No Grammar Myth 11: Italian is Beautiful, German is Ugly Myth 12: Bad Grammar is Slovenly Myth 13: Black Children are Verbally Deprived Myth 14: Double Negatives are Illogical Myth 15: TV Makes People Sound the Same Myth 16: You Shouldn't Say 'It is Me' because 'Me' is Accusative Myth 17: They Speak Really Bad English Down South and in New York City Myth 18: Some Languages are Spoken More Quickly than Others Myth 19: Aborigines Speak a Primitive Language Myth 20: Everyone Has an Accent Except Me Myth 21: America is Ruining the English Language					
<b>Recommended literature:</b> Bauer, Laurie & Trudgill, Peter (eds). 1998. Language Myths. Penguin Books. any other source related to the given topics					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 116					
A	B	C	D	E	FX
59.48	19.83	16.38	2.59	0.0	1.72
<b>Provides:</b> doc. Mgr. Renáta Gregová, PhD.					
<b>Date of last modification:</b> 01.05.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SPCOB/15	<b>Course name:</b> Speech Communication
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> COVID -19 UPDATE Due to the Covid-19 pandemic situation, the majority of classes will be carried out online via MS Teams (lectures and seminars). Week 1 classes will be contact to explain/clarify/discuss all details (if the situation allows). The remaining weeks (2-12) will be online via MS Teams. A final written test will be written during contact seminar, if the situation makes it possible. Students are expected to attend each class according to the schedule. More than one unexcused absence is not acceptable (extreme situations aside), making the second unexcused absence an automatic failure for the course. There will be 1 written test (week 7). Each student will be required to give a presentation based on the course study material provided in advance. There will be no retake for any part of the continuous assessment (1 written test, 1 oral presentation). written test = 80% + oral presentation = 20% Final evaluation: A - 93-100% B - 86-92% C - 78-85% D - 72-77% E - 65-71% FX - 64% and less	
<b>Learning outcomes:</b> The course aims to familiarise students with the principles, central ideas and the practical application of the communication theories they are likely to encounter not only in the communication discipline but also in everyday life.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Introductory lesson.</li> <li>2. Defining communication. Models of Communication. Contexts of Communication.</li> <li>3. Symbolic Interaction Theory (Mead)</li> <li>4. Coordinated Management of Meaning (Pearce and Cronen)</li> <li>5. Genderlect Styles (Tannen)</li> <li>6. Face Negotiation Theory (Ting-Toomey)</li> <li>7. The Rhetoric (Aristotle)</li> </ol>	

8. Written test 9.-14. Presentations					
<b>Recommended literature:</b> Griffin, E.: A first look at communication theory. McGraw-Hill, Inc. NY, 2006. West, R., Turner, H.L.: Introducing Communication theory. Mayfield Publishing Company. London, 2000.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 91					
A	B	C	D	E	FX
12.09	27.47	30.77	13.19	14.29	2.2
<b>Provides:</b> doc. Mgr. Renáta Panocová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ TVa/11	<b>Course name:</b> Sports Activities I.
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3., 5., 7.	
<b>Course level:</b> I., I.II., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Min. 80% of active participation in classes.	
<b>Learning outcomes:</b> 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.	
<b>Brief outline of the course:</b> 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.	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	

<b>Course assessment</b>							
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
<b>Provides:</b> 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.							
<b>Date of last modification:</b> 13.05.2021							
<b>Approved:</b>							

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice							
<b>Faculty:</b> Faculty of Arts							
<b>Course ID:</b> ÚTVŠ/ TVb/11		<b>Course name:</b> Sports Activities II.					
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> combined, present							
<b>Number of ECTS credits:</b> 2							
<b>Recommended semester/trimester of the course:</b> 2., 4., 6.							
<b>Course level:</b> I., I.II., II.							
<b>Prerequisites:</b>							
<b>Conditions for course completion:</b> active participation in classes - min. 80%.							
<b>Learning outcomes:</b> 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.							
<b>Brief outline of the course:</b> 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.							
<b>Recommended literature:</b>							
<b>Course language:</b>							
<b>Notes:</b>							
<b>Course assessment</b> 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



<b>Provides:</b> 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.
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<b>Date of last modification:</b> 13.05.2021
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<b>Approved:</b>
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## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPPaPZ/SI2/09		<b>Course name:</b> Statistical Methods II			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 3 <b>Per study period:</b> 42 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 6.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Assessment is based on interim evaluation.					
<b>Learning outcomes:</b> The aim of the subject is to increase the practical capabilities of students in processing statistical data using the SPSS software package. By completing the subject, students will learn and practice basic competences for working with databases. Students will learn how to use the functions of the SPSS application in the context of descriptive and inferential statistics to the extent covered within the subject Statistics I.					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b> 1. J Pallant : SPSS Survival manual. A step by step guide to data analysis using SPSS for Windows.					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 60					
A	B	C	D	E	FX
96.67	0.0	3.33	0.0	0.0	0.0
<b>Provides:</b> Mgr. Jozef Benka, PhD. et PhD.					
<b>Date of last modification:</b> 18.02.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SVPR1b/15	<b>Course name:</b> Student Research Project 1*
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment is a precondition for receiving final assessment. Assessment of continuous 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	
<b>Learning outcomes:</b> 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.	
<b>Brief outline of the course:</b> 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 continuous results and parts of the research project.	
<b>Recommended literature:</b> Depending on the selected topic of student research project.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 240					
A	B	C	D	E	FX
49.58	17.08	15.83	5.42	6.25	5.83
<b>Provides:</b> prof. Myroslava Fabian, DrSc., prof. PhDr. Pavel Stekauer, DrSc., doc. Mgr. Slávka Tomaščíková, PhD., prof. PaedDr. Livia Körtvélyessy, PhD., doc. Mgr. Renáta Timková, PhD., doc. Mgr. Renáta Panocová, PhD., PhDr. Slávka Janigová, PhD., Mgr. Zuzana Buráková, PhD., doc. Mgr. Renáta Gregová, PhD., PhDr. Štefan Franko, PhD., Mgr. Karin Sabolíková, PhD., Mgr. Július Rozenfeld, PhD., Mgr. Martina Martausová, PhD., doc. Mgr. Soňa Šnircová, PhD., Mgr. Adriana Saboviková, PhD., Mgr. Silvia Rosivalová Baučková, PhD., PhDr. Mária Paľová, PhD., Mgr. Kurt Magsamen, Mgr. Vesna Kalafus Antoniová, PhD., Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 21.05.2019					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SVPR2b/15	<b>Course name:</b> Student Research Project 2*
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment is a precondition for receiving final assessment. Assessment of continuous 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	
<b>Learning outcomes:</b> 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.	
<b>Brief outline of the course:</b> 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 continuous results and parts of the research project.	
<b>Recommended literature:</b> Depending on the selected topic of student research project.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 194					
A	B	C	D	E	FX
44.85	22.68	11.86	7.22	10.31	3.09
<b>Provides:</b> prof. Myroslava Fabian, DrSc., prof. PhDr. Pavel Stekauer, DrSc., doc. Mgr. Slávka Tomaščíková, PhD., prof. PaedDr. Livia Körtvélyessy, PhD., doc. Mgr. Renáta Timková, PhD., doc. Mgr. Renáta Panocová, PhD., PhDr. Slávka Janigová, PhD., Mgr. Zuzana Buráková, PhD., doc. Mgr. Renáta Gregová, PhD., PhDr. Štefan Franko, PhD., Mgr. Karin Sabolíková, PhD., Mgr. Július Rozenfeld, PhD., Mgr. Martina Martausová, PhD., doc. Mgr. Soňa Šnircová, PhD., Mgr. Adriana Saboviková, PhD., Mgr. Silvia Rosivalová Baučková, PhD., Mgr. Mariana Zelenáková, PhD., PhDr. Mária Paľová, PhD., Mgr. Kurt Magsamen, Mgr. Petra Filipová, PhD., Mgr. Vesna Kalafus Antoniová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚMV/ DGS/15	<b>Course name:</b> Students' Digital Literacy
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> continuous assessment and final project	
<b>Learning outcomes:</b> To acquire an overview of the current possibilities of digital technology to develop skills and competencies with emphasis on the area of communication, social interaction and personal. To acquire basic digital skills for working with advanced technologies (mobile phone, tablet, laptop, social media, online webtechnologies). To understand the value of existing advanced technologies for better and more effective learning, work and active life in higher education, lifelong learning and further career prospects.	
<b>Brief outline of the course:</b> Introduction to the problems of current, commonly available digital technology. Tools for access to online information source (mobile applications for access to information systems, databases, data books). Tools for collecting, generating direct information and data and its subsequent analysis and visualization. Tools for providing and sharing of electronic content (cloud technology - Google Drive, Youtube, Google+, Skydrive, Dropbox). Tools for communication, discussion and collaborative activities. Legal work with digital technologies and resources, plagiarism, critical evaluation of digital resources. Security, privacy, digital ethics and etiquette, digital citizenship.	
<b>Recommended literature:</b> 1. Bruff, D. (2009). Teaching with classroom response systems: Creating active learning environments. San Francisco: Jossey-Bass. 2. Byrne, R. (2012). Google Drive and Docs for Teachers. Free Tech for Teachers. 3. Kawasaki, G. (2012). What the Plus! Google+ for the Rest of Us. Amazon igital Services. 4. Kolb, L. (2011). Cell Phones in the Classroom: A Practical Guide for Educators. International Society for Technology in Education.	
<b>Course language:</b> Slovak	
<b>Notes:</b>	

<b>Course assessment</b>	
Total number of assessed students: 250	
abs	n
96.0	4.0
<b>Provides:</b> doc. RNDr. Stanislav Lukáč, PhD., doc. RNDr. Jozef Hanč, PhD., doc. RNDr. Ľubomír Šnajder, PhD.	
<b>Date of last modification:</b> 03.05.2015	
<b>Approved:</b>	



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ LKSp/13	<b>Course name:</b> Summer Course-Rafting of TISA River
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 36s <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4., 6.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions for course completion: Attendance Final assessment: Raft control on the waterway (attended/not attended)	
<b>Learning outcomes:</b> Learning outcomes: Students have knowledge of rafts (canoe) and their control on waterway.	
<b>Brief outline of the course:</b> 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	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ KP/12	<b>Course name:</b> Survival Course
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> 36s <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3., 5.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions for course completion: Attendance Final assessment: continuous fulfilment of all tasks within the course	
<b>Learning outcomes:</b> 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.	
<b>Brief outline of the course:</b> 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.	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SYNT/15	<b>Course name:</b> Syntax
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Green regime: combined mode, i.e. attended and online (via MS Teams), as scheduled during the first week meeting which will be held in an attended form Orange regime: online mode (via MS Teams) Red regime: online mode (via MS Teams) 2 written tests scheduled to the 9th and 13th week (or as modified by the teacher) - 65% Total Pass A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less	
<b>Learning outcomes:</b> The course is aimed to introduce the fundamentals of the English Syntax from a cognitive perspective on the function-structural background with selected syntactic phenomena being contrasted with their Slovak counterparts. Students are trained to be able to conduct independent syntactic analyses on the level of phrase, clause and sentence.	
<b>Brief outline of the course:</b> Syntactic pyramid (Chapter 1 of English Syntax in a Nutshell) Valency (Chapter 2 of English Syntax in a Nutshell) Arguments and Non-Arguments (Chapter 3 of English Syntax in a Nutshell) Diagnostic Markers for Clause Elements (Chapter 4 of English Syntax in a Nutshell) Action-focused, Existential and Qualifying Frames (Chapter 5 of English Syntax in a Nutshell) Patient Frames (Chapter 6 of English Syntax in a Nutshell) Circumstantial Frames (Chapter 7 of English Syntax in a Nutshell) Complement and Apposition (Chapters 8 and 9 of the English Syntax in a Nutshell) Sentence (Chapter 10 of English Syntax in a Nutshell) Semi-clauses (Chapter 11 of English Syntax in a Nutshell) Functional Sentence Perspective (Chapter 12 of English Syntax in a Nutshell)	
<b>Recommended literature:</b>	

Janigová, S. (in publication process). English Syntax in a Nutshell.  
 Quirk, R., et al. (1990). A Student's Grammar of the English Language.  
 New York – London: Longman.  
 Dušková, L. (2003). Mluvnice současné angličtiny na pozadí češtiny. Praha: Academia.  
 Quirk, R., et al. (1985). A Comprehensive Grammar of the English Language.  
 New York – London: Longman.  
 Miller, J. (2002). An Introduction to English Syntax. EUP  
 Crystal, D. (1995). The Cambridge Encyclopedia of the English Language. Cambridge: CUP.  
 Dušková, L. (2002). Syntax současné angličtiny. Karolinum.  
 Štekauer, P. (2000). Rudiments of the English Linguistics. Prešov: SLOVACONTACT.

**Course language:**

English language

**Notes:**

**Course assessment**

Total number of assessed students: 83

A	B	C	D	E	FX
2.41	13.25	19.28	18.07	31.33	15.66

**Provides:** PhDr. Slávka Janigová, PhD., prof. Myroslava Fabian, DrSc.

**Date of last modification:** 01.05.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ SYP/06	<b>Course name:</b> Systems of Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 1., 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Seminar evaluation (40% of the total evaluation): 1. test examination - 15b test (min 8); 2. test examination - 15b test (min 8); 3. seminar work on a selected topic, paper - possibility to get a maximum of 10b Final evaluation (60% of the total evaluation): written exam in the examination period max. 60b min.31b. Overall rating: A (100-90b), B (80-89b), C (70-79b), D (60-69b), E (51-59b), FX (50b and less). The student is allowed max. 2 absences from exercises.	
<b>Learning outcomes:</b> The aim is to acquaint students with the development of psychological thinking with emphasis on the main psychological directions and their representatives. The student will acquire a basic orientation in the main psychological directions of the 20th century and current directions of psychology, through their basic theories, research as well as connection to a broader context	
<b>Brief outline of the course:</b> Brief syllabus: 1 Introduction to the study of history and systems of psychology, 2 The influence of philosophy and physiology on modern psychology. 3 The beginnings of modern psychology as a separate scientific discipline. 4 Structuralism in psychology. 5 Functionalism in psychology - CH. Darwin, W. James and his system of psychology, Chicago School J. Dewey. R. S. Woodworth. 6 Russian reflexology and associationism - predecessors of behaviorism. 7 Behaviourism, J.B Watson 8 Skinner's behaviorism and neo-neobehaviorizmus. 9 Gestalt psychology. 10 Psychoanalysis: Freud S. Predecessors of psychoanalysis. 11 Neofreudism: ego psychology A. Freud, analytical psychology of C.G. Jung. 12 Individual psychology - A. Adler, K. Horney, Fromm E, H. Sullivan. 12, Humanistic psychology. 13 Cognitive psychology.	

- 14 Effects of postmodern thinking in psychology. Critical psychology, its main ideas and leaders.  
 15 Social constructivism J. Shotter and K. J. Gergen. Psychology of discourse and narrative psychology

**Recommended literature:**

Hunt, M.: Dejiny psychológie, Portál, Praha, 2000;  
 Plháková, A.: Dejiny psychológie, Grada, 2006;  
 Hoskovec, J., Hoskovcová, S.: Stručné dejiny stredoeurópskej psychológie. Portál, Praha, 2000  
 Hergenhahn, B. R. (2001). An introduction to the history of psychology (4th ed.). Wadsworth/ Thomson Learning.

**Course language:**

**Notes:**

**Course assessment**

Total number of assessed students: 816

A	B	C	D	E	FX
18.5	23.77	31.25	17.65	6.0	2.82

**Provides:** Mgr. René Šebeňa, PhD.

**Date of last modification:** 15.04.2021

**Approved:**



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/ECO-C1/14	<b>Course name:</b> Team Work ECo-C1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3., 5.	
<b>Course level:</b> I., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b>	
<b>Learning outcomes:</b>	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b>	
<b>Course language:</b>	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 71	
abs	n
98.59	1.41
<b>Provides:</b> PhDr. Anna Janovská, PhD.	
<b>Date of last modification:</b> 28.06.2021	
<b>Approved:</b>	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ TRAN1b/15	<b>Course name:</b> Technical Translation
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Test 1: 50 points Test 2: 150 points Full score: 100% Pass: 65% Grades: 100-95%.....A 94-90%.....B 89-80%.....C 79-75%.....D 74-65%.....E 64%.....Fx	
<b>Learning outcomes:</b> Seminars are aimed to introduce basic translation methods and techniques, terminological registers, various stylistic layers of texts, concentrating on work with legal English texts.	
<b>Brief outline of the course:</b> Translation of authentic ESP texts focusing on the Contract Law	
<b>Recommended literature:</b> Abbott, K. and Pendlebury, N.( 1991). Business Law. London: DP Publications Ltd., Janigová S., Vargová B., (2001). Introduction to Legal English.Košice: UPJŠ. Chartrand, M. et al. (1997). English for Contract and Company Law. London: Sweet and Maxwell Limited. Chromá, M. and Coats, T. (2003). New Introduction to Legal English I, II.. Praha: UK, 1998. Kořenský,J., Cvrček, F., Novák, F. (1999) Juristická a lingvistická analýza právních textů. Praha: Academia. Riley, A. (1996). English for Law. Hemel Hempstead: Prentice hall Macmillan. Russell, F. and Locke, Ch.(1993). English law and language. Hempstead: Prentice Hall International. Tomášek, M. (1998). Překlad v právní praxi. Praha: Linde Praha, a.s..	
<b>Course language:</b>	

English, Slovak					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ ZKP/06	<b>Course name:</b> The Fundamentals of Clinical Psychology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3., 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b> KPS/VP2/06 and leboKPPaPZ/VPMOS/16	
<b>Conditions for course completion:</b> Maximum 40 points per semester, minimum 22 per semester. Semester 40%, exam 60% - oral form Result mark Sum of points from semester and exam: A 90 – 100 B 80 – 89 C 70 – 79 D 60 – 69 E 51 – 59 FX 50 and less	
<b>Learning outcomes:</b> The course introduces present information from applied psychological discipline - Clinical Psychology. It presents some actual theories, which explain basis of health, illness, dysfunction and disability. It concentrates on practical abilities, which are necessary for clinical psychology praxis. During the semester, students will gain the following knowledge (several included in the topics of the seminars): <ul style="list-style-type: none"> <li>- characteristics and content of clinical psychology,</li> <li>- conditions for undergraduate and postgraduate education in clinical psychology,</li> <li>- the specifics of clinical research</li> <li>- a biopsychosocial approach to the treatment of mental disorders,</li> <li>- clinical-psychological interview, initial psychodiagnostic interview,</li> <li>- prevention in clinical psychology</li> <li>- specifics of psychodiagnostics in clinical psychology,</li> <li>- basics of psychopharmaco-therapy of mental disorders,</li> <li>- ethical issues in clinical psychology,</li> </ul> They will acquire these skills during the semester <ul style="list-style-type: none"> <li>- how to solve ethical dilemmas in clinical psychology</li> <li>- how to conduct a clinical-psychological interview,</li> <li>- how to talk to a specific patient (depressed, silent ..)</li> </ul>	

- how to collect personal history data from the patient,
- how to work with a child patient,
- how to apply theoretical knowledge about the child's early psychomotor development,
- how to proceed in the preoperative preparation of the patient,
- skill in the field of selected therapeutic procedures.

**Brief outline of the course:**

1. The subject of clinical psychology, its position in the system of psychological sciences
2. History of the development of clinical psychology, history of clinical psychology in our country, important personalities in contemporary clinical psychology
3. Practical issues of the work of a clinical psychologist: prevention, crisis intervention, clinical-psychological interview, ethics in clinical psychology
4. Psychopharmacotherapy - overview, effect
5. The methodology of research and individual approach in clinical psychology
6. Systems of classification in psychiatry (ICD-10, DSM-V).
7. Clinical psychological methods in a/ anxiety disorders, b/affective disorders, c/ psychotic disorders, d/ addictions, e/ eating disorders, f/ organic mental disorders, g/ personality disorders. Basic psychotherapeutic strategies – review. Crisis interventions, suicidology.
8. Psychology of the disease - change of needs, psychological correlates of pain, communication with the patient
9. Psychodiagnostics in clinical psychology - clinical and test methods
10. Personal history and its place in clinical psychology - specifics for adult and pediatric patients
11. Clinical-psychological referral
12. Patopsychology and psychology of disability

**Recommended literature:**

Heretik, A., Heretik, A., a spol. (2016). Klinická psychológia, Nové Zámky: Psychoprof.  
 Trull, T.J., Prinstein, M. (2012). Clinical psychology. Wadsworth: Cengage Learning.  
 Baštecká, B., Goldman, P. (2001). Základy klinické psychologie, Praha: Portál.  
 Baštecká, B. a kol. (2006). Klinická psychologie v praxi, Praha: Portál.  
 Křivohlavý, J. (2003). Psychologie zdraví. Praha: Portál.  
 Ondrášová, M. (2005). Psychiatria. Bratislava: Osveta.  
 Říčan, P., Krejčířová, D. a kol. (2006). Dětská klinická psychologie, Praha: Grada.

**Course language:**

Slovak, English

**Notes:**

**Course assessment**

Total number of assessed students: 692

A	B	C	D	E	FX
39.31	30.78	16.62	8.24	3.03	2.02

**Provides:** doc. Mgr. Monika Hricová, PhD., MSc. Natália Sabolová

**Date of last modification:** 26.08.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/ ZPSP/06	<b>Course name:</b> The Fundamentals of Psychology of Work
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 3., 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> During semester: -Credit test (20p), minimum 11p - Semester assignment - essay (20p), minimum 11p, for detailed information please see electronic noticeboard. Overall evaluation: - Semester maximum 40 points (minimum 22p), exam 60 points (minimum 31p) - together min. 53p	
<b>Learning outcomes:</b> Aim of study is to give the opportunity to students to familiarize with basic knowledge from applied field of psychology – work psychology. During the semester, focus is on meaning of job, work conditions, relationships on workplace and interaction between work and family. Besides, students can capture basic skills needed for execution of selected job areas of work psychologist. During semester students will obtain knowledge in: - history and development of work psychology, meaning of work in human life - unemployment and options how to work with unemployed people - workplace environment and possible negative consequences of it on people's mental health - job and organization adaptation - job satisfaction and interaction between work and family - basic psychodiagnostics methods used in work psychology Besides, students can obtain skills in: - analysis of physical work environment with focus on it's psychological effect on employee - preparation of adaptation program - solving negative consequences of work environment - setting of work environment design in order to avoid work-family conflicts - work with selected psychodiagnostics methods	
<b>Brief outline of the course:</b> Definition of work psychology, historical preconditions of constitution of work psychology, work and her conditions, work performance, motivation to work and work satisfaction, forming of work environment, relationships on workplace, job-family interaction	

**Recommended literature:**

Rothmann, S., Cooper, C. L., & Rothmann, S. (2015). Work and organizational psychology (Second Edition). Routledge, Taylor & Francis Group.

Schmitt, N., & Weiner, I. B. (Eds.). (2013). Industrial and organizational psychology (2. ed). Wiley.

Muchinsky, P. M. (2006). Psychology applied to work: An introduction to industrial and organizational psychology (8th ed). Thomson/Wadsworth.

Levy, P. E. (Paul E. (2017). Industrial/organizational psychology: Understanding the workplace. Worth Publishers, Macmillan Learning.

Arnold, J., & Randall, R. (2016). Work psychology: Understanding human behaviour in the workplace (Sixth Edition). Pearson.

**Course language:**

Slovak, English

**Notes:**

Lectures and activities are adapted to both, physically present and distance form of education. For further information and current changes in the form of teaching (distance vs. full-time), please see electronic noticeboard.

**Course assessment**

Total number of assessed students: 672

A	B	C	D	E	FX
36.01	29.46	18.6	10.27	4.91	0.74

**Provides:** PhDr. Denisa Fedáková, PhD., Mgr. Pavol Kačmár, PhD., PhDr. Katarína Kušnírová, PhD.

**Date of last modification:** 29.04.2021

**Approved:**

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KPE/TVE/08		<b>Course name:</b> Theory of Education			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 4., 6.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 501					
A	B	C	D	E	FX
36.93	32.93	20.36	5.99	1.6	2.2
<b>Provides:</b> Mgr. Katarína Petříková, PhD.					
<b>Date of last modification:</b> 08.06.2021					
<b>Approved:</b>					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ TTTN/06		<b>Course name:</b> Theory of Translatology and Terminology			
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b> 4.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b>					
<b>Learning outcomes:</b>					
<b>Brief outline of the course:</b>					
<b>Recommended literature:</b>					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 408					
A	B	C	D	E	FX
27.21	27.21	19.36	14.22	11.52	0.49
<b>Provides:</b> doc. Mgr. Renáta Panocová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPPaPZ/TPPM/19	<b>Course name:</b> Theory of psychdiagnostics and psychometrics for interdisciplinary study program
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 2 <b>Per study period:</b> 28 / 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b> KPPaPZ/USMM/19	
<b>Conditions for course completion:</b> The assessment for this subject is based on a combination of interim evaluation and the final exam. Proportionally the interim evaluation represents 40% and the final exam 60% of the overall assessment. 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.	
<b>Learning outcomes:</b> Students will acquire basic theoretical knowledge and practical skills in the field of psychological measurement with an emphasis on the context of the field. Attention is primarily paid to developing the individual ability to use the acquired knowledge in critical evaluation and interpretation of data obtained through psychological and psychodiagnostic measuring tools.	
<b>Brief outline of the course:</b> Psychometrics and definition of its basic concepts. Introduction to measurement and scaling in psychology. Types of tests and their characteristics, types of variables in psychometrics. Characteristics of psychodiagnostic methods. Psychological theories of tests, classical test theory and current models, Introduction to test design and item analysis, Reliability and methods of its detection, validation and sources of evidence of validity. Standardisation and norms.	
<b>Recommended literature:</b> 1. Džuka, J. Základy Psychometrie a teórie testov, Prešov, 2006 2. Urbánek, T. - Denglerová, D., Širuček, J.: Psychometrika. Praha: Portál 2011 3. Říčan P.: Základy psychometrie. Bratislava: Psychodiagnostika 1977 4. FERJENČÍK, J.: Základy štatistických metód v sociálnych vedách. Košice: UPJŠ, 2006	
<b>Course language:</b>	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 13					
A	B	C	D	E	FX
46.15	23.08	30.77	0.0	0.0	0.0
<b>Provides:</b> Mgr. Jozef Benka, PhD. et PhD.					
<b>Date of last modification:</b> 25.06.2021					
<b>Approved:</b>					