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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> KAaA/ AETLmu/15	<b>Course name:</b> American Ethnic Literatures
<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.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> There will be 2 credit tests 50 plus 50 percent of the overall evaluation. Minimum percentage to pass is 65%.	
<b>Learning outcomes:</b> The students should be able to understand the main distinctive features of ethnic literatures in the USA; the main representatives of American ethnic literatures; their representative works and gain an overview of the development of African American, Native American, Asian American, and Hispanic American literatures. Students should be able to explain and comprehend terms and concepts related to American Ethnic literatures. Students are able to analyze texts from American ethnic literatures from literary, historical, cultural and gender point of view.	
<b>Brief outline of the course:</b> African American literature, Asian-American literature, Hispanic American literature, American Jewish literature, resistance, slave narratives, folklore, Harlem Renaissance, "New Negro" movement, assimilation, tradition, identity, racism, sexism, black nationalism, separatism, autobiography, oral tradition, ritual, nature, social values, Native American Renaissance, generation conflict, Issei/Nisei, Chicano, Chicana, class, gender	
<b>Recommended literature:</b> Buráková, Z., Filipová, P. (2021). American Ethnic Literatures and Cultures. Košice: Šafárik University Press. Nelson, E.S., Ethnic American literature : an encyclopedia for students, Santa Barbara : Greenwood/ABC-CLIO, 2015 Kolář, S. American Ethnic Literatures, Ostrava University, 2003	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 115					
A	B	C	D	E	FX
64.35	13.91	10.43	4.35	4.35	2.61
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 07.10.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/AJPFJM/21	<b>Course name:</b> Analysis of Linguistic Expressions
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> continuous assessment: activity in seminars 25%; written test 75% Grading scale: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less ; distance and/or hybrid form of teaching - tenth week of the semester : 1 individual writtem work ; thirteenth week - written exam	
<b>Learning outcomes:</b> Students can apply rules of construction of conventional sequence schemes to distinguish and create speeches. They can also group/re-group semantic packages to achieve integration of further utterances in order to establish the required interaction, they understand narration, description, argumentation, explication, illustration,... as psycho-cognitive schemes (socio-discourse macro-actions, types of texts) which are the most common forms of verbal action. They have mastered the procedures to overcome three types of difficulties the interpreters and translators encounter the most in transactions ensuring logical and formal coherence: the difficulty to select corresponding linguistic devices (expressions); the difficulty to harmonise the conceptual and linguistic aspects; the difficulty to find balance between their own perception and its linguistic expression and recipient's needs.	
<b>Brief outline of the course:</b> Seminar is focused on typology of errors in underlying processes in translation and interpretation: a) anaphoric expressions without a clearly identifiable reference element; b) synonyms, hyperonyms and hyponyms are not lexical elements of anaphoric relation; c) anaphora does not substitute a main term, but it refers to another term associated with mental image; d) high redundancy; e) replacement of contextual reference by deictic one; f) reference ambiguity resulting from co-reference or parallel function. Seminar also deals with essentials of semantic analysis and combinatorics, theme and rheme as pragmatic functions and implicit meaning. It involves discourse competence, function competence, and competence of text structure as well as receptive strategies and production strategies.	
<b>Recommended literature:</b> 1. Adam, J.-M., 2005, La linguistique textuelle. Introduction à l'analyse textuelle des discours. Paris, Armand Collin 2. Jeandillou, J.-F., 2007, L'analyse textuelle. Paris, Armand Collin	

3. Roulet et al., 1985, L'Articulation du discours en français contemporain. Berne, Peter Lang  
 4. Franko, Š., Paľová, M., 2013, Naučiť (sa) prekladať odborný text. Košice, Univerzita Pavla Jozefa Šafárika v Košiciach

**Course language:**

Slovak, French

**Notes:**

**Course assessment**

Total number of assessed students: 29

A	B	C	D	E	FX
75.86	20.69	3.45	0.0	0.0	0.0

**Provides:** prof. PhDr. Pavel Stekauer, DrSc., PhDr. Mária Paľová, PhD.

**Date of last modification:** 19.09.2021

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/MMINm/15	<b>Course name:</b> Analysis of the Mass Media Discourse
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: Preparation, active participation 40 %: Every student MUST have their own copies of the materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read articles provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments. Presentation 60 %: Comparative analysis of two texts. Each student will present a comparative analysis of two samples of texts - articles, ads, etc. Selection of the samples has to be approved by the lecturer. Final mark 100% (Preparation, active participation 40 %, Presentation of comparative analysis 60 %) Minimum pass mark is 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.	
<b>Learning outcomes:</b> Introduction to the subject of mass media communication, its importance, functions, discourses and aspects with focus on the discourses of press, other print media and television, how these operate within contemporary British and Slovak societies.	
<b>Brief outline of the course:</b> Mass media communication, its functions, elements and workings, visual and verbal modes of media discourse, newspapers, product labels, tourist brochures, modes of address, modes of narrative, info and drama elements, discourse of advertising. Each theme will be presented first of all through a short lecture and subsequently discussed and analysed in greater depth within specific material analysis. Handouts represent the essential material needed for the course and you will be required to make your own copies from a master copy provided by the lecturer. Course organisation: Week 1 20.09.2022: Introductory Week. Week 2 27.09.2022: Reading week. Week 3 04.10.2022: Mass media communication, its functions, elements and workings. Week 4 11.10.2022: Visual and verbal modes of media discourse. Newspaper discourse.	

<p>Week 5 18.10.2022: Info and drama elements in media discourse.</p> <p>Week 6 25.10.2022: Tutorials (no class).</p> <p>Week 7 01.11.2022: No class, All Saints.</p> <p>Week 8 08.11.2022: Discourse of advertising.</p> <p>Week 9 15.11.2022: Discourse of product labels and tourist brochures.</p> <p>Week 10 22.11.2022: Presentations of analysed material by students.</p> <p>Week 11 29.11.2022: Presentations of analysed material by students.</p> <p>Week 12 06.11.2022: Presentations of analysed material by students. Final summary and assessment of the course.</p> <p>Weeks 13-14: Tutorials.</p>																	
<p><b>Recommended literature:</b></p> <p>Bell, A.: The Language of News Media. Blackwell, Oxford, 1991</p> <p>Crowley, D.&amp; Mitchell, D.(ed.): Communication Theory Today. Polity Press, Cambridge, 1994</p> <p>Edginton, B. and Montgomery, M.: The Media. The British Council, London, 1996</p> <p>Fairclough, N.: Media Discourse. Arnold, London, 1995</p> <p>Fowler, R.: Language in the News: Discourse and Ideology in the Press. Routledge, L. 1991</p> <p>Goodman, S. and Graddol, D. (ed.): Redesigning English: New Texts, New Identities. Routledge, London, 1996</p> <p>Argyle, M. The Psychology of Social Class. London: Routledge, 1994.</p> <p>Meyrowitz, J. Multiple Media Literacies. 1998. In: Newcomb, H. ed. Television: The Critical View. Oxford: Oxford University Press, 2000.</p> <p>Montgomery, M. An Introduction to Language and Society. London: Routledge, 1986.</p>																	
<p><b>Course language:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 165</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>87.27</td><td>6.06</td><td>5.45</td><td>0.61</td><td>0.61</td><td>0.0</td></tr> </tbody> </table>						A	B	C	D	E	FX	87.27	6.06	5.45	0.61	0.61	0.0
A	B	C	D	E	FX												
87.27	6.06	5.45	0.61	0.61	0.0												
<p><b>Provides:</b> Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.</p>																	
<p><b>Date of last modification:</b> 03.10.2022</p>																	
<p><b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.</p>																	



## COURSE INFORMATION LETTER

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

<b>Course assessment</b>					
Total number of assessed students: 92					
A	B	C	D	E	FX
11.96	14.13	21.74	22.83	11.96	17.39
<b>Provides:</b> prof. PhDr. František Šimon, CSc.					
<b>Date of last modification:</b> 27.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ ALSCm/15	<b>Course name:</b> Anglophone Literatures - 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> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Each student is required to have their own printed and annotated copy of the seminar materials and participate in seminar discussion on the basis of written preparation in the form of answers to the seminar questions provided by the teacher. Students must support their interpretations of short stories by their own close reading analyses of the texts and must use quotes from relevant passages. Failing to follow these requirements student will be considered absent. Final assessment: active participation in the seminars (20%) + test 1 (40%) (WEEK 8) + test 2 (40%) (WEEK 12) = 100% Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 - 0	
<b>Learning outcomes:</b> Students will learn about specific aspects of the short story genre, its origins and developments in Anglophone literatures in 19th, 20th and 21st centuries. They will get acquainted with thematic concerns of representative short stories produced in different cultural, social and historical contexts. They will also learn to recognize characteristics of realistic, modernist and postmodernist modes of writing. They will develop their academic skills (close reading of literary text, analysis, comparative analysis, synthesis, formulation of academic argument) and improve their ability of critical thinking.	
<b>Brief outline of the course:</b> 1. Introduction 2. Origins From Folktale to Art-Tale Chapter / Oscar Wilde: Lord Arthur Savile's Crime/ R.L. Stevenson: Markheim 3. Well Made Short Story chapter/ W. S. Maugham: The Outstation/J. Conrad: The Secret Sharer 4. Modernism Chapter/ T. Hughes: Rain Horse/ K. Mansfield: Garden Party 5. Marie Le Prince de Beaumont's Beauty and the Beast/ A. Carter's The Tiger's Bride 6. Tutorials	

7. Reading week 8. Test 1 9. H. Kureishi: My Son the Fanatic/ S. Rushdie: The Prophet's Hair 10. Postmodernism and the Short Story Chapter/ Ursula Le Guin's The Ones Who Walk Away from Omelas / Ali Smith's The Child 11. R.L. Stevenson's Thrawn Janet/ Jenni Fagan's The Waken 12. Test 2 13.- 14. Tutorials					
<b>Recommended literature:</b> Comulsory literature: Seminar texts: selected short stories, selected chapters from March-Russel, Paul. The Short Story. An Introduction. S. Lethbridge, J. Mildorf Basics of English Studies: Prose All seminar texts and seminar questions will be provided by teacher Recommended texts: Holman, C. Hugh A Handbook to Literature, London: Colier Macmillan Publishers, 1986, or a more recent edition March-Russel, Paul. The Short Story. An Introduction. Edinburgh: Edinburgh University Press, 2009. Shaw, Valerie. The Short Story. A Critical Introduction. London: Longman, 1983.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 123					
A	B	C	D	E	FX
27.64	28.46	21.95	8.94	8.13	4.88
<b>Provides:</b> Mgr. Silvia Rosivalová Baučková, PhD.					
<b>Date of last modification:</b> 19.09.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ STYLM/15	<b>Course name:</b> Comparative Stylistics
<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., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Individual tasks, tests, examination A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less	
<b>Learning outcomes:</b> The aim of the subject is to gain knowledge of English Stylistics in comparison with Slovak one, to make students differentiate between English and Slovak expressive means and stylistic devices, and put all theoretical knowledge into practice.	
<b>Brief outline of the course:</b> English and Slovak Stylistics: main issues, peculiarities, theoretical and practical value. Functional Styles in English and Slovak. Expressive Means and Stylistic Devices in English and Slovak. Stylistic Lexicology: English and Slovak. Morphological Stylistics: English and Slovak. Stylistic Semasiology. Figures of Substitution and Combination: English and Slovak. Stylistic Syntax: English and Slovak.	
<b>Recommended literature:</b> Bradford T.Stull,2002. The Elements of Figurative Language.- London: Prentice Hall. Turner G.W.,1973. Stylistics.- London: Penguin Books. Wales K.A.,2001. Dictionary of Stylistics.- London: Longman. Wright L., Hope J.,1995. Stylistics: A Practical Coursebook.- London: Routledge. Yefimov L., yasinetskaya E.,2004. Practical Stylistics of English.-Vynnyttsa: Nova Knyha.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 145					
A	B	C	D	E	FX
17.93	37.93	37.24	6.21	0.69	0.0
<b>Provides:</b> prof. Myroslava Fabian, DrSc.					
<b>Date of last modification:</b> 30.03.2023					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KTBFJM/21	<b>Course name:</b> Conference (Simultaneous) Interpreting (French language)
<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> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment of progress made by a student during semester and assessment of his/her final interpreting performance. Grading scale: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less	
<b>Learning outcomes:</b> The aim of the course Simultaneous Interpreting is acquiring and development of interpreting habits, skills, strategies and techniques (interpreting competences) by training of routine - automated procedures ("epistemic habits") that can be learned on the basis of imitative and cognitive learning strategies and that stimulate occurrence of associative, context-depending links between expressions in source and target language.	
<b>Brief outline of the course:</b> Seminars are focused on intensive training of anticipation, inference and segmentation strategies. Cloze deletion tasks will be used to improve anticipation, consisting in interpreting of texts with omitted words or sections of sentences. Exercises focused on interference will be based on interpreting where short sequences were intentionally omitted. Such exercises improve competence to deduce logically and add the part which a student (interpreter) missed. By training of segmentation, students will learn how to process identified sense perceptions, irrespective of a speaker's rhetoric competence to formulate a transparent and clear target text. Students' performances will be subsequently analysed, with the emphasis on identification and removal of the three most frequent failures of interpreting – omission, contradiction, and telescoping.	
<b>Recommended literature:</b> 1. Nováková, T.: Tlmočenie. Teória, vyučovanie, prax. FiF UK: Bratislava 1993. 2. Múglová, Daniela: Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža?, vyd. Enigma, 2009 3. Lecturer's handouts	
<b>Course language:</b> French C1	
<b>Notes:</b> Conference Interpreting A (French language)	

<b>Course assessment</b>					
Total number of assessed students: 6					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Roman Gajdoš					
<b>Date of last modification:</b> 21.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ KTCFJM/21		<b>Course name:</b> Conference (Simultaneous) Interpreting (French language)			
<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> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Assessment on the basis of the student's qualitative shift during the semester and on the basis of final interceptions of interpreting services given during the full-time form of study. Rating scale: A 100-94%, B 93-89%, C 88-83%, D 82-77%, E 76-70%, FX 69% and less					
<b>Learning outcomes:</b> The learning goal of the course is the acquisition and development of interpreting habits, skills, strategies and techniques (interpreting competencies) needed for quality interpreting performance at simultaneously interpreted mass events (seminar, training, conference, etc.)					
<b>Brief outline of the course:</b> The seminars will focus on training of the preparation phase for the interpretation of a mass event - processing of materials provided by speakers, processing of power point presentations into glossaries and intensive training of the cooperation of a team in the booth during the interpretation.					
<b>Recommended literature:</b> 1. Nováková, T.: Tlmočenie. Teória, vyučovanie, prax. FiF UK: Bratislava 1993. 2. Múglová, Daniela: Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža?, vyd. Enigma, 2009 3. Materials provided by the lecturer.					
<b>Course language:</b> Slovak, French					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 5					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Katarína Kukučková					
<b>Date of last modification:</b> 21.03.2022					

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ KTDFJM/21		<b>Course name:</b> Conference (Simultaneous) Interpreting (French language)			
<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> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Assessment on the basis of the student's qualitative shift during the semester and on the basis of final assessment of interpreting throughout the semester. Rating scale: A 100-94%, B 93-89%, C 88-83%, D 82-77%, E 76-70%, FX 69% and less					
<b>Learning outcomes:</b> The learning goal of the course is the acquisition and development of interpreting habits, skills, strategies and techniques (interpreting competencies) needed for quality interpreting performance at simultaneously interpreted mass events (seminars, trainings, conferences, etc.)					
<b>Brief outline of the course:</b> The seminars will focus on practicing the interaction between the interpreting pair in the booth and between the entire multilingual interpreting team (training in relais, retour, piloting techniques).					
<b>Recommended literature:</b> 1. Nováková, T.: Tlmočenie. Teória, vyučovanie, prax. FiF UK: Bratislava 1993. 2. Mügllová, Daniela: Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža?, vyd. Enigma, 2009 3. Pracovný materiál lektora					
<b>Course language:</b> Slovak, French					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 6					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Roman Gajdoš					
<b>Date of last modification:</b> 30.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KTAFJM/21	<b>Course name:</b> Conference (Simultaneous) Interpreting A (French language)
<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> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment of progress made by a student during semester. Grading scale: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less	
<b>Learning outcomes:</b> The aim of the course Simultaneous Interpreting is acquiring and development of interpreting habits, skills, strategies and techniques (interpreting competences) by training of routine - automated procedures ("epistemic habits") that can be learned on the basis of imitative and cognitive learning strategies and that stimulate occurrence of associative, context-depending links between expressions in source and target language.	
<b>Brief outline of the course:</b> Seminars are focused on intensive training of anticipation, inference and segmentation strategies. Cloze deletion tasks will be used to improve anticipation, consisting in interpreting of texts with omitted words or sections of sentences. Exercises focused on interference will be based on interpreting where short sequences were intentionally omitted. Such exercises improve competence to deduce logically and add the part which a student (interpreter) missed. By training of segmentation, students will learn how to process identified sense perceptions, irrespective of a speaker's rhetoric competence to formulate a transparent and clear target text. Students' performances will be subsequently analysed, with the emphasis on identification and removal of the three most frequent failures of interpreting – omission, contradiction, and telescoping.	
<b>Recommended literature:</b> 1. Nováková, T.: Tlmočenie. Teória, vyučovanie, prax. FiF UK: Bratislava 1993. 2. Múglová, Daniela: Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža?, vyd. Enigma, 2009 3. Lecturer's handouts	
<b>Course language:</b> French C1	
<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> Mgr. Roman Gajdoš, Mgr. Katarína Kukučková					
<b>Date of last modification:</b> 29.09.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KTAM/21	<b>Course name:</b> Conference (simultaneous) Interpreting A
<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> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Method of course evaluation and completion : H Continuous assessment (e.g. test, assignment...): - active attendance and performance (50 %), - final performance – examination in interpreting (50 %) Grading scale 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX" Students are afforded with two absences. With a third absence students will be graded Fx. Considering the training nature of the seminar , students’ full attendance is recommended without unnecessary absences.	
<b>Learning outcomes:</b> The course is aimed to foster students practical interpreting skills focusing mainly on simultaneous interpreting, both conference and chuchotage, to train for “real life” conference interpreting events in both academic as well as external/out-of-the classroom settings and to foster and extend terminology on various specialist subjects.	
<b>Brief outline of the course:</b> WEEK 1 Introductory lesson – presenting course completion, curriculum, Moodle, sources of audio-visual segments, technicity of homework preparation, Gillies skills for consecutive interpretation WEEK 2 "Delivery training in simultaneous interpreting – general topics" WEEK 3 "Time lag training in simultaneous interpreting – general topics" WEEK 4 "Split attention training - general topics "	

WEEK 5 "Anticipation in simultaneous interpreting – general topics"					
WEEK 6 "Reformulation training in simultaneous interpreting – general topics"					
WEEK 7 Tutorials					
WEEK 8 "Reformulation training in simultaneous interpreting – general topics"					
WEEK 9 "Self-control in simultaneous interpreting – general topics"					
WEEK 10 "Analysis of interpreting problems and their elimination through training"					
WEEK 11 Assessment of students' interpreting performance					
WEEK 12 Assessment of students' interpreting performance					
WEEK 13, 14 tutorials					
<b>Recommended literature:</b> Gile, Daniel. 1995. Basic Concepts and Models for Interpreter and Translator training. Amsterdam : Benjamins, 1995. Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. s. 183. Müglová, Daniela. 2009. Tlmočenie a preklad od antiky po súčasnosť alebo Čo spôsobil pád Babylonskej veže. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava : ARIMES, 2009, s. 82-208. Popovič, Anton. 1975. Teória umeleckého prekladu. Bratislava : Tatran, 1975. s. 290. Rozan, Jean-François. 2002. Note-taking in Consecutive Interpreting. Kraków : Tertium, 2002. s. 57. Štubňa, Pavol. 2015. Základy simultánneho tlmočenia. Bratislava : Univerzita Komenského v Bratislave, 2015. s. 161.					
<b>Course language:</b> English/Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 38					
A	B	C	D	E	FX
47.37	23.68	23.68	2.63	2.63	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 21.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KTBM/21	<b>Course name:</b> Conference (simultaneous) Interpreting B
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conference Interpreting A Students are recommended to take the subject Orthoepy and Orthography offered by KSSFaK or another subject in the field of Orthoepy and language discourse. Continuous assessment (e.g. test, assignment...): - active attendance and performance (50 %), - final performance – examination in interpreting (50 %) Final assessment (e.g. examination, final paper...): 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> The course is aimed to foster students practical interpreting skills focusing mainly on simultaneous interpreting, both conference and chuchotage, to train for “real life” conference interpreting events in both academic as well as external/out-of-the classroom settings and to foster and extend terminology on various specialist subjects.	
<b>Brief outline of the course:</b> WEEK 1 Introductory lesson – presenting course completion requirements WEEK 2 Simultaneous interpreting – chuchotage, audio-visual segment home assignment to prepare terminology – law WEEK 3 Analysis of terminology from home assignment, training in interpreter’s processing of selected language phenomena, interpreting training – conference /booth/ interpreting, audio-visual segment home assignment to prepare terminology – law WEEK 4 Analysis of terminology from home assignment, segmentation of sequences, training of time lag for particular segments, conference /booth/ interpreting, audiovisual segment home assignment to prepare terminology – AMCHAM conferences WEEK 5 Analysis of terminology from home assignment, interpreter’s notes – revision of topics from the Bc. program, consecutive interpreting training, analysis of terminology from home assignment, interpreting training – conference /booth/ interpreting – AMCHAM conferences WEEK 6 Analysis of terminology from home assignment, analysis of interpreting segment, interpreting training – conference /booth/ interpreting audiovisual segment home assignment to prepare terminology – technical topics	



WEEK 7 Tutorials					
WEEK 8 Analysis of terminology from home assignment, training in interpreter's processing of selected language phenomena, interpreting training – conference /booth/ interpreting, audio-visual segment home assignment to prepare terminology – technical topics					
WEEK 9 Analysis of terminology from home assignment, interpreter's notes – revision of topics from the Bc. program interpreting training – conference /booth/ interpreting audiovisual segment home assignment to prepare terminology – medicine					
WEEK 10 Analysis of terminology from home assignment, interpreting training – conference / booth/ interpreting - medicine					
WEEK 11 Classroom assessment of students' interpreting performance					
WEEK 12 Classroom assessment of students' interpreting performance					
WEEK 13, 14 Tutorials					
<b>Recommended literature:</b> 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. Andrew Gillies. 2013. Conference Interpreting: A student's practice book. Oxon: Routledge. 284 s. Jones, Roderick. 2002. Conference Interpreting Explained. London: Routledge. 142 s.					
<b>Course language:</b> English/Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 44					
A	B	C	D	E	FX
54.55	27.27	13.64	4.55	0.0	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 21.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KTCM/21	<b>Course name:</b> Conference (simultaneous) Interpreting C
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conference Interpreting B Students are recommended to take the subject Orthoepy and Orthography offered by KSSFaK or another subject in the field of Orthoepy and language discourse. Method of course evaluation and completion: H Continuous assessment (e.g. test, assignment...): - active attendance and performance (50 %), - final performance – examination in interpreting (50 %) Final assessment (e.g. examination, final paper....): -----	
<b>Learning outcomes:</b> The course is aimed to foster students practical interpreting skills focusing mainly on simultaneous interpreting, both conference and chuchotage, to train for “real life” conference interpreting events in both academic as well as external/out-of-the classroom settings and to foster and extend terminology on various specialist subjects.	
<b>Brief outline of the course:</b> WEEK 1 Introductory lesson – presenting course completion requirements WEEK 2 Simultaneous interpreting – chuchotage, audio-visual segment home assignment to prepare terminology – politics WEEK 3 Analysis of terminology from home assignment, training in interpreter’s processing of selected language phenomena, interpreting training – conference /booth/ interpreting, audio-visual segment home assignment to prepare terminology – politics WEEK 4 Analysis of terminology from home assignment, segmentation of sequences, training of time lag for particular segments, conference /booth/ interpreting, audiovisual segment home assignment to prepare terminology – AMCHAM conferences WEEK 5 Analysis of terminology from home assignment, interpreter’s notes – revision of topics from the Bc. program, consecutive interpreting training, analysis of terminology from home assignment, interpreting training – conference /booth/ interpreting – AMCHAM conferences WEEK 6 Analysis of terminology from home assignment, analysis of interpreting segment, interpreting training – conference /booth/ interpreting audiovisual segment home assignment to prepare terminology – technical topics	

WEEK 7 Tutorials					
WEEK 8 Analysis of terminology from home assignment, training in interpreter's processing of selected language phenomena, interpreting training – conference /booth/ interpreting, audio-visual segment home assignment to prepare terminology – technical topics					
WEEK 9 Analysis of terminology from home assignment, interpreter's notes – revision of topics from the Bc. program interpreting training – conference /booth/ interpreting audiovisual segment home assignment to prepare terminology – medicine					
WEEK 10 Analysis of terminology from home assignment, interpreting training – conference / booth/ interpreting - medicine					
WEEK 11 Classroom assessment of students' interpreting performance					
WEEK 12 Classroom assessment of students' interpreting performance					
WEEK 13, 14 Tutorials					
<b>Recommended literature:</b> 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. Andrew Gillies. 2013. Conference Interpreting: A student's practice book. Oxon: Routledge. 284 s. Jones, Roderick. 2002. Conference Interpreting Explained. London: Routledge. 142 s.					
<b>Course language:</b> English/Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 24					
A	B	C	D	E	FX
50.0	37.5	8.33	0.0	0.0	4.17
<b>Provides:</b> PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 21.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KTDM/21	<b>Course name:</b> Conference (simultaneous) Interpreting D
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conference Interpreting C Students are recommended to take the subject Orthoepy and Orthography offered by KSSFaK or another subject in the field of Orthoepy and language discourse. Method of course evaluation and completion: H Continuous assessment (e.g. test, assignment...): - active attendance and performance (50 %), - final performance – examination in interpreting (50 %) Final assessment (e.g. examination, final paper....): -----	
<b>Learning outcomes:</b> The course is aimed to foster students practical interpreting skills focusing mainly on simultaneous interpreting, both conference and chuchotage, to train for “real life” conference interpreting events in both academic as well as external/out-of-the classroom settings and to foster and extend terminology on various specialist subjects.	
<b>Brief outline of the course:</b> WEEK 1 Introductory lesson – presenting course completion requirements WEEK 2 Simultaneous interpreting – chuchotage, audio-visual segment home assignment to prepare terminology – politics WEEK 3 Analysis of terminology from home assignment, training in interpreter’s processing of selected language phenomena, interpreting training – conference /booth/ interpreting, audio-visual segment home assignment to prepare terminology – politics WEEK 4 Analysis of terminology from home assignment, segmentation of sequences, training of time lag for particular segments, conference /booth/ interpreting, audiovisual segment home assignment to prepare terminology – AMCHAM conferences WEEK 5 Analysis of terminology from home assignment, interpreter’s notes – revision of topics from the Bc. program, consecutive interpreting training, analysis of terminology from home assignment, interpreting training – conference /booth/ interpreting – AMCHAM conferences WEEK 6 Analysis of terminology from home assignment, analysis of interpreting segment, interpreting training – conference /booth/ interpreting audiovisual segment home assignment to prepare terminology – technical topics	

WEEK 7 Tutorials					
WEEK 8 Analysis of terminology from home assignment, training in interpreter's processing of selected language phenomena, interpreting training – conference /booth/ interpreting, audio-visual segment home assignment to prepare terminology – technical topics					
WEEK 9 Analysis of terminology from home assignment, interpreter's notes – revision of topics from the Bc. program interpreting training – conference /booth/ interpreting audiovisual segment home assignment to prepare terminology – medicine					
WEEK 10 Analysis of terminology from home assignment, interpreting training – conference / booth/ interpreting - medicine					
WEEK 11 Classroom assessment of students' interpreting performance					
WEEK 12 Classroom assessment of students' interpreting performance					
WEEK 13, 14 Tutorials					
<b>Recommended literature:</b> 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. Andrew Gillies. 2013. Conference Interpreting: A student's practice book. Oxon: Routledge. 284 s. Jones, Roderick. 2002. Conference Interpreting Explained. London: Routledge. 142 s.					
<b>Course language:</b> English/Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 7					
A	B	C	D	E	FX
71.43	28.57	0.0	0.0	0.0	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 01.05.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKCUEm/15	<b>Course name:</b> Contemporary Great Britain
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: Preparation, active participation 40 %: Every student MUST have their own copies of the book by Neale and Krutnik, materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read articles provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments. Presentation 60 %: Comparative analysis of two sitcoms. Individual students will present a comparative analysis of two samples of sitcoms. Selection of the samples has to be approved by the lecturer. Final mark 100% (Preparation, active participation 40 %, Presentation of comparative analysis 60 %) Minimum pass mark is 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.	
<b>Learning outcomes:</b> Introduction to the subject of television comedy, to contemporary debates about television comedy and its effects. Location of the study of television comedy in the wider context of the study of humour in social and aesthetic life. Reflection of British society in television comedy. Importance, functions, discourse and aspects of television comedy. Contemporary forms of television comedy with the focus on the sitcom and the stand-up/sketch based show. Critical analysis of examples of television comedy.	
<b>Brief outline of the course:</b> All sessions will be held online via MS TEAMS - CU. After an introductory lecture, individual forms of television comedy will be discussed and analysed. Handouts represent a part of material needed for the course and you will be asked to make your own copies from a master copy provided by the lecturer via MS TEAMS. Course organisation: Week 1 20.09.2021: No class - opening of the academic year. Week 2 27.09.2021: Importance, functions, and discourse of television comedy. Contemporary forms of television comedy. Social aspects in television comedy.	

<p>Week 3 04.10.2021: Critical analysis: Family setting – class and gender in Keeping Up Appearances.</p> <p>Week 4 11.10.2021: Critical analysis: Family / work setting - class, gender, race, nationality, homosexuality in Fawlty Towers.</p> <p>Week 5 18.10.2021: Critical analysis: Family / work setting – relationships in As Time Goes By.</p> <p>Week 6 25.10.2021: Tutorials.</p> <p>Week 7 01.11.2021: No class - All Saints.</p> <p>Week 8 08.11.2021: Critical analysis: Family setting – generations in My Family.</p> <p>Week 9 15.11.2021: Critical analysis: Female and male in Vicar Of Dibley and in Men Behaving Badly.</p> <p>Week 10 22.11.2021: Students' presentations.</p> <p>Week 11 29.11.2021: Students' presentations.</p> <p>Week 12 06.12.2021: Students' presentations.</p> <p>Week 13-14: Tutorials.</p>																	
<p><b>Recommended literature:</b></p> <p>Neale, S. and Krutnik, F.: Popular Film and Television Comedy. Routledge, London, 1990</p> <p>Abercrombie, N. Television and Society. London: Polity Press, 1996. Argyle, M. The Psychology of Social Class. London: Routledge, 1994. Bilton, T. et al Introductory Sociology. London: Macmillan, 1996. Crowley, D. and Mitchell, D. (eds) Communication Theory Today. Cambridge: Polity Press, 1994. Fiske, J. and Hartley, J. Reading Television. London: Methuen, 1978.</p> <p>Hartley, J. Tele-ology: Studies in Television. London: Routledge, 1992. Meyrowitz, J. Multiple Media Literacies. 1998. In: Newcomb, H. ed. Television: The Critical View. Oxford: Oxford University Press, 2000. Montgomery, M. An Introduction to Language and Society. London: Routledge, 1986. Palmer, J.: Taking Humour seriously. Routledge, London, 1994 Reid, I. Social Class Differences in Britain. Glasgow: Fontana Paperbacks, 1989. Scannell, P. "Public Service Broadcasting and Modern Public Life". Media, Culture and Society, 1989. 11(2), 135-166.</p> <p>Thompson, J. B. The Media and Modernity: A Social Theory of the Media. Cambridge: Polity Press, 1995.</p>																	
<p><b>Course language:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 75</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>86.67</td><td>8.0</td><td>5.33</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </tbody> </table>						A	B	C	D	E	FX	86.67	8.0	5.33	0.0	0.0	0.0
A	B	C	D	E	FX												
86.67	8.0	5.33	0.0	0.0	0.0												
<p><b>Provides:</b> Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.</p>																	
<p><b>Date of last modification:</b> 22.09.2021</p>																	
<p><b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.</p>																	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKCUEm/21	<b>Course name:</b> Contemporary Great Britain
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: Preparation, active participation 40 %: Every student MUST have their own copies of the book by Neale and Krutnik, materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read articles provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments. Written project 60 %: Comparative analysis of two sitcoms. Individual students will prepare a comparative analysis of two samples of sitcoms. Selection of the samples has to be approved by the lecturer. Final mark 100% (Preparation, active participation 40 %, Comparative analysis 60 %) Minimum pass mark is 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.	
<b>Learning outcomes:</b> Introduction to the subject of television comedy, to contemporary debates about television comedy and its effects. Location of the study of television comedy in the wider context of the study of humour in social and aesthetic life. Reflection of British society in television comedy. Importance, functions, discourse and aspects of television comedy. Contemporary forms of television comedy with the focus on the sitcom and the stand-up/sketch based show. Critical analysis of examples of television comedy.	
<b>Brief outline of the course:</b> After an introductory lecture, individual forms of television comedy will be discussed and analysed. Handouts represent a part of material needed for the course and you will be asked to make your own copies from a master copy provided by the lecturer. <b>Course organisation:</b> Week 1 20.09.2022: Introductory Week. Week 2 27.09.2022: Reading week. Week 3 04.10.2022: Importance, functions, and discourse of television comedy. Contemporary forms of television comedy. Social aspects in television comedy.	



<p>Week 4 11.10.2022: Critical analysis: Family / work setting - class, gender, race, nationality, homosexuality in Fawlty Towers. Critical analysis: Family setting – class and gender in Keeping Up Appearances.</p> <p>Week 5 18.10.2022: Critical analysis: Family / work setting – relationships in As Time Goes By.</p> <p>Week 6 25.10.2022: Tutorials.</p> <p>Week 7 01.11.2022: No class - All Saints.</p> <p>Week 8 08.11.2022: Critical analysis: Family setting – generations in My Family.</p> <p>Week 9 15.11.2022: Critical analysis: Female and male in Vicar Of Dibley and in Men Behaving Badly.</p> <p>Week 10 22.11.2022: Students' presentations.</p> <p>Week 11 29.11.2022: Students' presentations.</p> <p>Week 12 06.12.2022: Students' presentations.</p> <p>Week 13-14: Tutorials.</p>																	
<p><b>Recommended literature:</b></p> <p>Neale, S. and Krutnik, F.: Popular Film and Television Comedy. Routledge, London, 1990</p> <p>Abercrombie, N. Television and Society. London: Polity Press, 1996. Argyle, M. The Psychology of Social Class. London: Routledge, 1994. Bilton, T. et al Introductory Sociology. London: Macmillan, 1996. Crowley, D. and Mitchell, D. (eds) Communication Theory Today. Cambridge: Polity Press, 1994. Fiske, J. and Hartley, J. Reading Television. London: Methuen, 1978.</p> <p>Hartley, J. Tele-ology: Studies in Television. London: Routledge, 1992. Meyrowitz, J. Multiple Media Literacies. 1998. In: Newcomb, H. ed. Television: The Critical View. Oxford: Oxford University Press, 2000. Montgomery, M. An Introduction to Language and Society. London: Routledge, 1986. Palmer, J.: Taking Humour seriously. Routledge, London, 1994 Reid, I. Social Class Differences in Britain. Glasgow: Fontana Paperbacks, 1989. Scannell, P. "Public Service Broadcasting and Modern Public Life". Media, Culture and Society, 1989. 11(2), 135-166.</p> <p>Thompson, J. B. The Media and Modernity: A Social Theory of the Media. Cambridge: Polity Press, 1995.</p>																	
<p><b>Course language:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<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>89.72</td><td>6.54</td><td>3.74</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </tbody> </table>						A	B	C	D	E	FX	89.72	6.54	3.74	0.0	0.0	0.0
A	B	C	D	E	FX												
89.72	6.54	3.74	0.0	0.0	0.0												
<p><b>Provides:</b> Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.</p>																	
<p><b>Date of last modification:</b> 03.10.2022</p>																	
<p><b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.</p>																	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USCU/09	<b>Course name:</b> Contemporary USA
<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.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; and ATTENDANCE AND ACTIVE PARTICIPATION 30%. 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. ATTENDANCE AND ACTIVE PARTICIPATION constitute 30% (maximum 30 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](mailto: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 provides an overview of the United States. Students will understand the current dynamics of American culture by studying a wide range of topics from geographical diversity to political and social issues. Part of the course focuses on US citizenship, visa questions, job and travel opportunities for college students. In cooperation with American diplomatic bodies and cultural institutions, students will have the opportunity to understand their functioning and their contribution to the Slovak-American economic, political and cultural cooperation. Students are guided to critical thinking and are required to use analytical methods and techniques in their work. They are able to actively implement the acquired knowledge in the field of cultural and economic diplomacy as interpreters and translators, or as employees of various diplomatic bodies.

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

1. Introduction to the topic of contemporary USA
2. The American landscape, cities and transportation
3. American culture and American values, ethics, philosophy and religion
4. The American legal system, the courts and their functioning
5. American domestic policy and American government

6. Economy and trade in the United States of America
7. Work and business in the USA
8. The American education system
9. Healthcare, retirement, and unemployment in the USA
10. Entertainment and American media

**Recommended literature:**

Obligatory literature:

Johnson, Lance, (2012) WHTA FOREIGNERS NEED TO KNOW ABOUT AMERICA FROM A TO Z, How to Understand Crazy American Culture, People, Government, Business, Language and More. A to Z Publishing, Los Angeles, California, USA, ISBN-13: 978-1468172362

Luedtke, Luther S. Ed.(1987) MAKING AMERICA, The Society and Culture of the United States, Forum Series, United States Information Agency, Division for the Study of the United States, Washington, ISBN: 973 87-19116

Eds. Crowther, J., Kavanagh K. (1999) Oxford Guide to British and American Culture, Oxford University Press, ISBN: 0194313328

Recommended literature:

Hallywell, M. and Morley, C. eds. (2008) American Thought and Culture in the 21st Century, Edinburgh University Press, ISBN-9780748626021

Gary W.McDonogh, Robert Gregg, and Cindy H.Wong eds. (2005) ENCYCLOPEDIA OF CONTEMPORARY AMERICAN CULTURE, Routledge, ISBN 0-203-99168-0 Master e-book ISBN, ISBN 0-415-16161-4 (Print Edition)

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 38

A	B	C	D	E	FX
31.58	15.79	28.95	5.26	5.26	13.16

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

**Date of last modification:** 07.10.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/USCUj/15	<b>Course name:</b> Contemporary USA
<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.	
<b>Course level:</b> II.	
<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

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

<b>Course assessment</b>					
Total number of assessed students: 7					
A	B	C	D	E	FX
28.57	28.57	14.29	0.0	28.57	0.0
<b>Provides:</b> Mgr. Július Rozenfeld, PhD.					
<b>Date of last modification:</b> 21.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ COLGm/21	<b>Course name:</b> Corpus 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> 2	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Continuous assesment - BNC Frequency list - 50% - corpora compilation Sketchengine- 50% 2. Final assesment - ONLINE written exam The minimum to pass is 65%. It is a condition for the final exam. Since it is a continuous assessment, there is no retake. In the case the students fail to achieve the required percentage in continuous assessment they will not be allowed to take part in the final exam test and they fail the course. The final exam will be mediated via MS Teams. Students are free to choose the preferred mobile equipment for this purpose (mobile phones, tablets, laptops, etc.) but they are responsible for the readiness of the device to be used (technicalities, charged device, etc.). The tutor of the course will make use of any available option to prevent students from cheating during the test. Any identified cheating attempt will result in 0 test score and the student will be reported to the management of the Department and the Faculty.	
<b>Learning outcomes:</b> Course description The course consists of lectures and seminars. Both classes will be conducted in the distant form. For both lectures and seminars, students are supposed to be present on time not to hinder the fluency of the teaching process. If a student fails to attend a lecture/seminar it is their duty to obtain the respective information from their colleagues. Students are not allowed to record either lectures or seminars. Seminars are obligatory for all students. Students are expected to attend each class, however, a student can be absent twice without a need to justify his or her absence, The aim is to introduce corpus linguistics as a research method for descriptive and applied linguistics. To this end, the corpus consists of two parts: i. theory, which reviews the history of corpus linguistics and the basic stages of corpus building and annotation; and ii. practice, which is a series of hands-on sessions where the main corpus tools are exercises by use of a selection of free-access corpora, dictionaries, and concordancers and concordancer-related tools. The course aims at enabling students to: iii. understand the principles of corpus-based research;	

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

**Brief outline of the course:**

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

**Recommended literature:**

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

<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 117					
A	B	C	D	E	FX
71.79	14.53	6.84	4.27	1.71	0.85
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc., Mgr. Vesna Kalafus Antoniová, PhD., Mgr. Dmytro Hrytsu					
<b>Date of last modification:</b> 30.03.2023					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

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

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

**Brief outline of the course:**

1. An introduction to corpus linguistics
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  - 4.1 Compilation of spoken corpora
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5. Data retrieval
  - 5.1 Frequency lists
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  - 5.4 Collocations
6. Software tools and their development
  - 6.1 KWIC, Longman Mini-Concordancer, WordSmith, Mark Davies,
  - 6.2. BNC Sampler-based frequency list
7. Data processing
  - 7.1. Data collection
  - 7.2. Data sampling
  - 7.3. Data preparation
8. Manual versus Automatic annotation of selected data
  - 8.1 XML
  - 8.2 POS-tagging
9. Assignment - build you own corpora
  - 9.1 (Online access to) major corpora, frequency lists and dictionaries
  - 9.2 sketch engine
10. Corpus analysis of linguistic characteristics
  - 10.1 Morphology
  - 10.2 Lexicology
  - 10.3 Semantics
  - 10.4 Phraseology
  - 10.5 Grammar/Syntax
11. Classroom applications of corpus analysis
  - 11.1 Corpus-based research
  - 11.2. Corpus-driven research
12. Other applications of corpus analysis

**Recommended literature:**

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

<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 92					
A	B	C	D	E	FX
71.74	13.04	6.52	5.43	2.17	1.09
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc., Mgr. Vesna Kalafus Antoniová, PhD., Mgr. Dmytro Hrytsu					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ PSKm/21		<b>Course name:</b> Court 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> 1.					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Two credit tests (both with a value of 50%) are intended for weeks 7 and 12, or otherwise scheduled by the teacher. Rating scale: A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64					
<b>Learning outcomes:</b> The aim of the course is to introduce civil court proceedings in Slovakia in the sense of the Civil Dispute Code (Act No. 160/2015 Coll.) And the Civil Procedure Code (Act No. 161/2015 Coll.) And to practice the techniques of translation of related documents.					
<b>Brief outline of the course:</b> 1. Introductory seminar 2.-6. Proceedings in accordance with the Civil Procedure Code (Act No. 161/2015 Coll.) - basic types of proceedings and training in the translation of relevant documents. (Proceedings for divorce, proceedings in matters of custody of the court of minors, proceedings in matters of maintenance of minors / adults) 7. Test I 8. Tutorial week 9.-11. Civil Dispute Procedure (Act No. 160/2015 Coll.) Principles of civil dispute, proceedings and their significance, proving, system of remedies and practice of translation of relevant documents 12. Test II 13.-14. Tutorials					
<b>Recommended literature:</b> Tomášek, M. (1998). Překlad v právní praxi. Praha: Linde Praha, a.s Larišová, M. (2000). Le français pour les juristes and other authentic material					
<b>Course language:</b> Slovak, French					
<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> Mgr. Roman Gajdoš					
<b>Date of last modification:</b> 30.03.2023					

**Approved:** prof. Mgr. Renáta Panocová, PhD.



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KPILTM/21	<b>Course name:</b> Creative Writing and Literary Text Interpretation
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> You will write two stories and one critical essay in addition to maintaining a notebook and suggesting revisions. Story 1 30% A 93-100% Story 2 30% B 86-92% Critical Essay 20% C 78-85% Notebook 10% D 72-77% Responses 10% E 65-71%	
<b>Learning outcomes:</b> To improve students' fiction writing and develop their ability to critique writing from the perspective of craft.	
<b>Brief outline of the course:</b> February Week 1 17.2 Introduction. Week 2 24.2 Flash Fiction, Fiction, form, genre boundaries, criticism. March Week 3 3.3 Character. Readings. Notebook 1 due. Week 4 10.3 Narrative stance. Week 5 17.3 Setting, Scene. Notebook 2 due. Week 6 24.3 Story 1 draft due in class for peer review. Week 7 31.3 Reactions due and suggestion discussion. Notebook 3 due. April Week 8 7.4 Description. Showing and Telling. Final Draft Story 1 due. Week 9 14.4 Tutorials. Notebook 4 due. Week 10 21.4 Controlling time and information. Week 11 28.4 Fixing common problems. Notebook 5 due. May Week 12 5.5 Story 2 draft due. Peer Review. Week 13 12.5 Tutorial Week. Reactions due. Notebook 6 due. Week 14 19.5 Tutorial Week. Story 2 and Critical Essay Due.	

<b>Recommended literature:</b> Making Shapely Fiction, Jerome Stern. Writing Fiction: A Guide to Narrative Craft. Janet Burroway. 2003 Other material will be posted on Sharepoint.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 32					
A	B	C	D	E	FX
40.63	40.63	18.75	0.0	0.0	0.0
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 11.02.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KPILTmu/15	<b>Course name:</b> Creative Writing and Literary Text Interpretation
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> You will write two stories and one critical essay in addition to maintaining a notebook and suggesting revisions. Story 1 30% A 93-100% Story 2 30% B 86-92% Critical Essay 20% C 78-85% Notebook 10% D 72-77% Responses 10% E 65-71%	
<b>Learning outcomes:</b> To improve students' fiction writing and develop their ability to critique writing from the perspective of craft.	
<b>Brief outline of the course:</b> February Week 1 17.2 Introduction. Week 2 24.2 Flash Fiction, Fiction, form, genre boundaries, criticism. March Week 3 3.3 Character. Readings. Notebook 1 due. Week 4 10.3 Narrative stance. Week 5 17.3 Setting, Scene. Notebook 2 due. Week 6 24.3 Story 1 draft due in class for peer review. Week 7 31.3 Reactions due and suggestion discussion. Notebook 3 due. April Week 8 7.4 Description. Showing and Telling. Final Draft Story 1 due. Week 9 14.4 Tutorials. Notebook 4 due. Week 10 21.4 Controlling time and information. Week 11 28.4 Fixing common problems. Notebook 5 due. May Week 12 5.5 Story 2 draft due. Peer Review. Week 13 12.5 Tutorial Week. Reactions due. Notebook 6 due. Week 14 19.5 Tutorial Week. Story 2 and Critical Essay Due.	

<b>Recommended literature:</b> Making Shapely Fiction, Jerome Stern. Writing Fiction: A Guide to Narrative Craft. Janet Burroway. 2003 Other material will be posted. Please read the material before the assigned date, bring copies to class, and be prepared to discuss the material.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 20					
A	B	C	D	E	FX
50.0	30.0	20.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 31.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KAHPm/21	<b>Course name:</b> Critical Analysis and Translation Evaluation
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment of students in course of semester will be composed of two separate assignments: - assignment 1 - week 8 - with the scope covered by seminars held in weeks 1 to 7 - assignment 2 - week 14 - with the scope covered by seminars held in weeks 9 to 13 Final mark for the continuous assessment will be the sum of both of the components, 65% Pass.	
<b>Learning outcomes:</b> The course is aimed: - to train students' perception of selected aspects of translation quality assessment and teach them to apply the relevant error taxonomy - to guide students to feel responsible for the quality of translation services provided by them and to maintain it toward various types of clients - to teach students in acquisition of suitable methodology for individual parameters of translation to achieve objectivity in overall assessment of its quality and to be able to rationalize the errors found - to train students to evaluate the communicative efficiency and formal and dynamic equivalence of translation to be able to defend not only their own translation solutions (as translators), but also to be able to respond to the needs of the client /final consumer and arrive at a suitable compromise in respect of their judgements concerning the quality of the service.	
<b>Brief outline of the course:</b> 1. The concepts of formal equivalence, dynamic equivalence, correspondence and communicative efficiency. 2. Means of reference, thematic, logical and language cohesion and complex comprehensibility of a text. 3. Error taxonomy. 4. Grammatical and terminological errors. 5. Componential semantic analysis 1 and 2. 6. Lexical and stylistic errors. 7. Errors of textual cohesion and coherence. 8. Continuous assessment. 9. Assessment of reasons and significance of errors in selected examples.	

10. Certification standards and bodies and their criteria for the assessment of the quality of translation services. 11. Client as factor of translation quality. 12. Quality assessment of a team translation product. 13. Quality assessment of translation produced in the CAT environment and IA. 14. Continuous assessment.					
<b>Recommended literature:</b> Pym, A. (2004). The Moving Text. Localization, Translation and Distribution. Amsterdam: John Benjamins Publishing. Meschonnic, H. (2007). Ethique et politique du traduire. Lagrasse: Verdier. Schäffner, Ch. (2014). Translation Quality Assessment. Past and Present.. New York: Routledge. Dobric, N. (2015). Quality Measurements of Error Annotation – Ensuring Validity through Reliability. IN: The European English Messenger, Vol. 24.1. ss 36-42. Franko, Š., Janigová, S., Paľová, M. (2015). Manuál implementácie európskych noriem posudzovania kvality prekladateľských služieb. UPJŠ v Košiciach.					
<b>Course language:</b> Slovak language, English language and/or French language					
<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. Mária Paľová, PhD.					
<b>Date of last modification:</b> 13.04.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 56

A	B	C	D	E	FX
58.93	10.71	16.07	7.14	7.14	0.0

**Provides:** prof. PaedDr. Livia Körtvélyessy, PhD.

**Date of last modification:** 27.08.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/SS_AJEIEm/14		<b>Course name:</b> English Language for the European Institutions and Economy			
<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>					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> To obtain the number of credits required by the study plan.					
<b>Learning outcomes:</b> Verification of competences acquired by students in compliance with the graduate profile.					
<b>Brief outline of the course:</b> The aim of state examination is to demonstrate professional knowledge. Students are required to present their general knowledge of partial areas of the specialization. They also need to prove that their knowledge of the particular area corresponds to the deeper interest in the selected issue and exceeds the standard content and scope of subjects of the given study level. The chairman of state examination board, guarantor of study programme or guarantor of the respective area will specify the literature which students need to read and study for the purpose of state examination. The literature will be specified in line with the learning path to achieve learning outcomes, selected by a student, separately for each module, Module 1 The English language and culture and Module 2 Modern languages - the French language.					
<b>Recommended literature:</b> The updated list of recommended literature is available on the Department's website.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 137					
A	B	C	D	E	FX
44.53	27.74	12.41	7.3	8.03	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 05.11.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/AJSUj/08	<b>Course name:</b> English for Specific Purposes
<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.	
<b>Course level:</b> II.	
<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> The course aims to familiarise students with the issue of ESP as a specialist discipline and also as part of the English language teaching and learning and provide them with invaluable insight into designing an ESP course.	
<b>Brief outline of the course:</b> 1. Introduction. English Language Teaching. 2. Teaching and Learning ESP. Course design. Translation. 3. Students' presentations, translation. 4. Students' presentations, translation. 5. Students' presentations, translation. 6. Students' presentations, translation. 7. Tutorials. 8. Students' presentations, translation. 9. Students' presentations, translation. 10. Students' presentations, translation. 11. Students' presentations, translation. 12. Students' presentations, translation. 13. Test. 14. Tutorials.	
<b>Recommended literature:</b>	

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

**Course language:**

English, Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 375

A	B	C	D	E	FX
33.6	35.47	21.07	5.6	2.67	1.6

**Provides:** doc. Mgr. Renáta Timková, PhD.

**Date of last modification:** 30.03.2023

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/FLTM/19	<b>Course name:</b> Foreign Language Teaching Methods for the 21st Century
<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> 2.	
<b>Course level:</b> II.	
<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:**

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

**Brief outline of the course:**

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

**Recommended literature:**

Obligatory literature:

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

Recommended literature:

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

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

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

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

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

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

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

Met, M. (online). Content-based Second Language Instruction: What is it? <http://carla.umn.edu/cobaltt/CBI.html>  
 Omaggio-Hadley, A. (2001) Teaching Language in Context (third edition). Heinle & Heinle.  
 Spinelli, E. y Siskin, H.J. (1992) Selecting, Presenting and Practicing Vocabulary in a Culturally-Authentic Context. Foreign Language Annals 25 (4), 305-315.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 48

abs	n
97.92	2.08

**Provides:** doc. Mgr. Renáta Timková, PhD.

**Date of last modification:** 09.04.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

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



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

## COURSE INFORMATION LETTER

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

<b>Course assessment</b>					
Total number of assessed students: 14					
A	B	C	D	E	FX
42.86	21.43	28.57	0.0	7.14	0.0
<b>Provides:</b> doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 12.04.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KSSFaK/ZTPUP/15	<b>Course name:</b> Fundamentals of Theory and Practice of Literary Translation
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active participation in evaluating existing translations in seminars (40 %). Final seminar assignment - translation of one poetic and one prosaic text (60 %).	
<b>Learning outcomes:</b> Acquiring basic knowledge of theory of literary translation and its combining with practice, i.e. by translating selected English texts.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Brief history of literary translation.</li> <li>2. Contemporary theories of translation (linguistic theory – Catford, communication theory – Nida, Levý, Popovič, Skopos theory – Vermeer).</li> <li>3. Shift in translation, typology of shifts.</li> <li>4. Naturalization (domestication) and exotization, historization and modernization in translation.</li> <li>5. Translation of poetic texts. Rhyme, rhythm, metaphor.</li> <li>6. Translation of prosaic texts. Translation of realia.</li> <li>7. Praxeological issues of translation.</li> </ol>	
<b>Recommended literature:</b> Andričík, M.: K poetike umeleckého prekladu. Levoča: Modrý Peter, 2004. Andričík, M.: Preklad pod lupou. Levoča: Modrý Peter, 2013. Feldek, Ľ.: Z reči do reči. Bratislava: Slovenský spisovateľ, 1977. Ferenčík, J.: Kontexty prekladu. Bratislava: Slovenský spisovateľ, 1982. Hečko, B.: Preklad ako dobrodružstvo. Bratislava: Slovenský spisovateľ, 1991. Hochel, B.: Preklad a komunikácia. Bratislava: Slovenský spisovateľ, 1990. Levý, J.: Umění překladu. Praha: Československý spisovatel, 1963. Popovič, A.: Teória umeleckého prekladu. Bratislava: Tatran, 1975. Šimon, L.: Úvod do teórie a praxe prekladu. Prešov: Náuka, 2005. Vilikovský, J.: Preklad ako tvorba. Bratislava: Slovenský spisovateľ, 1984. Zambor, J.: Preklad ako umenie. Bratislava: Vydavateľstvo Univerzity Komenského, 2000.	
<b>Course language:</b> Slovak, English	

<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 114					
A	B	C	D	E	FX
22.81	56.14	20.18	0.0	0.0	0.88
<b>Provides:</b> prof. PhDr. Marián Andričík, PhD.					
<b>Date of last modification:</b> 03.06.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ GSTm/15	<b>Course name:</b> Gender Studies
<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.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Presentation and analysis of the selected topic - 50% Test - 50%	
<b>Learning outcomes:</b> Students can explain basic terminology and concepts connected with gender issues. Students are capable of active analysis of gender issues, gender roles, identities, and stereotypes in several media, cultural and social contexts. The absolvents are able to comprehensively read media texts as well as scientific articles related to gender and sexuality issues. The absolvents can implement the acquired knowledge about sexual and gender identities, roles and stereotypes in their own analysis of chosen issues.	
<b>Brief outline of the course:</b> Basic terminology and concepts of Gender Studies, Gender roles, stereotypes and identities, Masculinities and femininities, Gender in media, Gender in contemporary society and culture	
<b>Recommended literature:</b> Browne, J. ed. (2007). The Future of Gender. Cambridge: Cambridge University Press. Butler, J. (2002). Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge. Holmes, M. (2009). Gender and Everyday Life. New York: Routledge. Mansfield, N. (2000). Subjectivity: Theories of the Self from Freud to Haraway. Allen & Unwin. Pilcher, J. & Whelehan, I. (2004). Fifty Key Concepts in Gender Studies. London: Sage Publications Ltd.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 144					
A	B	C	D	E	FX
39.58	23.61	13.19	8.33	9.03	6.25
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 14.09.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

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



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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 0

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

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

**Date of last modification:** 19.03.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ IPEUM/21	<b>Course name:</b> Institutions and Policies of the EU
<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> II.	
<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 aim of this course is to help students understand the characteristics of European policies, how these policies are formulated and what is their direct and indirect impact on the functioning of the European Union. The course explains the ways and forms of cooperation between the EU institutions and the Member States, analyzes the decision-making processes of the various EU institutions and the influence of various actors on policy-making. By completing the course the student will be able to integrate and actively use the acquired knowledge in the work of a translator and interpreter for the EU. Another goal is to help students understand the basics of policy analysis and apply this knowledge for scientific purposes. The course will also prepare students for the EPSO entrance test, understand the evaluation and recruitment procedures of the European Personnel Selection Office and will be able to solve all parts of the test including: verbal reasoning, numerical reasoning, abstract reasoning and the situational judgment parts.

**Brief outline of the course:**

1. Understanding EU Policies
2. Policy Processes
3. Making and Applying EU Legislation
4. Internal Policies
5. Agricultural Policy and Policy Processes
6. External Relations
7. The Budget

**Recommended literature:**

Obligatory literature:

Nugent, Neill, 2017, The Government and Politics of the European Union, Palgrave, ISBN: 978-1-137-45408-9

Recommended literature:

1. Jorgesen, Knud Erik, Pollack, Mark A., Rosamond Ben, Handbook of European Union Politics, 2006, SAGE Publications, ISBN-10 1-4129-0875-2
2. Wagner, Emma, Bech, Sveden, Martínez, Jesús M. Translating for the European Union Institutions, St.Jerome Publishing, 2002, ISBN: 1-900650-48-7
3. Lee McGowan, David Phinnemore, A Dictionary of the European Union 5th Edition, 2010, Routledge, ISBN: 978-1-85743-582-5:
4. Ole Elgström, Michael Smith, The European Union's Roles in International Politics Concepts and Analysis, 2007, Routledge, ISBN: 978-0-415-45999-0

Online sources:

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

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

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

All students must follow the following online news sources:

[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/>

<a href="https://www.euronews.com/">https://www.euronews.com/</a> Further recommended sources: <a href="https://epso.europa.eu/">https://epso.europa.eu/</a> <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: 92					
A	B	C	D	E	FX
53.26	10.87	14.13	5.43	13.04	3.26
<b>Provides:</b> Mgr. Július Rozenfeld, PhD.					
<b>Date of last modification:</b> 21.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ICCOM/15	<b>Course name:</b> Intercultural Communication
<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., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: oral presentation, a pre-condition for being admitted to written exam You will select a scientific paper on intercultural communication. You will be responsible for facilitating class discussion regarding the information you will present. Your oral presentation should be well delivered, both creative and informative. Oral presentations will be evaluated based on: (1) clarity and creativity of your presentation; (2) illustration of intercultural concepts; (3) the substance of your presentation; and (4) your effectiveness of facilitating class involvement and discussion. Final exam: written test, pass level 65% 100 - 92% = A = 1 91 - 87% = B = 1.5 86 - 82% = C = 2 81 - 77% = D = 2.5 76 - 65% = E = 3 64 - 0 % = FX = 4	
<b>Learning outcomes:</b> This course provides an introduction to communication between people from different cultural groups. Course content focuses on the application and discussion of theory and research to intercultural communication. Course format includes theory practice, cross-cultural simulations and critical analysis of selected materials.	
<b>Brief outline of the course:</b> 1. Defining communication, culture and intercultural communication. 2. Hofstede's model of cultural dimensions I. 3. Hofstede's model of cultural dimensions II. 4. Face Negotiation Theory. 5. Communication Accommodation Theory. 6. Anxiety/Uncertainty Management Theory.	

7. The Integrative Communication Theory of Corss-Cultural Adaptation. 8. The Sapir-Whorf Hypothesis. 9. Progress and Outlook of the study of Intercultural communication. Seminars will discuss in more detail the points established in lectures.					
<b>Recommended literature:</b> Panocová, Renáta (2020). Theories of Intercultural Communication. Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, available at <a href="https://unibook.upjs.sk/sk/anglistika-a-amerikanistika/1327-theories-of-intercultural-communication?search_query=Panocova&amp;results=1">https://unibook.upjs.sk/sk/anglistika-a-amerikanistika/1327-theories-of-intercultural-communication?search_query=Panocova&amp;results=1</a> current research articles on intercultural communication					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 136					
A	B	C	D	E	FX
60.29	19.85	14.71	4.41	0.74	0.0
<b>Provides:</b> prof. Mgr. Renáta Panocová, PhD.					
<b>Date of last modification:</b> 30.03.2023					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ MPRM/21	<b>Course name:</b> International Law and International Economic Relations
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Written test - 50% Oral exam - 50%	
<b>Learning outcomes:</b> By completing the course, students will become familiar with institutions and branches of international law and acquire basic knowledge of theory and development of international relations. Particular attention is paid to the issue of past and present of European integration. In its economic part, the course provides students with information regarding international relations in the global economics system, analyzes international flow of goods, services, capital and labour force, explains preparation and implementation of international and commercial transactions.	
<b>Brief outline of the course:</b> term and development of international law, entities and sources of international law, international organizations, development of international relations, current issues of international relations, issue of European integration, globalization and regionalism, theory of concept of world economy, of international trade, international economic integration - EU and the Slovak Republic; international flow of goods, international flow of services, international flow of capital, international flow of labour force, international trade policy, institutional sphere and organizational structure of international trade, business internationalization, entry to foreign markets, risk in international trade, international system of payments, pricing in international trade, technical obstacles and customs in international trade, import and export business case, international transport and forwarding	
<b>Recommended literature:</b> 1. Azud, J.: mezinárodní právo, Vyd. Veda, SAV, Bratislav 2003 2. Hollis, M. a Smith, S.: Teorie mezinárodních vztahů. CDK, Brno 2000 3. Klučka, J.: Mezinárodní právo veřejné (všeobecná část), vyd. IURA EDITION, 2004 4. Malenovský, J.: Mezinárodní právo veřejné. Obecní část, Doplněk, Brno 2002 5. Mazák, J. a kol.: Základy evropského práva. Vyd. IURA EDITION, Bratislava 2004 6. Plechanovová, B.: Úvod do mezinárodních vztahů. Výběr textu. ISE, Praha 2003 7. Waisová, Š.: Úvod do studia mezinárodních vztahů. Druhé rozšířené vydání. Vadav. A nakladat. Aleš Čeněk, Praha 2002	



- 8.Brajcun A.: Hospodárska politika EÚ, Bratislava, Ekonóm 2000
- 9.Fítek E.: Operácie v zahraničnom obchode. Bratislava , ES EU, 1995
- 10.Gibbs P.: Obchod v Evropskom spoločenstve, Praha, Grada 1993
- 11.Jaks J.: Quo Vadis Európska únie, Manager podnikateľ, 1998
- 12.Janátka, Hanák, Novák a kol.: Obch. operácie vo vývoze a dovoze,Praha, Codex Bohemia 1999
- 13.Jimenez G.: Základy exportu a importu, vyd. SOPK, 1998.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 188

A	B	C	D	E	FX
94.68	2.13	2.13	1.06	0.0	0.0

**Provides:** JUDr. Peter Vrabec

**Date of last modification:** 14.04.2021

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ PRAXOM/21	<b>Course name:</b> Internship in Institutions
<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> 30s <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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Mandatory attendance and completion of requirements laid down by the entity.	
<b>Learning outcomes:</b> Training of translation and interpreting skills in the extent of minimum 20 standard pages or 20 hours of interpreting, or their combination, organized either online or externally in the institutions engaged in translation and interpreting services, focusing mainly on legal and economic texts and interpretation opportunities.	
<b>Brief outline of the course:</b> Training of translation and interpreting skills in the extent of minimum 20 standard pages or 20 hours of interpreting, or their combination, organized either online or externally in the institutions engaged in translation and interpreting services, focusing mainly on legal and economic texts and interpretation opportunities.	
<b>Recommended literature:</b> Texts and tasks assigned in the institutions where internship takes place	
<b>Course language:</b> Slovak, English	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 127	
abs	n
100.0	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.	
<b>Date of last modification:</b> 08.10.2021	
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INFm/15	<b>Course name:</b> Interpretation of Films
<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> II.	
<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. <b>Attendance:</b> Students are expected to attend each class according to the schedule. Should students miss three or more classes, they will not receive credits for the course no matter what their overall results are. Each technical problem, such as failed internet connection or other technical issues, must be announced to the lecturer in advance. <b>Continuous assessment:</b> Students are expected and politely required to actively participate in each lesson (active participation = participation in discussions based on having read the required texts and watched the required films). Each student must prepare notes from reading and/or film assignments on a weekly basis and an essay (analysis) on a topic chosen by the lecturer. Should students fail to provide either of the two compulsory parts, they will not receive credits. <b>Final assessment:</b> The final grade will be calculated as a sum of the score for assignment(s) - weekly assignments (50%), essay (50%). (No assignment, plagiarism, and other unacceptable practices will be awarded 0 points.) <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 is designed to instruct students in the art of cinematic discourse and provide them with a set of information to help them develop and/or improve essential analytical skills in interpreting contemporary American cinema. It also invites students to participate more judiciously in the	

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

Course content:

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

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

Week 1: Introduction

Week 2: Ideology

Reading assignment:

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

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

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

Film assignment:

Die Hard (1988)

Week 5: Psychoanalysis

Reading assignment:

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

Film assignment:

Forrest Gump (1994)

Week 6: Film and Feminism

Reading assignment:

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

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

Film assignment:

Mullholand Drive (2001)

Week 7: Race and Ethnicity in Film

Reading assignment:

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

Film assignment:

To Kill a Mockingbird (1962)

Week 8: Auteurism, Deconstruction, Post-structuralism

Reading assignment:

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

Film assignment:

Chinatown (1974)

Week 9: Tutorials

Week 10-14: Assignments

#### **Recommended literature:**

Recommended literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 129

A	B	C	D	E	FX
75.19	10.08	10.85	1.55	1.55	0.78

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

**Date of last modification:** 08.02.2023

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

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

<p>Week 10: No class - Rector's free day</p> <p>Week 11: Selling Irish folk traditions by the Irish living on the British Isles - the Music Of Ireland. Selling Irishness by the Irish living outside the British Isles - Lord Of The Dance. Students' presentations.</p> <p>Week 12: Criticism through satire - Life Of Brian. Students' presentations. The future of Ireland?</p> <p>Week 13-14: Tutorials.</p>																	
<p><b>Recommended literature:</b></p> <p>Wilson, T.: Ulster: Conflict and Consent. Blackwell, Oxford, 1998.</p> <p>Sevaldsen, J.: Contemporary British Society. Akademis, Copenhagen, 2008.</p> <p>Irish - Facing the Future. European Bureau for Lesser Used Languages. Irish Committee, Dublin, 2007.</p> <p>Coogan, T.P. (ed.): Ireland and the Arts. Quarter, London, 1999.</p> <p>Mackey, J.P. (ed.): The Irish Contribution. I.I.S., Belfast, 1994.</p> <p>Monty Python's Life Of Brian</p> <p>Michael Flatley's Lord Of The Dance The Music of Ireland</p>																	
<p><b>Course language:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 64</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>96.88</td><td>1.56</td><td>1.56</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </tbody> </table>						A	B	C	D	E	FX	96.88	1.56	1.56	0.0	0.0	0.0
A	B	C	D	E	FX												
96.88	1.56	1.56	0.0	0.0	0.0												
<p><b>Provides:</b> Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.</p>																	
<p><b>Date of last modification:</b> 19.03.2022</p>																	
<p><b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.</p>																	

## 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.	
<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 TESTING to collect information about their level of preparedness. Oral testing will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral testing 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.

### **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 and Perspectives
2. Developing Reading Skills 1
3. Developing Reading Skills 2
4. Developing Listening Skills 1
5. Developing Listening Skills 2
6. Developing Speaking Skills 1
7. Developing Speaking Skills 2
8. Developing Writing Skills 1
9. Developing Writing Skills 2
10. Grammar for Testing

**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: 225

A	B	C	D	E	FX
37.78	8.0	8.89	8.44	9.78	27.11

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

**Date of last modification:** 30.03.2023

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## 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.	
<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 TESTING to collect information about their level of preparedness. Oral testing will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral testing 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.

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**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!

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**ABSENCE DUE TO ILLNESS**

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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.

### **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 and Perspectives
2. Developing Reading Skills 1
3. Developing Reading Skills 2
4. Developing Listening Skills 1
5. Developing Listening Skills 2
6. Developing Speaking Skills 1
7. Developing Speaking Skills 2
8. Developing Writing Skills 1
9. Developing Writing Skills 2
10. Grammar for Testing

**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: 225

A	B	C	D	E	FX
37.78	8.0	8.89	8.44	9.78	27.11

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

**Date of last modification:** 30.03.2023

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/JKRM/21	<b>Course name:</b> Language Culture and Rhetorics
<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> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Method of assessment and completion of the course: Final assessment: MARK POINTS A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 and less	
<b>Learning outcomes:</b> providing the basic theoretical information from the field of rhetoric and practical application of this knowledge, with emphasis put on improving the verbal and non-verbal communicative competence of the interpreter so as to master the art of speech	
<b>Brief outline of the course:</b> 1. Language culture: delimitation and basic terms. Norms in communication. Sound culture of standard Slovak. Orthoepy and orthophony. 2. Rhetoric – history and the current state-of-the-art 3. The basic components of rhetorical communication: speaker, audience, means of rhetoric communication, communicative situation 4. Speech composition: an outline of the speech, the organization of the main ideas 5. Writing the speech: linguistic, paralinguistic and extralinguistic expressive means of speech. 6. How to practice the speech: anticipation of the audience, speaking aloud, rehearsing in mind 7. Delivery of speech: impromptu style, extemporaneous style, manuscript style, memorized style. 8. Types of speeches: informative, persuasive and speeches for special occasions. 9. Listener in rhetoric communication 10. Various rhetorical strategies and devices	
<b>Recommended literature:</b> GALLO, J.: Rétorika v teórii a praxi ‘Rhetoric in theory and practice’. Prešov, Dominanta 1996.	

KRÁL, Á.: Pravidlá slovenskej výslovnosti 'The Rules of Slovak Pronunciation'. Bratislava, Slovenské pedagogické nakladateľstvo 1988, s. 91 – 188.  
 KRÁL, Á. – RÝZKOVÁ, Á.: Základy jazykovej kultúry 'The Essentials of Language Culture'. Bratislava, Slovenské pedagogické nakladateľstvo 1990.  
 MISTRÍK, J.: Rétorika 'Rhetoric'. Bratislava, Slovenské pedagogické nakladateľstvo 1987.  
 SLANČOVÁ, D.: Praktická štylistika (Štylistická príručka) 'Practical Stylistics'. Prešov, Slovacontact 1996.  
 SLANČOVÁ, D.: Základy praktickej rétoriky 'The Essentials of Practical Rhetoric'. Prešov, Vydavateľstvo Náuka 2001.  
 ŠKVARENINOVÁ, O.: Rečová komunikácia 'Speech Communication'. Bratislava, Slovenské pedagogické nakladateľstvo 1995.  
 any other course available

**Course language:**

Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 126

A	B	C	D	E	FX
62.7	19.84	14.29	3.17	0.0	0.0

**Provides:** doc. Mgr. Renáta Gregová, PhD.

**Date of last modification:** 06.02.2023

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

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



<b>Weekly Schedule:</b> Week 1 22.9 Introductions. Week 2 29.9 Graduate writing. Week 3 6.10 Discourse Community. Your Thesis. What's a good one? Week 4 13.10 First Paper Due. Peer review. Common Problems Week 5 20.10 In Class Review of first paper. Research Week 6 27.10 Tutorial Week Week 7 3.11 The role of research questions. Week 8 10.11 Second Paper Due. Peer Review Week 9 17.11 In class review of Second Paper. Week 10 24.12 Incorporating metadiscourse while writing clearly Week 11 1.12 Revision Strategies Week 12 8.12 Draft of final paper Due and peer review. Week 13 15.12 Tutorials Week 14 22.12 Tutorials. Final Paper Due. There is no exam.					
<b>Recommended literature:</b> The Craft of Research, any edition. Booth, Colomb, and Williams. MLA Handbook for Writers of Research Papers, seventh edition, 2009.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 166					
A	B	C	D	E	FX
30.72	34.34	25.9	6.02	2.41	0.6
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 16.09.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ ACW2m/15	<b>Course name:</b> Language Skills - Advanced Essay Writing
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> You will write two short essays, give a reader response, and write a final essay. Paper 1 20% A 93-100% Paper 2 20% B 86-92% Reader R 10% C 78-85% Paper 3 50% D 72-77% E 65-71%	
<b>Learning outcomes:</b> To improve students' rhetorical criticism, syntactic awareness, formal flexibility, editing and writing skills, and chances to get published.	
<b>Brief outline of the course:</b> February Week 1 13.2 Introduction. Week 2 20.2 History, development, and variety of essays. CNF review Week 3 27.2 Reading discussion March Week 4 6.3 First Paper Draft Due, Peer Review Week 5 13.3 In class review and reader response. Week 6 20.3 Readings, incorporating theory. Week 7 27.3 Second Paper Draft Due, Peer Review (HT) April Week 8 3.4 Review of Second Paper and reader response. Week 9 10.4 Tutorials. Week 10 19.4 Taught on Wednesday. Readings, Narrative as Argument Week 11 24.4 Readings Discussion May Week 12 3.5 Taught on Wednesday. Draft of Final Paper Due, Peer Review. Week 13 8.5 Tutorials Week 14 15.5 Tutorials. Final Paper Due	
<b>Recommended literature:</b>	

Style: Ten Lessons in Clarity and Grace, 7th ed. 2003 by Joseph M. Williams. The Art of the Personal Essay. An Anthology from the Classical Era to the Present. Phillip Lopate. 1994					
<b>Course language:</b> The course will be conducted in English.					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 136					
A	B	C	D	E	FX
44.85	42.65	9.56	2.21	0.74	0.0
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 11.02.2023					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/LTYPm/21	<b>Course name:</b> Language Typology and Universals
<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> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> - continuous assessment - 2 tests during the semester - minimum to pass: 65%	
<b>Learning outcomes:</b> Aims: Providing the students with the essential terminology, basic approaches, theories, and conceptions that have shaped the studies of language universals and typological studies. Application of the acquired knowledge in students' projects. Students are able to: - describe languages from the perspective of the individual language levels - implement the gained knowledge into the work with typological databases - evaluate data collected from typological databases and classify languages in to language types - design a simple typological project	
<b>Brief outline of the course:</b> 1. Introduction to the course 2. Genealogical classification of languages 3. Phonological typology 4. Morphological typology 5. Syntactic typology 6. Lexical typology 7. Areal typology 8. Language universals 9. How to approach language typology? 10. How do typologists work?	
<b>Recommended literature:</b> Körtvélyessy, L. 2017. Essential of language typology. Košice UPJŠ. Available at: <a href="https://unibook.upjs.sk/sk/anglistika-a-amerikanistika/365-essentials-of-language-typology">https://unibook.upjs.sk/sk/anglistika-a-amerikanistika/365-essentials-of-language-typology</a> Others: Croft, W. 1990. Typology and universals, Cambridge: CUP. Shibatani, M. and Bynon, T. 1995. Approaches to Language Typology. Oxford University Press.	

Moravcsik, E. 2012. Introducing language typology. Cambridge: CUP					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 100					
A	B	C	D	E	FX
33.0	26.0	21.0	10.0	8.0	2.0
<b>Provides:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					
<b>Date of last modification:</b> 27.08.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

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

Moravcsik, E. 2012. Introducing language typology. Cambridge: CUP					
<b>Course language:</b>					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 77					
A	B	C	D	E	FX
37.66	23.38	20.78	9.09	7.79	1.3
<b>Provides:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					
<b>Date of last modification:</b> 28.04.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

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



2. Saussure: language as a social fact 3. The Descriptivists 4. The Sapir-Whorf hypothesis 5. Functional linguistics: the Prague School 6. Noam Chomsky and generative grammar 7. Relational grammar: Hjelmslev, Lamb, Reich 8. Generative phonology 9. The London School					
<b>Recommended literature:</b> Sampson, Geoffrey (1980). Schools of Linguistics. Stanford: Stanford University Press. Culler, Jonathan (1993). Saussure. Bratislava: Archa. Deleuze, Gilles (1993). Podľa čoho poznáme štrukturalizmus? Bratislava: Archa. Vachek, Josef (1964). A Prague School Reader in Linguistics. Bloomington: Indiana University Press. or any other books on the analysed topics that are currently available					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 109					
A	B	C	D	E	FX
33.94	37.61	23.85	4.59	0.0	0.0
<b>Provides:</b> prof. Myroslava Fabian, DrSc., Mgr. Roman Gajdoš, prof. Mgr. Renáta Panocová, PhD.					
<b>Date of last modification:</b> 30.03.2023					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ LSFJM/21	<b>Course name:</b> Linguistic Seminar (French language)
<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> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment of students during the semester will consist of two individual assignments: - the first task will be assigned in the seventh week of the summer semester – its content will correspond to the topics dealt with at weeks 1 to 6 seminars, - the second task will be assigned in the twelfth week of the summer semester - its content will correspond to the topics dealt with at weeks 7 to 12 seminars, The final assessment will be made up of the two of the components. In order to complete the continuous assessment successfully, students must score at least 65 % out of 100 %, otherwise they would not meet the conditions of continuous assessment. The grading scale in per cent: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less	
<b>Learning outcomes:</b> Students in the position of translators and interpreters should be able to cope with direct and reconstructed information and use the information resulting from the composition of the discourse. Students should be able to handle the communication which is “intelligible“ in terms of the information comfort of the recipient. Students will learn how to employ the Kintsch’s model of three dimensions by the combination of which they will obtain eight practically applicable categories for the inference and production of meaning. Students should be able to admit the fact that their performance in this type of communication is based on the assumption that a degree of direct availability of the information in their long-term memory must prevail over the degree of the information explicitly present in the discourse.	
<b>Brief outline of the course:</b> Typology of genres of professional discourse and their comparison with conventional genres of professional style in French and English. The analysis of composition, styles and registers of oral and written communication. Semantic triangle. Kintsch’s model of three dimensions: 1. searching for the information in the memory vs. generation of information, 2. automated vs. controlled process, 3. extension vs. reduction of information. Virtual reference, method of presenting referential component. Terms in specialist branches of professional discourse. Cognitive and semantic competences: correspondence and equivalence.	
<b>Recommended literature:</b> 1. Baylon, Ch., Mignot, X., 2002, Initiation à la sémantique du langage. Paris, Nathan/VUEF	

2. Adam, J.-M., 1992, Les Textes : type set prototypes. Paris, Nathan/HER 3. Adam, J.-M., 2005, La linguistique textuelle. Paris, Armand Colin 4. Molinié, G., 1986, Eléments de stylistique française. Paris, PUF 5. Slančová, D., 1996, Praktická stylistika. Prešov, Slovacontact					
<b>Course language:</b> Slovak language, French language C1					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 37					
A	B	C	D	E	FX
51.35	35.14	8.11	2.7	2.7	0.0
<b>Provides:</b> Mgr. Sophie Depelley					
<b>Date of last modification:</b> 13.04.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ LITPm/15	<b>Course name:</b> Literary Proseminar
<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> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> You may miss one class without penalty. If you miss two or more, you will fail the course. If you are repeatedly late, you will not be allowed to complete the course. You are expected to contribute to the class discussion and to provide insightful comments on the readings and on your classmates' work. If you do not bring a READABLE copy of the text under discussion, you will be counted absent. I will lower your grade by one letter if you are consistently silent, disengaged, or unprepared. <b>Drafts, Deadlines, and Late Work:</b> Your work will be read and critiqued by your fellow classmates, so please make your drafts as complete as possible and come prepared for a lively discussion. Late work will not be accepted. If any draft or paper is late, you will fail the entire course. <b>Continuous Assessment:</b> You will write two papers. Each paper should be preceded by an abstract. A 93-100% Paper 1 50% B 86-92% Paper 2 50% C 78-85% D 72-77% E 65-71%	
<b>Learning outcomes:</b> To examine literary techniques and critical trends regarding African American, Jewish American, and Western American literature.	
<b>Brief outline of the course:</b> Weekly Schedule: Week 1 21.9 Introductions. Week 2 28.9 Richard Wright and the African American Novel Week 3 5.10 Black Boy, historical context. Week 4 12.10 Black Boy, possible classifications. Week 5 19.10 Philip Roth. Jewish American Traditions. Abstract discussions Week 6 26.10 Tutorial Week. Week 7 2.11 Philip Roth. Gender. First paper due. Week 8 9.11 Philip Roth. Race	

Week 9 16.11 Holiday, no class Week 10 23.11 Annie Proulx, Western Lit. Week 11 30.11 Annie Proulx. The environment in literature Week 12 7.12 Review. Abstract for final paper due. Week 13 14.12 Tutorials Week 14 21.12 Tutorials. Final Paper Due. There is no exam.					
<b>Recommended literature:</b> Black Boy. Richard Wright The Human Stain, Philip Roth. Bad Dirt, Annie Proulx					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 68					
A	B	C	D	E	FX
29.41	50.0	13.24	7.35	0.0	0.0
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 16.09.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ MATH/14	<b>Course name:</b> Master'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> 15	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The Master degree thesis is the result of the student's own work. It must not show elements of academic fraud and must meet the criteria of correct research practice defined in the Rector's Decision no. 21/2021, which lays down the rules for assessing plagiarism at Pavel Jozef Šafárik University in Košice and its constituents. Fulfillment of the criteria is verified mainly in the process of supervising and in the process of the thesis defense. Failure to do so is grounds for disciplinary action. To obtain the required number of credit points in the structure prescribed by the study plan. The state examination board will decide on students' assessment. Final assessment consists of the following elements: Assessment in the supervisor's review - 20 % Assessment in the opponent's review - 40 % Discussion within defense - 40 % Contentual and formal (language) aspect of student's verbal and written presentation of knowledge will be reflected in the final assessment in the following ratio: 80 % : 20%.	
<b>Learning outcomes:</b> The Master degree thesis demonstrates mastery of extended theory and professional terminology of the field of study, acquisition of knowledge, skills and competences in accordance with the declared profile of the graduate of the study program, as well as the ability to apply them in an original way in solving selected problems of the field of study. The student demonstrates the ability of independent professional work in terms of content, formal and ethical aspects. Further details of the Master degree thesis are determined by Directive no. 1/2011 on the essential prerequisites of final theses and by the Study Rules of Procedure at UPJŠ in Košice for the 1st, 2nd and combined 1st and 2nd degree. The aim of the course Master's Thesis Defense is that the students demonstrate their interest in the selected topic, mastering of the topic from both theoretical and practical point of view, as well as the competence to apply acquired knowledge in a creative way by working independently. Verification of student's acquired competences in compliance with the graduate profile.	
<b>Brief outline of the course:</b> The aim:	

<p>The aim of the course Master's Thesis Defense is that the students demonstrate their interest in the selected topic, mastering of the topic from both theoretical and practical point of view, as well as the competence to apply acquired knowledge in a creative way by working independently.</p> <p>Verification of student's acquired competences in compliance with the graduate profile.</p> <p><b>Syllabus:</b></p> <p>During discussion, students are required to respond to comments contained in the supervisor's review, opponent's review, and to answer the questions of the members of state examination board. The chairperson of state examination board, opponent and supervisor of master's thesis may specify the literature which students need to study for the purpose of defense. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining. The state examination board will decide on students' assessment. Final assessment consists of the following elements:</p> <p><b>Final assessment:</b></p> <p>Assessment in the supervisor's review - 20 %</p> <p>Assessment in the opponent's review - 40 %</p> <p>Discussion within defense - 40 %</p> <p>Presentation of results of master's thesis, answering the questions of the opponent(s) and the questions of the members of examination board.</p>																	
<p><b>Recommended literature:</b></p> <p>The chairperson of state examination board, opponent and supervisor of master's thesis may specify the literature which students need to study for the purpose of defense. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining.</p>																	
<p><b>Course language:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 192</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>46.35</td><td>26.04</td><td>19.27</td><td>5.73</td><td>2.6</td><td>0.0</td></tr> </table>						A	B	C	D	E	FX	46.35	26.04	19.27	5.73	2.6	0.0
A	B	C	D	E	FX												
46.35	26.04	19.27	5.73	2.6	0.0												
<p><b>Provides:</b></p>																	
<p><b>Date of last modification:</b> 19.03.2022</p>																	
<p><b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.</p>																	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ MASEAm/21	<b>Course name:</b> Master's Thesis Seminar A
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous Assessment: You will begin writing your thesis and will write three papers of 5, 10, and 20 pages totaling 35 thesis pages by the end of the semester. You will also edit your classmates drafts, and these edits will be the basis of 60% of the grade. Paper 1 10% A 93-100% Paper 2 10% B 86-92% 3 Edits 60% C 78-85% Final 20% D 72-77% E 65-71% Attendance and Participation: You may miss one class without penalty. If you miss two or more, you will fail the course. This is a workshop class which depends upon you giving timely, useful feedback to your fellow students. Drafts, Deadlines, and Late Work: Your work will be read and critiqued by your classmates, so please make your drafts as complete as possible and come prepared for a lively discussion. Late work will not be accepted. If any assignment, draft, or paper is late, you will fail the course. If you cannot attend a class when an assignment is due, you must email the assignment before the deadline.	
<b>Learning outcomes:</b> To improve students' research and analytical skills and clarify the conventions of academic discourse with special emphasis on critical analysis and editing.	
<b>Brief outline of the course:</b> Weekly Schedule Week 1 19.9 Introductions. Week 2 26.9 Review Due. Thesis. Writing, editing, proofreading. Week 3 3.10 Readings and review discussion. Week 4 10.10 First Paper Due. Peer Review. Edit assignments. Week 5 17.10 Edits Due. Paper review. Week 6 24.10 Tutorial Week Week 7 31.10 No Class	



Week 8 7.11 Second Paper Due. Peer Review. Argument Theory and types. Week 9 14.11 Edits Due. Paper Review. Week 10 21.11 Metadiscourse, AKA trail markers. Week 11 28.11 Draft Due. Peer review. Week 12 5.12 Edits Due. Revision Strategies Week 13 16.12 Tutorial Week. Week 14 23.12 Tutorial Week. Final Paper Due.					
<b>Recommended literature:</b> Style: Ten Lessons in Clarity and Grace, 7th ed. 2003 by Joseph M. Williams. The Craft of Research, any edition. Booth, Colomb, and Williams.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 356					
A	B	C	D	E	FX
38.2	37.08	17.98	4.78	1.97	0.0
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 16.09.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ MASEBm/21	<b>Course name:</b> Master's Thesis Seminar B
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completing the course requires regular consultations with supervisor of master thesis throughout the semester, at least once a week at the time defined by supervisor. Another precondition for completing the course is submission of the final version of master thesis to supervisor (no later than two weeks before deadline for uploading of master thesis to AIS system) who will review the text and assess whether the submitted text complies with essential minimum requirements regarding the content and form of master thesis. If the master thesis complies with all the requirements, the supervisor will give A-E. If the submitted text does not comply with the essential minimum requirements regarding the content and form of master thesis, the supervisor will give FX. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 0- 64%	
<b>Learning outcomes:</b> The final version of master thesis submitted to supervisor.	
<b>Brief outline of the course:</b> Irrelevant	
<b>Recommended literature:</b> Recommended literature: MLA Handbook for Writers of Research Papers, seventh edition. 2009. Materials published on the website of UK UPJŠ. Materials supplied by supervisor.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 239					
A	B	C	D	E	FX
61.51	17.99	10.04	4.18	2.93	3.35
<b>Provides:</b> Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.					
<b>Date of last modification:</b> 19.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/MKPM/15	<b>Course name:</b> Means of Mass Communication
<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> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Priebežné hodnotenie: prezentácia na určenú tému – 50% z celkového hodnotenia Záverečné hodnotenie: písomný test – 50% z celkového hodnotenia Výsledná známka bude udelená na základe výsledkov priebežného (50%) a záverečného hodnotenia (50%). Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 and less Poznámka: Online výučba prostredníctvom aplikácie MS Teams nemení obsahovú náplň predmetu ani jeho formálnu štruktúru. Upozorňujeme študentov, že v súlade s platným všeobecným nariadením na ochranu osobných údajov (GDPR – General Data Protection Regulation) a so Zákom č. 185/2015 Z. z. Autorský zákon (právo duševného vlastníctva) zo žiadnej časti výučby realizovanej kontaktne alebo online nie je možné vytvárať obrazové alebo zvukové záznamy. Došlo by tak k porušeniu zákona so všetkými právnymi dôsledkami.	
<b>Learning outcomes:</b> analysis of Slovak media in comparison with media in the Great Britain and in the USA	
<b>Brief outline of the course:</b> Prednášky: 1. týždeň: Úvod – predstavenie predmetu a rozdelenie úloh 2. týždeň: Masové médiá (delenie, história, funkcia) a masová komunikácia 3. týždeň: Printové médiá: história, klasifikácia, funkcia. 4. týždeň: Rozhlas a televízia. Masová komunikácia v rozhlase a v televízii. 5. týždeň. Film (história, žánre). 6. týždeň: Nové elektronické médiá. Internet	

<p>7. týždeň: Média ako tvorcovia kultúry</p> <p>8. týždeň: konzultačný týždeň – výučba odpadá</p> <p>9. týždeň: Komunikácia s médiami</p> <p>Semináre:</p> <p>1. týždeň: Úvod – predstavenie predmetu a rozdelenie úloh</p> <p>2. týždeň: Media plurality.</p> <p>Vlastníctvo médií a jeho dosah na nezávislosť a pluralitu.</p> <p>3. týždeň: Media literacy.</p> <p>Mediálna gramotnosť vo Veľkej Británii, v USA a na Slovensku</p> <p>4. týždeň: Language of Internet Communication.</p> <p>Jazyk internetovej komunikácie</p> <p>5. týždeň: Reklama (ciele, reklama v jednotlivých mediatypoch)</p> <p>6. týždeň: The language of advertising.</p> <p>Hovorená podoba jazyka v reklame.</p> <p>7. týždeň: Culture and Globalization.</p> <p>Globalizácia kultúry. Globálna mediálna kultúra.</p> <p>8. týždeň: konzultačný týždeň – výučba odpadá</p> <p>9. týždeň: Media Manipulation Strategies.</p> <p>Masové médiá a manipulácia.</p>					
<p><b>Recommended literature:</b></p> <p>Aitchison, J. – Lewis, D. M. (Eds.). 2003. New Media language. London and New York: Routledge.</p> <p>Kralčák, Ľ.(Ed). 2008 Hovorená podoba jazyka v médiách. Nitra.</p> <p>dostupné na: <a href="http://www.ksj.ff.ukf.sk/files/zbornikhovorenapodoba.pdf">www.ksj.ff.ukf.sk/files/zbornikhovorenapodoba.pdf</a></p> <p>Kunczik, M. 1995. Základy masové komunikace. Univerzita Karlova: Vydavatelství Karolinum.</p> <p>McQuail, D. 1999. Úvod do teorie masové komunikace. Portál.</p> <p>Slevin, J. 2000. The Internet and Society. Polity Press.</p>					
<p><b>Course language:</b></p> <p>English, Slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b></p> <p>Total number of assessed students: 107</p>					
A	B	C	D	E	FX
60.75	14.02	16.82	7.48	0.93	0.0
<p><b>Provides:</b> doc. Mgr. Renáta Gregová, PhD.</p>					
<p><b>Date of last modification:</b> 10.02.2022</p>					
<p><b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.</p>					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ MAFJM/21		<b>Course name:</b> Methodology A (French language)			
<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> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Students will be assessed continuously by 2 tests during semester. At the end of semester, students are required to defend their final paper. Grading scale: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less					
<b>Learning outcomes:</b> Having completed the course, students should be able to work with professional and scientific texts, distinguish their structure and have competence to use numerical language sources.					
<b>Brief outline of the course:</b> Reading strategies. Professional and scientific style. Context as a communication factor. Communication competences, text perception. Textual cohesion. Numerical language sources.					
<b>Recommended literature:</b> Maingueneau,D.: Analysez les textes de communication. Armand Colin, 2007 Belz,H., Siegrist,M.: Klíčové kompetence, Portál 2001 Dortier, J.-F.: Le langage. Sciences humaines. 2001 Cadre européen commun de référence pour les langues. Didier.2000					
<b>Course language:</b> Slovak and French					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 4					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc., prof. Dr. Rudolph Sock					

<b>Date of last modification:</b> 30.03.2023
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ MBFJM/21		<b>Course name:</b> Methodology B (French language)			
<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> 4.					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Students will be assessed continuously for active development of a project and for its defence. Grading scale: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less					
<b>Learning outcomes:</b> Having completed the course, students should be able to prepare different types of projects, master their editing and defence.					
<b>Brief outline of the course:</b> Searching for possibilities to submit a project. Formation of working teams. Reading with comprehension of project texts. Formation of texts, logics of text, sequence of tenses. Moduling, case studies. Argumentation. Rhetorics and defence.					
<b>Recommended literature:</b> Beck,G.:Zakázaná rétorika. Grada2008 Belz,H., Siegrist,M.: Kľúčové kompetence, Portál 2001 Gregušová,G. :Manažment európskych projektov. Eurea 2006 Svozilová,A.:Projektový manažment. Grada 2011					
<b>Course language:</b> Slovak and French					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 4					
A	B	C	D	E	FX
25.0	25.0	25.0	0.0	25.0	0.0
<b>Provides:</b> prof. Dr. Rudolph Sock					



<b>Date of last modification:</b> 30.03.2023
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ MHPm/21	<b>Course name:</b> Methods of Translation Evaluation
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active attendance of seminars, preparing continuous assignments and completing 2 tests within continuous assessment. 65% Pass. Green regime: combined mode, i.e. attended and online (via MS Teams), as scheduled by the teacher Orange regime: online mode (via MS Teams) Red regime: online mode (via MS Teams) Two tests scoring 50 % each, to be written in the 7th and 12th week of semester, or as scheduled by the teacher. 65% PASS Scoring scale: 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 train the analytical skills of translation error assessment focusing on a difference between dynamic equivalence and formal correspondence and identification of translation solutions showing a source culture and language bias versus target culture and language bias. Students will be introduced to the methodology of translation assessment from a holistic perspective in the light of the communicative efficiency of translation. The text substrate will be selected from the subject fields of law and economy.	
<b>Brief outline of the course:</b> 1. Introductory seminar - presenting the contents, aim of the course and its completion requirements 2. Dynamic equivalence, formal correspondence versus source- and target-biased translation strategies 3. The governing law maxim and the nature of dynamic equivalence in legal translation 4. Quality assessment according to Julian House 5. A holistic approach to translation quality assessment and Baker's levels of equivalence 6. Test 1 7. Tutorials 8. Error taxonomy and communication efficiency of translation - hierarchy of assessed levels, impact of errors on the communication efficiency, assessment of terminological errors 9. Assessment of errors caused by interlingual syntactic transfers 10. Assessment of errors on the level of speech acts 11. Assessment of errors on the level of functional sentence perspective 12. Test 2 13.-14. Tutorials	

**Recommended literature:**

BAKER, M. (1992). In Other Words: A Coursebook on Translation. London: Routledge.

CATFORD, J. C. (1965). A Linguistic Theory of Translation; an Essay in Applied Linguistics. London: Oxford UP.

FRANKO, P., JANIGOVÁ, S., PAĽOVÁ, M. (2015). Aspekty hodnotenia kvality prekladu. In Manuál implementácie európskych noriem posudzovania kvality prekladateľských služieb. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, Filozofická fakulta. ISBN 978-80-8152-270-3

HOUSE, Juliane. (1997). Translation Quality Assessment: A Model Revisited. Tübingen: Narr. 207 s. ISBN 978-3823350750

NEWMARK, P. A. (1988). Textbook of Translation. New York: Prentice-Hall International.

NIDA, Eugen A. (1964). Toward a Science of Translating. In: A Linguistic Theory of Translation. Oxford: Oxford University Press, 1965. ISBN 019-437018-6.

PYM, A. (2004). The Moving Text. Localization, Translation and Distribution. Amsterdam: John Benjamins Publishing

**Course language:**

Slovak language, English language

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

Total number of assessed students: 0

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

**Provides:** doc. PhDr. Slávka Janigová, PhD.

**Date of last modification:** 19.03.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/MLSEM/21	<b>Course name:</b> Modern Literary Genres in European 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> 4	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Submission of written assignments via upjs email (BEFORE the seminars in weeks 2, 4, 6, 7, 8) - 10%, Active participation in seminar discussion 10 % Test 1 (week 5) – 20 % Test 2 (week 11) -20 % Individual performance during Compulsory Tutorials - discussion about submitted assignments, compulsory study texts and one selected novel ( weeks 12,13) – 40% Students will be asked to submit their choice of compulsory reading text by the end of WEEK 8 via upjs email. NOTICE: TEACHER CAN CHANGE DATES OF TESTS, IF NECESSARY. THIS CHANGE WILL BE ANNOUNCED ON NOTICE BOARD. Final assessment: Active participation in seminar discussion – 10% Submission of Written Assignments Before relevant seminars (10%) + Compulsory Tutorials (40%) + TEST 1 (20 %) + TEST 2 (20%) Mark % A 100-94%, B 93-89%, C 88-83%, D 82-77%, E 76-70%, FX 69 and less	
<b>Learning outcomes:</b> Students will get an insight into the ideological basis of modern literary trends, socio-cultural context in which they developed and their contribution to human understanding of reality. They will improve their critical thinking skills in interpreting literary text and deepen their ability to support their interpretations through well-reasoned arguments	
<b>Brief outline of the course:</b> 1-2. Realism: Gustav Flaubert's Madame Bovary (textbook chapter plus extracts) 3-4. Modernism: Stream-of-consciousness novel: Virginia Woolf's Mrs Dalloway (textbook chapter plus extracts) 5. Test 1 6. Modernism: The Theatre of the Absurd: Samuel Beckett's Waiting for Godot (textbook chapter plus full text of the drama) 7. Postmodernism: Magical realism: Angela Carter's Nights at the Circus (textbook chapter plus extracts)	

8. Postmodernism: Metafiction: Milan Kundera's Immortality (textbook chapter plus extracts)
9. Tutorials
10. Reading week
11. Test 2
12. Compulsory Individual Tutorials
13. Compulsory Individual Tutorials
14. Tutorials

**Recommended literature:**

**COMPULSORY LITERATURE:**

Šnircová, Soňa, Realism, Modernism, Postmodernism: Five Modern Literary Texts in Context. Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2015. Spôsob prístupu: <http://unibook.upjs.sk/image/data/knihy%202015/FF/Realism-Modernism-Postmodernism-Snircova.pdf>.

Samuel Beckett Waiting for Godot

Each student will choose one of the following texts for compulsory tutorials

Gustave Flaubert Madame Bovary

Virginia Woolf Mrs. Dalloway

Angela Carter's Nights at the Circus

Milan Kundera Immortality

**RECOMMENDED LITERATURE:**

Stefanie Lethbridge and Jarmila Mildorf: Basics of English Studies: An introductory course for students of literary studies in English. PART PROSE

Bowers, M. A. Magic(al) Realism. London: Routledge, 2004.

Esslin, Martin. The Theatre of the Absurd. London: Methuen, 2001.

Faulkner, P. Modernism London: Methuen & Co Ltd, 1977.

Furst, L. R. (ed.) Realism. London: Longman, 1992.

Friedman, M. Stream Of Consciousness, A Study in Literary Method. New Haven: Yale University Press, 1955.

Grant, Damian, Realism, Methuen & Co Ltd, London, 1970

Hinchliffe, A. P. The Absurd. London: Methuen & Co Ltd., 1969.

Villanueva, Dario Theories of Literary Realism, State University of New York Press, 1997

Waugh, P. Metafiction, Methuen: London, 1984.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 88

A	B	C	D	E	FX
38.64	22.73	23.86	10.23	4.55	0.0

**Provides:** doc. Mgr. Soňa Šnircová, PhD.

**Date of last modification:** 31.01.2023

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/MTR/18	<b>Course name:</b> Motivation Training in Behavioral Changes
<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> 4	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08 and KPS/PTER/08	
<b>Conditions for course completion:</b> Active participation in seminars: Practising motivational interviewing with a client. Writing a paper during the semester. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Knowledge: After completing the course, students can define motivation and methods of motivation of clients/patients to change the behaviour, identify individual motivational phases, and define the rules of therapeutic intervention. Skills: motivational interview, identification of motivational phases of clients/patients, using of therapeutic techniques. Social competences: responsibility for participation in motivating of clients/patients, showing empathy. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> Topics: Personal motivation to participate in training in behavioural change motivation Introduction to theory - motivation and behavioural changes Motivation: phases of motivation - creating groups Motivation: behaviour and motivation Identification of behavioural change phase and intervention Resistance and ambivalence Change planning and implementation Role play in model clinical cases The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Recommended literature:</b> Boletho R. 2004. Motivational Practice. Promotion Healthy Habits and Self-Care of Chronic Diseases. MHH Publication, USA	

Ivey, A.E., Ivey, M. B., Zalaquett, C.P.: Intentional Interviewing and Counseling. Boston, etc., Cengage Learning, 2018.  
 Wilczek-Ruzyczka, E., Czabanowska, A. (Eds.), 2010. Jak motywować do zmiany zachowania? Trenion motywacyjny dla studentów i profesjonalistów. Krakow: WUJ.

**Course language:**

Slovak, English

**Notes:**

**Course assessment**

Total number of assessed students: 0

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

**Provides:** prof. PhDr. Margita Mesárošová, CSc., doc. Ewa Wilczek-Ruzyczka, PhD.

**Date of last modification:** 03.08.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ PIVBUSEm/15	<b>Course name:</b> Political Institutions of Great Britain and the USA
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1.Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). The student must be on time for class or he/she will be marked as absent. 2.Active participation, completed homework assignments - students are required to come prepared and do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3.Final assessment – students will take 2 tests, in WEEK 7 and WEEK 12 or 13. Final grade will be calculated as a total sum of grades from the two tests. The final grade for the course will be based on the following grading scale. A 93-100%B 86-92%C 78-85%D 72-77%E 65-71%FX 64 and less. Should you have any questions on the forms of assessment, address them to your lecturer at the beginning of the semester.	
<b>Learning outcomes:</b> The aim is to provide the students with information on how the British/American political system operates and to understand the nature of British/American political development and society, key institutions and practices in British/American politics including the attitudes and behaviour of British/American citizens. The principal aim of the course is to familiarize students with the development and the consequences of political institutions. Political Theory helps us better understand the concepts that have shaped our politics, including freedom, equality, individuality, democracy and justice. The student will be able to implement the theory in exploration how a better or more balanced political world could be created.	
<b>Brief outline of the course:</b> WEEK 1: Introduction WEEK 2: Heywood/CH1/ What is politics? Heywood/CH2/Political ideas and ideologies WEEK 3: Heywood/CH3/Politics and the state Watts 2003/The Context of Political Life in Great Britain and USA	



<p>WEEK 4:  Heywood/CH15/part Constitutions  Watts 2003/Constitutions  WEEK 5:  Heywood/CH14/Assemblies  Watts 2003/Legislatives  WEEK 6: TUTORIAL week  WEEK 7:  TEST 1  WEEK 8:  Heywood/CH16/Public policy and the bureaucracy  Watts 2003/ Executives  WEEK 9:  NO CLASSES  WEEK 10:  Heywood/CH15/part The law and The Judiciary  Watts 2003/ Judiciaries  WEEK 11:  Heywood/CH10/ Representation, Elections and Voting  Watts 2003/ Voting and Elections  WEEK 12 :  Heywood/CH11/Parties and party systems  Watts 2003/ Political parties  WEEK 13:  TEST 2  WEEK 14 :  TUTORIAL WEEK</p>					
<p><b>Recommended literature:</b>  Compulsory materials :  * Heywood, A.2019. Politics. Red Globe Press.  *Watts, D. 2003. Understanding US/UK Government and Politics. A comparative guide. Manchester University Press.  *Watts, D. 2006. British Government and Politics. A comparative guide. Edinburgh University Press.  *Wright, T. 2003. British Politics. A very short introduction. Oxford University Press.  * supplementary materials as instructed by the lecturer  Recommended materials :  *Abercrombie, N., at al. 2000. Contemporary British Society. Cambridge, CUP.</p>					
<p><b>Course language:</b>  English</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b>  Total number of assessed students: 170</p>					
A	B	C	D	E	FX
35.88	31.18	18.82	7.06	6.47	0.59
<p><b>Provides:</b> Mgr. Karin Sabolíková, PhD.</p>					

<b>Date of last modification:</b> 24.09.2021
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/PSGM/21	<b>Course name:</b> Practical Slovak Grammar and Stylistics for Translators
<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> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: 50 % continuous tests. Final assessment: 50 % final test. Test I (content of Weeks 2 and 3) – 25% Test II (content of Weeks 5 and 6) – 25% Final test (content of the entire semester) – 50%. No retake is possible for any test being part of the assessment in case of an assessed credit. Final assessment represents the sum of points for continuous tests and the points for final test according to the table below: A 94 – 100 B 89 – 93 C 83 – 88 D 77 – 82 E 70 – 76 FX 69 and less	
<b>Learning outcomes:</b> strengthening of grammatical (morphological, syntactic) and stylistic standards and rules of standard Slovak	
<b>Brief outline of the course:</b> Before each session, students are required to study literature relevant for the defined topics. Week 1: Presentation of the course objective. Conditions and method of assessment. Grammar – spelling Week 2: Writing of words of foreign origin. Writing of words separately and together. Capital letters I. Week 3: Capital letters II. Punctuation marks Week 4: Test I Grammar – morphology Week 5: Non-standard forms and structures Grammar – syntax Week 6: Incorrect structures and word order	

Week 7: Tutorial week – no classes Week 8: Test II Stylistics Week 9: Lexical stylemes Week 10: Phonetic and morphological stylemes Week 11: Syntactical stylemes Week 12: Final test Week 13: Tutorial week Week 14: Tutorial week					
<b>Recommended literature:</b> Findra, J.: Štylistika slovenčiny v cvičeniach. Martin, Vydavateľstvo Osveta 2005. Mistrič, J.: Štylistika. Bratislava, Slovenské pedagogické nakladateľstvo 1984. Pravidlá slovenského pravopisu. Bratislava, Vydavateľstvo SAV 2000 (a novšie vydania). Krátky slovník slovenského jazyka Synonymický slovník Slančová, D.: Praktická štylistika. (Štylistická príručka). Prešov, Slovacontact 1996.					
<b>Course language:</b> Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 136					
A	B	C	D	E	FX
25.74	40.44	20.59	8.82	4.41	0.0
<b>Provides:</b> doc. Mgr. Renáta Timková, PhD.					
<b>Date of last modification:</b> 14.04.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ PSOLm/15	<b>Course name:</b> Prague School of Linguistics
<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> II.	
<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> Students are expected to elaborate on the major ideas of the Prague Linguistic School and update its message in the light of the current linguistic conceptions in various linguistic branches.	
<b>Brief outline of the course:</b> The cycle of lectures is aimed to clarify the significance and position of the Prague Linguistic School in the history of linguistics, surveying its origination, major linguistic concepts of its outstanding representatives (Mathesius, Trubeckoj, Jakobson, Trnka, Skalička, Vachek, Firbas, Dušková) and their contribution to the respective linguistic disciplines.	
<b>Recommended literature:</b> Daneš, F. (1984). On Prague School Functionalism. (Trier: University of Trier) Vachek, J. (1999). Prolegomena k dějinám Pražské školy jazykovědné. Jinočany: H&H. Černý, J. (1996). Dějiny lingvistiky. Olomouc: Votobia. Skalička, V. (2004). Vladimír Skalička. Souborné dílo. I. a II. Díl. Ed. F.Čermák, J.čermák, P.Čermák, C.Poeta Praha: Karolinum. Leška, O. (1998). Prague Circle Linguistics. In Linguistica Pragensia. Vol.VIII/2.s. 57-72. Čermák, F.(1995). Prague School of Linguistics Today. In Linguistica Pragensia. 1995/1, s. 1-10. Trnka, B. (1958). Prague Structural Linguistics. In Philologica Pragensia. X/1.s. 33-40.	
<b>Course language:</b> English language	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 38					
A	B	C	D	E	FX
60.53	31.58	7.89	0.0	0.0	0.0
<b>Provides:</b> doc. Mgr. Renáta Timková, PhD.					
<b>Date of last modification:</b> 19.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## 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> 1.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active seminar participation (2 absences tolerated), tests, home assignments, presentations, home reading. 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> Students will acquire greater knowledge of the Russian language (grammar, vocabulary, language interference, etc.), basic language skills (listening, speaking, reading, writing) and communicative language competence (linguistic, sociolinguistic, pragmatic) according to the course syllabus with special reference to topics related to their study programme. The level of proficiency: B1 (Common European Framework of Reference for Languages).	
<b>Brief outline of the course:</b> Vocabulary development (people – character traits, biography, education, job and duties, famous Slovaks in Russia, bussiness, economy and finance, EU) Functional vocabulary (agreement, disagreement, strategies for speaking, making presentation, expressing opinion, cause and effect, etc.) Understanding/Use of professional discourse Home reading UNO news	
<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: 31					
A	B	C	D	E	FX
80.65	6.45	9.68	0.0	3.23	0.0
<b>Provides:</b> PhDr. Helena Petruňová, CSc.					
<b>Date of last modification:</b> 13.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					



## 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: 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., 6.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completion: passed Condition for successful course completion: - active participation in line with the study rule of procedure and course guidelines - effective performance of all tasks- aerobics, water exercise, yoga, Pilates and others	
<b>Learning outcomes:</b> Content standard: The student demonstrates relevant knowledge and skills in the field, which content is defined in the course syllabus and recommended literature. Performance standard: Upon completion of the course students are able to meet the performance standard and: - perform basic aerobics steps and basics of health exercises, - conduct verbal and non-verbal communication with clients during exercise, - organise and manage the process of physical recreation in leisure time	
<b>Brief outline of the course:</b> Brief outline of the course: 1. Basic aerobics – low impact aerobics, high impact aerobics, basic steps and cuing 2. Basics of aqua fitness 3. Basics of Pilates 4. Health exercises 5. Bodyweight exercises 6. Swimming 7. Relaxing yoga exercises 8. Power yoga 9. Yoga relaxation 10. Final assessment Students can engage in different sport activities offered by the sea resort – swimming, rafting, volleyball, football, table tennis, tennis and other water sports in particular.	
<b>Recommended literature:</b> 1. BUZKOVÁ, K. 2006. Fitness jóga. Praha: Grada. 167 s.	

2. ČECHOVSKÁ, I., MILEROVÁ, H., NOVOTNÁ, V. Aqua-fitness. Praha: Grada. 136 s.
3. EVANS, M., HUDSON, J., TUCKER, P. 2001. Umění harmonie: meditace, jóga, tai-či, strečink. 192 s.
4. JARKOVSKÁ, H., JARKOVSKÁ, M. 2005. Posilování s vlastním tělem 417 krát jinak. Praha: Grada. 209 s.
5. KOVAŘÍKOVÁ, K. 2017. Aerobik a fitness. Karolium, 130 s.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 54

abs	n
11.11	88.89

**Provides:** Mgr. Agata Dorota Horbacz, PhD.

**Date of last modification:** 29.03.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SMTMm/21	<b>Course name:</b> Semiotics of Media Texts
<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> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: 100 %: 1, The course work (presence, preparation and activity) represents 50 % of your continuous assessment. Activity: Each of you is expected to read and analyse the class materials before the lesson, to bring and use them in our seminars, to contribute actively to seminar discussions by presenting information, ideas and comments. 2, Individual project represents 50 % of your continuous assessment. You will be assigned a specific task (e.g. analysis of media product, case study, analysis of campaign, etc.) on which you will work on your own. You will present your project outcomes to the rest of the class. Final assessment: 100% continuous assessment. FINAL EVALUATION Mark points % A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.	
<b>Learning outcomes:</b> Aims and objectives: General introduction to subject of mass media discourse, the most important aspects of semiotic representation in media texts with the focus on food representation, food in the context of philosophical understanding of a person, analysis of various media and their products, their importance, functions, discourses and aspects.	
<b>Brief outline of the course:</b> Course content: Week 1: Introduction to the course. Course organisation. MS TEAMS materials. Week 2: Food, discourse, media, semiotics Week 3: Food and culture. Reading I: PM: Introduction, Chapter 1. Reading II: SF: Introduction, Chapter 1. Reading: Shevchenko, Tomascikova: Introduction, Chapter 1 and 2 Week 4: Food and foodways. Reading I: PM: Chapter 2. Reading II: SF: Chapter 2. Week 5: Food literacy. Reading I: PM: Chapter 3. Reading II: SF: Chapter 3.	

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

### **Recommended literature:**

Essential reading:

1, Schevchenko, V. and Tomascikova, S. Representation of Food in Media Discourses: Cognitive and Pragmatic Aspects. Samara: Samara University Publishing House, 2021. - 216 s. –

Introduction, Chapter 1, Chapter 2

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

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

Materials used in sessions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 120

A	B	C	D	E	FX
95.0	4.17	0.83	0.0	0.0	0.0

**Provides:** Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.

**Date of last modification:** 13.02.2023

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SMTMmu/15	<b>Course name:</b> Semiotics of Media Texts
<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> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: 100 %: 1, The course work (presence, preparation and activity) represents 50 % of your continuous assessment. Activity: Each of you is expected to read and analyse the class materials before the lesson, to bring and use them in our seminars, to contribute actively to seminar discussions by presenting information, ideas and comments. 2, Individual project represents 50 % of your continuous assessment. You will be assigned a specific task (e.g. analysis of media product, case study, analysis of campaign, etc.) on which you will work on your own. You will present your project outcomes to the rest of the class. Final assessment: 100% continuous assessment. FINAL EVALUATION Mark points % A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.	
<b>Learning outcomes:</b> Aims and objectives: General introduction to subject of mass media discourse, the most important aspects of semiotic representation in media texts with the focus on food representation, food in the context of philosophical understanding of a person, analysis of various media and their products, their importance, functions, discourses and aspects.	
<b>Brief outline of the course:</b> Course content: Week 1: Introduction to the course. Course organisation. MS TEAMS materials. Week 2: Food, discourse, media, semiotics Week 3: READING WEEK Week 4: Food and culture. Reading I: PM: Introduction, Chapter 1. Reading II: SF: Introduction, Chapter 1. Reading: Shevchenko, Tomascikova: Introduction, Chapter 1 and 2 Week 5: Food and foodways. Reading I: PM: Chapter 2. Reading II: SF: Chapter 2. Week 6: Food literacy. Reading I: PM: Chapter 3.	

Reading II: SF: Chapter 3.  
 Week 7: Food practices.  
 Reading I: PM: Chapter 4.  
 Reading II: SF: Chapter 4.  
 Week 8: Food and lifestyle.  
 Reading I: PM: Chapter 5. Conclusion.  
 Reading II: SF: Chapter 5.  
 Week 9. TUTORIALS  
 Project presentation preparation.  
 Week 10, 11, 12: Project presentations.

### **Recommended literature:**

Essential reading:

1, Schevchenko, V. and Tomascikova, S. Representation of Food in Media Discourses: Cognitive and Pragmatic Aspects. Samara: Samara University Publishing House, 2021. - 216 s. –

Introduction, Chapter 1, Chapter 2

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

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

Materials used in sessions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 80

A	B	C	D	E	FX
95.0	3.75	1.25	0.0	0.0	0.0

**Provides:** Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.

**Date of last modification:** 14.02.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ STAM/21	<b>Course name:</b> Simultaneous Interpreting A
<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> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> This compulsory course is taught to students of interpreting and translation studies. Final assessment consists of 2 parts: - in-class interpreting performance (50 %), - practical exam (50 %), To complete the course successfully, evaluation better than FX is required in both of the 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> 1. Introduction: objectives and conditions of the course 2. Theoretical part: introduction to interpreting, interpreter's rules and credo, genres and types of interpreting Practical part: exercises – Slovak language, presentation, interpretation in the booths 3. Theoretical part: types of interpreting Practical part: multitasking (games and exercises), list interpreting, interpreting in booths 4. Theoretical part: revision, interpreting strategies Practical part: booth interpreting, rephrasing and anticipation (games and exercises) 5. Theoretical part: praxeology Practical part: rewording (multiple rewording, deverbalization, dubbing) and self-monitoring (games and exercises), interpreting in booths 6. Test - theoretical part 7. Tutorials	

8. Theoretical part: evaluation of interpretation practical part: coping and stress-management  
Interpreting in the booths
9. Interpreting in the booths (optional)
10. Interpreting in the booths (possibility of evaluation)
11. Interpreting in the booths (possibility of evaluation)
12. Practical exam - final evaluation of subject
13. Tutorials
14. tutorials

**Recommended literature:**

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

**Course language:**

Slovak language, English language

**Notes:**

The language of the course is both Slovak and English. 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 affect the final assessment. The course is not recommended to the first-year students, since a very high command of English on the C1+ level is required. The course is recommended to those students who have attended consecutive interpreting courses during their Bachelor studies.

**Course assessment**

Total number of assessed students: 159

A	B	C	D	E	FX
38.99	37.74	17.61	3.77	1.89	0.0

**Provides:** PhDr. Štefan Franko, PhD.

**Date of last modification:** 29.09.2021

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ STAFJM/21	<b>Course name:</b> Simultaneous Interpreting A (French language)
<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.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment of progress made by a student during semester. Grading scale: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less	
<b>Learning outcomes:</b> The aim of the course Simultaneous Interpreting is acquiring and development of interpreting habits, skills, strategies and techniques (interpreting competences) by training of routine - automated procedures ("epistemic habits") that can be learned on the basis of imitative and cognitive learning strategies and that stimulate occurrence of associative, context-depending links between expressions in source and target language.	
<b>Brief outline of the course:</b> Seminars are focused on intensive training of anticipation, inference and segmentation strategies. Cloze deletion tasks will be used to improve anticipation, consisting in interpreting of texts with omitted words or sections of sentences. Exercises focused on interference will be based on interpreting where short sequences were intentionally omitted. Such exercises improve competence to deduce logically and add the part which a student (interpreter) missed. By training of segmentation, students will learn how to process identified sense perceptions, irrespective of a speaker's rhetoric competence to formulate a transparent and clear target text. Students' performances will be subsequently analysed, with the emphasis on identification and removal of the three most frequent failures of interpreting – omission, contradiction, and telescoping.	
<b>Recommended literature:</b> 1. Nováková, T.: Tlmočenie. Teória, vyučovanie, prax. FiF UK: Bratislava 1993. 2. Múglová, Daniela: Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža?, vyd. Enigma, 2009 3. Lecturer's handouts	
<b>Course language:</b> French C1	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 39					
A	B	C	D	E	FX
84.62	7.69	5.13	2.56	0.0	0.0
<b>Provides:</b> Mgr. Roman Gajdoš					
<b>Date of last modification:</b> 13.04.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ STBM/21	<b>Course name:</b> Simultaneous Interpreting B
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> For students of interpreting and translation: practical examination For seminars with Mgr. Demjanová: Continuous assessment consists of 2 parts: - activity and performance during classes (50 %), - practical examination (50 %), Grading scale: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
<b>Learning outcomes:</b> This course aims to help students practice simultaneous interpreting and achieve better results, and train for real-life simultaneous interpreting events.	
<b>Brief outline of the course:</b> Seminars: 1. Introductory lesson 2. Revision (Interpreting B), Simultaneous interpretation methods exercises (practical training) 3. Split-Attention Exercises; Simultaneous interpretation (practical training) 4. Time lag (décalage) Exercises; Simultaneous interpreting (practical training) 5. Anticipation Exercises; Simultaneous interpreting (practical training) 6. Reformulation Exercises; Simultaneous interpreting (practical training) 7. Self-monitoring Exercises; Simultaneous interpreting (practical training) 8. Stress management Exercises; Simultaneous interpreting (practical training) 9. Tutorials 10. Simultaneous interpreting (practical training) 11. Simultaneous interpreting (practical training)	

12. Final evaluation and summary of the course					
13. Tutorials					
14. Tutorials					
<b>Recommended literature:</b> Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. p. 183. Müglová, Daniela. 2009. Tlmočenie a preklad od antiky po súčasnosť alebo Čo spôsobil pád Babylonskej veže. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava : ARIMES, 2009, pp. 82-208.					
<b>Course language:</b> Slovak language, English language					
<b>Notes:</b> The course is taught to students of interpreting and translation for whom it is compulsory. It is also intended to other students (BAS and BAS in combination, GS) who may choose it as an elective course. Transfers between groups are not possible. All students must be signed up for the correct sessions and attend the lessons assigned to them as the content of the lessons varies. Different evaluation conditions apply to individual groups. The languages of the course are Slovak and English. 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 affect the final assessment. The course is not recommended to the first-year students, since a very high command of English on the C1+ level is required. The course is recommended to those students who have attended consecutive interpreting courses during their Bachelor studies.					
<b>Course assessment</b> Total number of assessed students: 154					
A	B	C	D	E	FX
43.51	38.31	11.04	4.55	2.6	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD.					
<b>Date of last modification:</b> 29.09.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ STBFJM/21	<b>Course name:</b> Simultaneous Interpreting B (French language)
<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> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment of progress made by a student during semester and assessment of his/her final interpreting performance. Grading scale: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less	
<b>Learning outcomes:</b> The aim of the course Simultaneous Interpreting is acquiring and development of interpreting habits, skills, strategies and techniques (interpreting competences) by training of routine - automated procedures ("epistemic habits") that can be learned on the basis of imitative and cognitive learning strategies and that stimulate occurrence of associative, context-depending links between expressions in source and target language.	
<b>Brief outline of the course:</b> Seminars are focused on intensive training of anticipation, inference and segmentation strategies. Cloze deletion tasks will be used to improve anticipation, consisting in interpreting of texts with omitted words or sections of sentences. Exercises focused on interference will be based on interpreting where short sequences were intentionally omitted. Such exercises improve competence to deduce logically and add the part which a student (interpreter) missed. By training of segmentation, students will learn how to process identified sense perceptions, irrespective of a speaker's rhetoric competence to formulate a transparent and clear target text. Students' performances will be subsequently analysed, with the emphasis on identification and removal of the three most frequent failures of interpreting – omission, contradiction, and telescoping.	
<b>Recommended literature:</b> 1. Nováková, T.: Tlmočenie. Teória, vyučovanie, prax. FiF UK: Bratislava 1993. 2. Mügllová, Daniela: Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža?, vyd. Enigma, 2009 3. Lecturer's handouts	
<b>Course language:</b> French B2-C1	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 38					
A	B	C	D	E	FX
86.84	7.89	5.26	0.0	0.0	0.0
<b>Provides:</b> Mgr. Roman Gajdoš					
<b>Date of last modification:</b> 21.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					



## COURSE INFORMATION LETTER

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

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#### Module C – Personal Brand - Business set-up

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

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

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

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

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

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

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

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

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

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

<ul style="list-style-type: none"> <li>• What is feedback? What possibilities (types, variants) do we have? Steps in the process of giving/receiving feedback.</li> <li>• Difference between criticism and feedback, its parameters.</li> <li>• In which situations we give feedback?</li> <li>• What will we achieve by feedback (what we want to achieve, solve, ...)?</li> <li>• Rules for effective and supporting feedback – verbal and non-verbal stimuli, exercises, key aspects of effective feedback, push &amp; pull forms of feedback.</li> </ul> <p>The feedback module will also include a final group presentation which is included in overall assessment of each student. The presentation will take place in front of audience consisting of the course lecturers and students and team members will give feedback to their team colleagues. The module will last for 180 minutes and the language of instruction will be English.</p> <p>FINAL PRESENTATIONS</p>																	
<p><b>Recommended literature:</b></p> <p>Recommended literature will be based on corporate training materials used in internal educational activities of individual companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce.</p>																	
<p><b>Course language:</b></p> <p>English</p>																	
<p><b>Notes:</b></p> <p>The course is taught by representatives of companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce - by trainers of soft and hard skills necessary to become successful on the labour market (not only) in the area of shared services. The language of instruction is Slovak.</p>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 160</p> <table border="1"> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>56.88</td><td>40.0</td><td>3.13</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </table>						A	B	C	D	E	FX	56.88	40.0	3.13	0.0	0.0	0.0
A	B	C	D	E	FX												
56.88	40.0	3.13	0.0	0.0	0.0												
<p><b>Provides:</b> Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.</p>																	
<p><b>Date of last modification:</b> 01.03.2023</p>																	
<p><b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.</p>																	

## COURSE INFORMATION LETTER

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

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#### Module C – Personal Brand - Business set-up

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

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

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

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

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

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

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

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

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

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

<ul style="list-style-type: none"> <li>• What is feedback? What possibilities (types, variants) do we have? Steps in the process of giving/receiving feedback.</li> <li>• Difference between criticism and feedback, its parameters.</li> <li>• In which situations we give feedback?</li> <li>• What will we achieve by feedback (what we want to achieve, solve, ...)?</li> <li>• Rules for effective and supporting feedback – verbal and non-verbal stimuli, exercises, key aspects of effective feedback, push &amp; pull forms of feedback.</li> </ul> <p>The feedback module will also include a final group presentation which is included in overall assessment of each student. The presentation will take place in front of audience consisting of the course lecturers and students and team members will give feedback to their team colleagues. The module will last for 180 minutes and the language of instruction will be English.</p> <p>FINAL PRESENTATIONS</p>																	
<p><b>Recommended literature:</b></p> <p>Recommended literature will be based on corporate training materials used in internal educational activities of individual companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce.</p>																	
<p><b>Course language:</b></p> <p>English</p>																	
<p><b>Notes:</b></p> <p>The course is taught by representatives of companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce - by trainers of soft and hard skills necessary to become successful on the labour market (not only) in the area of shared services. The language of instruction is Slovak.</p>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 160</p> <table border="1"> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>56.88</td><td>40.0</td><td>3.13</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </table>						A	B	C	D	E	FX	56.88	40.0	3.13	0.0	0.0	0.0
A	B	C	D	E	FX												
56.88	40.0	3.13	0.0	0.0	0.0												
<p><b>Provides:</b></p>																	
<p><b>Date of last modification:</b> 01.03.2023</p>																	
<p><b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.</p>																	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KSSFaK/VSJU/15	<b>Course name:</b> Slovak Language for Teachers
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture <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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Conditions for successful completion of the course: a) regular active participation in seminars, b) preparation of basic literature and content of lectures, c) elaboration of seminar work / creative task, d) successful completion of the final test. Conditions for obtaining the final evaluation: a) seminar work / creative task b) final test (min. 56%) Final evaluation: 100,00 - 92,00% A 91,99 - 83,00% B 82,99 - 74,00 % C 73.99 - 65.00% D 64.99 - 56.00% E 55.99% and less FX Prerequisites for successful completion of the course are annually updated on the electronic bulletin board in AIS2.	
<b>Learning outcomes:</b> During the final evaluation, the student demonstrates adequate mastery of the content standard of the course, which is defined by the required literature and seminar content, and demonstrates mastery of the performance standard, within which the student is able to practically apply the standard of standard Slovak in oral and written communications. manuals, gain skill in the bibliographic and citation standard. The graduate of the course normatively masters written communication on the basis of current orthographic rules and knows the basic characteristics of the means of expression of the text and functional language style.	
<b>Brief outline of the course:</b> Characteristics of basic terms of general linguistics (language – speech, language functions, the sign character of language, language levels, content and form in language, individual and general aspect of language units) on interdisciplinary background and with the application to Slovak as a national language. Language standard, codification, usus. Basic codification manuals. Application of orthographic rules in practical documents. Sound culture, pronunciation styles. Orthoepic phenomena in vowels and consonants. Application of rhythmic law and its exceptions. Assimilation and its specific features in Slovak. Style, stylization – methods and demonstration of structure of text components.	
<b>Recommended literature:</b> BÓNOVÁ, I. - JASINSKÁ, L.: Jazyková kultúra nielen pre lingvistov. Košice: UPJŠ 2019. 100 s.	

FINDRA, J.: Štylistika slovenčiny. Martin : Osveta, 2004.  
 FINDRA, J.: Štylistika slovenčiny v cvičeniach. Martin : Osveta, 2005.  
 KRÁĽ, Á.: Pravidlá slovenskej výslovnosti. Martin: Matica slovenská 2006. 423 s.  
 Krátky slovník slovenského jazyka. Martin: Matica slovenská 2020.  
 SABOL, J.- SLANČOVÁ, D. - SOKOLOVÁ, M.: Kultúra hovoreného slova. Prešov, FF UPJŠ 1989.  
 Pravidlá slovenského pravopisu. Bratislava: Veda 2000 (2013).  
 SABOL, J. – BÓNOVÁ, I. – SOKOLOVÁ, M.: Kultúra hovoreného prejavu. Prešov: FF PU 2006.  
 SLANČOVÁ, D.: Praktická štylistika. 2., upravené a doplnené vydanie. Prešov: Slovacontact 1996. 178 s. ISBN 80-901417-9-X.  
 Slovník súčasného slovenského jazyka. Bratislava: Veda 2006.  
 Slovník súčasného slovenského jazyka. Bratislava: Veda 2011.  
 Slovník súčasného slovenského jazyka. Bratislava: Veda 2015.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 124

A	B	C	D	E	FX
16.94	25.0	33.87	13.71	9.68	0.81

**Provides:** PhDr. Iveta Bónová, PhD., PhDr. Lucia Jasinská, PhD.

**Date of last modification:** 24.06.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.



## 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> 3.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Attendance: students are expected to attend each class according to schedule. Should the student miss the classes without relevant reason, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent. <b>ASSESSMENT</b> Continuous assessment: 1. Test I (sociolinguistics) is planned for week 7. 2. Test II (psycholinguistics) is planned for week 13. Continuous assessment is a part of a final exam (50%). There is no retake for continuous assessment. Both tests together will be evaluated according to the following scale: Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 and less Final assessment: exam – written form – 50%. Exam test evaluation: Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 and less The final mark will be counted as the average of the mark from continuous assessment and the final exam test.	
<b>Learning outcomes:</b>	

The course aims to explain the relationship between language and society, that is, individual and social variations of language depending on various social factors, as well as the relationship between language and the mind, that is, psychological processes connected with perception, production and acquisition of language. The students will acquire theoretical and practical skills in the study of language and its social and psychological dimension.

**Brief outline of the course:****LECTURES – DETAILED DESCRIPTION**

Week 1: Introductory week.

Week 2: Sociolinguistics – scope of the interest. Language as a social phenomenon.

Language and society. Language and variation.

Week 3: Languages and their regional and social variations.

Week 4: Language and its contextual variation.

Week 5: Language and nationality, language and ethnicity.

Week 6: Tutorial – no lecture

Week 7: Applied Sociolinguistics: Language planning and policy. Sociolinguistics and the law. Sociolinguistics and the media. Sociolinguistics in education.

Week 8: Psycholinguistics – scope of the interest. Language and its origin. Language and the thought.

Week 9: Day-off – no lecture

Week 10: Speech Production and Comprehension

Week 11: Language – mind – brain

Week 12: Second language acquisition. Bilingual language processing

Week 13: Tutorial – no lecture

Week 14: Tutorial – no lecture

**SEMINARS – DETAILED DESCRIPTION**

Week 1: Introductory week

Week 2: What does sociolinguistics deal with?

Week 3: Language and sociolinguistics.

Week 4: Language and its regional and social varieties.

Week 5: Language and its contextual variation.

Week 6: Tutorial – no lecture

Week 7: Bilingualism and multilingualism.

Test I (Sociolinguistics)

Week 8: Language planning and policy

Week 9: Day-off – no seminar

Week 10: What is psycholinguistics?

Week 11: Speech Production and Comprehension

Week 12: Language – mind – brain

Week 13: Bilingual language processing

Test II (Psycholinguistics)

Week 14: Tutorial – no seminar

**Recommended literature:**

Bell, A. 2014. The Guidebook to Sociolinguistics. Malden: Wiley-Blackwell

Holmes, J. 2013. An Introduction to Sociolinguistics. London and New York: Routledge.

Mesthrie, R. (ed.) 2011. The Cambridge Handbook of Sociolinguistics. Cambridge: Cambridge University Press.

Steinberg, D. & Sciarini, N. V. 2006: An Introduction to Psycholinguistics. Larlow: Longman ltd.

Traxler, M. J. & Gernsbacher, M. A. (eds.). Handbook of Psycholinguistics. Amsterdam: Elsevier. Traxler, M. J. 2012. Introduction to Psycholinguistics. Understanding language science. Malden: Wiley-Blackwell Wardhaugh, R. 2006. An Introduction to Sociolinguistics. Malden: Blackwell Publishing. Wardhaugh, R. & Fuller, J. M. 2015. An Introduction to Sociolinguistics. Malden: Wiley-Blackwell					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 251					
A	B	C	D	E	FX
46.61	21.12	16.33	7.57	7.57	0.8
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc., prof. PaedDr. Lívia Körtvélyessy, PhD., Mgr. Vesna Kalafus Antoniová, PhD., Mgr. Dmytro Hrytsu					
<b>Date of last modification:</b> 30.03.2023					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## 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> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3.	
<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> BENCE, M. et al. 2005. Plávanie. Banská Bystrica: FHV UMB. 198s. ISBN 80-8083-140-8. [online] Dostupné na: <a href="https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571">https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571</a> BUZKOVÁ, K. 2006. Fitness jóga, harmonické cvičení těla I duše. Praha: Grada. ISBN 8024715252. JARKOVSKÁ, H, JARKOVSKÁ, M. 2005. Posilování s vlastním tělem 417 krát jinak. Praha: Grada. ISBN 9788024757308. KAČÁNI, L. 2002. Futbal:Tréning hrou. Bratislava: Peter Mačura – PEEM. 278s. ISBN 8089197027.	

KRESTA, J. 2009. Futsal. Praha: Grada Publishing, a.s. 112s. ISBN 9788024725345.  
 LAWRENCE, G. 2019. Power jóga nejen pro sportovce. Brno: CPress. ISBN 9788026427902.  
 SNER, Wolfgang. 2004. Posilování ve fitness. České Budějovice: Kopp. ISBN 8072322141.  
 STACKEOVÁ, D. 2014. Fitness programy z pohledu kinantropologie. Praha: Galén. ISBN 9788074921155.  
 VOMÁČKO, S. BOŠTÍKOVÁ, S. 2003. Lezení na umělých stěnách. Praha: Grada. 129s. ISBN 8024721743.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 14548

abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
86.46	0.07	0.0	0.0	0.0	0.05	8.41	5.02

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

**Date of last modification:** 29.03.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## 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> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<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> BENEC, M. et al. 2005. Plávanie. Banská Bystrica: FHV UMB. 198s. ISBN 80-8083-140-8. [online] Dostupné na: <a href="https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571">https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571</a> BUZKOVÁ, K. 2006. Fitness jóga, harmonické cvičení těla I duše. Praha: Grada. ISBN 8024715252. JARKOVSKÁ, H, JARKOVSKÁ, M. 2005. Posilování s vlastním tělem 417 krát jinak. Praha: Grada. ISBN 9788024757308. KAČÁNI, L. 2002. Futbal:Trénink hrou. Bratislava: Peter Mačura – PEEM. 278s. ISBN 8089197027. KRESTA, J. 2009. Futsal.Praha: Grada Publishing, a.s. 112s. ISBN 9788024725345.	

LAWRENCE, G. 2019. Power jóga nejen pro sportovce. Brno: CPress. ISBN 9788026427902.  
 SNER, Wolfgang. 2004. Posilování ve fitness. České Budějovice: Kopp. ISBN 8072322141.  
 STACKEOVÁ, D. 2014. Fitness programy z pohledu kinantropologie. Praha: Galén. ISBN 9788074921155.  
 VOMÁČKO, S. BOŠTÍKOVÁ, S. 2003. Lezení na umělých stěnách. Praha: Grada. 129s. ISBN 8024721743.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 13211

abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
84.35	0.51	0.02	0.0	0.0	0.05	10.78	4.29

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

**Date of last modification:** 29.03.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ SVPR3m/15		<b>Course name:</b> Student Research Project A			
<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> 2.					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Continuous assessment is a precondition for receiving final assessment. Assessment of progress in working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of the semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.					
<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 become 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. During consultations, the student and the respective consultant will jointly develop a project and consider the possibilities of its writing, taking into account available literature. Students are required to work independently and meet with their consultants on a regular basis (2 hours per week) to present the progress in results and parts of the research project.					
<b>Recommended literature:</b> Depending on the selected topic of student research project.					
<b>Course language:</b> French					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 252					
A	B	C	D	E	FX
65.48	18.25	7.14	2.78	5.16	1.19
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc.					
<b>Date of last modification:</b> 31.03.2022					



**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ SVPR4m/15		<b>Course name:</b> Student Research Project B			
<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> 3.					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Continuous assessment is a precondition for receiving final assessment. Assessment of progress in working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.					
<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 progress in results and parts of the research project.					
<b>Recommended literature:</b> Depending on the selected topic of student research project.					
<b>Course language:</b> French					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 218					
A	B	C	D	E	FX
64.22	21.56	5.96	1.83	5.05	1.38
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc.					
<b>Date of last modification:</b> 31.03.2022					

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## 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: 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., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completion: passed Condition for successful course completion: - active participation in line with the study rule of procedure and course guidelines - effective performance of all tasks: carrying a canoe, entering and exiting a canoe, righting a canoe, paddling	
<b>Learning outcomes:</b> Content standard: The student demonstrates relevant knowledge and skills in the field, which content is defined in the course syllabus and recommended literature. Performance standard: Upon completion of the course students are able to meet the performance standard and: - implement the acquired knowledge in different situations and practice, - implement basic skills to manipulate a canoe on a waterway, - determine the right spot for camping, - prepare a suitable material and equipment for camping.	
<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> 1. JUNGER, J. et al. Turistika a športy v prírode. Prešov: FHPV PU v Prešove. 2002. ISBN 8080680973. Internetové zdroje: 1. STEJSKAL, T. Vodná turistika. Prešov: PU v Prešove. 1999. Dostupné na: <a href="https://ulozto.sk/tamhle/UkyxQ2lYF8qh/name/Nahrane-7-5-2021-v-14-46-39#!ZGDjBGR2AQtkAzVkAzLkLJWuLwWxZ2ukBRLjnGqSomICMmOyZN==">https://ulozto.sk/tamhle/UkyxQ2lYF8qh/name/Nahrane-7-5-2021-v-14-46-39#!ZGDjBGR2AQtkAzVkAzLkLJWuLwWxZ2ukBRLjnGqSomICMmOyZN==</a>	
<b>Course language:</b> Slovak language	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 209	
abs	n
37.32	62.68
<b>Provides:</b> Mgr. Dávid Kaško, PhD.	
<b>Date of last modification:</b> 29.03.2022	
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ TTM/21		<b>Course name:</b> Terminology and Terminography			
<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> 2.					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Preparation of a terminology glossary - 40% Exam -60% Grading scale: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less					
<b>Learning outcomes:</b> Acquiring basic knowledge of theory of terminology and terminography.					
<b>Brief outline of the course:</b> Translation and terminology, features and structure of terms, intra- and inter-lingual translation, terminology glossaries.					
<b>Recommended literature:</b> Popovič, A.: Originál-preklad. Tatran, Bratislava, 1982 Hochel, B.: Preklad ako komunikácia, Bratislava, Slovenský spisovateľ 1990. Vilikovský, J.: Preklad ako tvorba. Bratislava, Slovenský spisovateľ 1984. Mounin, G.: Les problemes théoriques de la traduction. Paris, Gallimard 1976. Masár, I.: Príručka slovenskej terminológie. Bratislava 1991. Preklad odborného textu. Red. A. Popovič. Nitra 1977 Cabré, M.T.: Terminology. Amsterdam -Philadelphia 1998					
<b>Course language:</b> Slovak, English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 132					
A	B	C	D	E	FX
36.36	40.15	19.7	3.03	0.76	0.0
<b>Provides:</b> PhDr. Mária Paľová, PhD., prof. Dr. Rudolph Sock					
<b>Date of last modification:</b> 14.04.2021					

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/TPDFm/15	<b>Course name:</b> Terminology and Translation of Documentaries
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Attendance - students are expected to attend each class according to schedule. No transfers among the groups are allowed. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent. Continuous assessment: Students are expected and required to actively participate in each lesson (active participation = participation in discussions based on having read the required texts) and to present work required by the lecturer. Should students fail to meet the requirements ( two presentations), they will not receive credits. Students are required to read all texts given by the lecturer in order to participate in discussions - if they fail to participate in discussions they will be marked absent. <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 main objective of the course is to develop and improve essential analytical skills in dealing with translation of documentary films and to acquire knowledge of the basic techniques and methods when dealing with problems of such translation. The course introduces essential issues, terms and theory that help to overcome the basic problems when translating documentary films. Focus is on theoretical knowledge as well as practical exercises during which students acquire familiarity and basic skills in translating documentary films. Audiovisual translation needs specific approach when encountering problems that are specific for such translation, and requires theoretical knowledge of theory of documentary films as well.	
<b>Brief outline of the course:</b> Week 1:	



Introduction

Week 2:

Myths about documentary translation

Reading:

Main Challenges in the Translation of Documentaries, Anna Matamala

Myths about documentary translation, Eva Espasa

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

Week3 - 5

Dubbing vs. Subtitling

Reading:

Film dubbing, Its process and translation – Xenia Martinez

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

Language-political implications of subtitling – Henrik Gottlieb

Subtitling methods and team-translation – Diana Sanchez

Subtitling for the DVD industry

Extract s:

Planet Earth

Mustang

Vítejte v KLD R

The Corporation

Week 6 - 7

Regionalism

Reading:

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

Translation in bilingual contexts – Rosa Agost

Extract:

Other worlds

Week 8:

Tutorials

Week 9:

Culture and semiotics

Reading:

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

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

Extract:

I am Tab

Week10 - 11

Presentations

Extract:

Cooking History

Week 12:

Tutorials

Week 13:

Tutorials

### **Recommended literature:**

Recommended texts:

New Trends in Audiovisual Translation, ed. Jorge Diaz Cintas

Translation, Topics in Audiovisual Translation, ed. Pilar Orero

Dokumentární film, jiná kinematografie, Guy Gauthier

Audiovisual Translation, Language Transfer on Screen, Gunilla Anderman					
<b>Course language:</b> English, Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 6					
A	B	C	D	E	FX
83.33	0.0	0.0	16.67	0.0	0.0
<b>Provides:</b> Mgr. Martina Martausová, PhD.					
<b>Date of last modification:</b> 19.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ TMPEVM/21	<b>Course name:</b> Terminology of International Law and Economic Relations and 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> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Green regime: combined mode, i.e. attended and online (via MS Teams), as scheduled by the teacher Orange regime: online mode (via MS Teams) Red regime: online mode (via MS Teams) Active attendance of seminars. One final test to be written in the 12th week of semester, or as scheduled by the teacher. 65% PASS Scoring scale: A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less	
<b>Learning outcomes:</b> Students have acquired the knowledge of terminology in the field of international trade and is able to translate contracts for international purchase of goods and agreements to enter into future contracts; students can identify terminological counterparts in the UN Convention on the international purchase of goods, INCOTERMS and understand fundamental legal concepts of private international law, such as domicile, residence, citizenship and nationality, forum and jurisdiction; they understand the terminology of interantional trade and its restrictions, competition law and anti-competition practices, including anti-monopoly entities. They are able to work in the CAT-tool environments MEMSOURCE and TRADOS.	
<b>Brief outline of the course:</b> 1. Introductory seminar 2. International trade and r 3. Restrictions in International Trade 4.-5. Transnational Competition Law 6.-7. Transnational Commercial Law 7. Tutorials 8. Test I	

9.-10. International Sale of Goods 11. Translation of Contract for the international sale of goods, CAT training (Memsource, Trados) 12. Public Procurement, translation of pre-contract agreement as a part of tender documents 13. Test II 14. Tutorials 9. Sale of Goods 10. Competition Law 11. Transnational Commercial Law 12. Test 2 13.-14. Tutorials					
<b>Recommended literature:</b> Vravec, J., Medzinárodné financie Vlachynský, K. Finančný manažment Čapková, H. (2006) New English for Economists. Praha: EKOPRESS, s.r.o. Krois-Lindner, A. (2012). International Legal English, Cambridge: CUP					
<b>Course language:</b> English, Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 187					
A	B	C	D	E	FX
30.48	26.2	22.99	12.3	8.02	0.0
<b>Provides:</b> doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 15.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/TMVFJM/21	<b>Course name:</b> Terminology of International Law and Economic Relations and Translation (French Language)
<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> II.	
<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 subject, the sum of the scores from the two tests must be at least 70%. 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 give 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: roman.gajdos@upjs.sk. <b>Assessment:</b> Test No. 1. - 25% - focus on terminology Test No. 2. - 75% - translation of a text Total: 100% Grading scale: A 100-94 %, B 93-89 %, C 88-83 %, D 82-77 %, E 76-70 %, FX 69 % and less	
<b>Learning outcomes:</b> The aim of the course is to make students familiar with basic translation methods and procedures and terminology databases of international and political relations.	
<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> Batistella, D. 2009. Théorie des relations internationales. Presses de Sciences Po. Bernard, G., Deschodt, J.-P. 2011. Dictionnaire de la politique et de l'administration. Paris: PUF. Delwit, P. et. al. 1999. A quoi sert le Parlement européen ? Bruxelles: Complexe.	

Druesne, G. 2006. Droit de l'Union européenne et politiques communautaires. Collection "Droit fondamental".

Ferry, J.-M. 2000. La question de l'Etat européen. Paris: Gallimard.

Grevisse, M. 2009. Le Petit Grevisse. Grammaire française. Bruxelles: De Boeck Duculot.

Lefebvre, M. Le jeu du droit et de la puissance : Précis de relations internationales. 4e édition. PUF.

Magnette, P. (éd.). 2000. La Constitution de l'Europe. Bruxelles: Editions de l'Université de Bruxelles.

Majone, G. 1996. Les Communautés européennes : un Etat régulateur. Paris: Montchrestien.

Mougel, F.-C. 2012. Histoire des relations internationales, de 1815 à nos jours. PUF.

Penfornis, J. – L. (2006). Le Français du droit. Affaires, Europe, administration, justice, travail, contrats. Clé International.

Rey-Debove, J., Rey, A. 2004. Le Nouveau Petit Robert. Paris: Dictionnaires les Robert.

Roche, J.-J. 2012. Relations internationales. 6e édition. Paris: Editions Lextenso.

Segard, J.-F. 2013. Comprendre l'Actualité Géopolitique et Relations Internationales. Ellipses.

Soignet, M. (2003). Le français juridique : Droit, administration, affaires. Hachette International.

Tichý, L. et al. 2005. Čtyřjazyčný slovník evropského práva. Anglicko – česko – francouzsko – slovenský. Praha: Linde.

Thysebaerr, B. 2000. Le livre blanc du SFIE (Syndicat des fonctionnaires internationaux et européens).

**Course language:**

French: C1 - C2

**Notes:**

**Course assessment**

Total number of assessed students: 5

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

**Provides:** Mgr. Roman Gajdoš, prof. Dr. Rudolph Sock

**Date of last modification:** 30.03.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ TKSTM/21	<b>Course name:</b> Theory of Consecutive and Simultaneous Interpreting
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Green regime: combined mode, i.e. attended and online (via MS Teams), as scheduled by the teacher Orange regime: online mode (via MS Teams) Red regime: online mode (via MS Teams) Active attendance of seminars. One final test to be written in the 12th week of semester, or as scheduled by the teacher. 65% PASS Scoring scale: A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less	
<b>Learning outcomes:</b> - to instruct students on basic procedures, methods and techniques of simultaneous interpreting, - types of interpreting: liaison, booth (conference), telephone, videoconference, chuchotage, relay and retour	
<b>Brief outline of the course:</b> 1. Psychological, personality, neurophysiological and social aspects of simultaneous interpretation. 2. Acoustic difficulties and their overcoming. Using interpreting technical devices. 3. Cultivating split attention and memory. 4. Techniques of simultaneous interpretation (beginning, reformulation, salami technique, efficiency in reformulation, simplification, generalization, omission of parts of speech (under pressure) and rapid entry speech, summary and recapitulation, explanation). 5. Incidence of errors on both the speaker and interpreter side. 6. Intonation, accent, pauses. 7. Metaphors and proverbs. 8. Remembering the dates, numbers, names, acronyms, and their translations. 9. Retour and relay interpreting. 10. Simultaneous interpretation as a functional system: identification, assimilation and synthesis. 11. Pilotage. 12. Information structure and its impact on the process of simultaneous interpreting. 13. Anticipation: linguistic factors (support points, clichés), non-linguistic factors. 14. Translation for interpreters.	
<b>Recommended literature:</b>	

SK Jones, R. (1998) Conference Interpreting Explained. Manchester: St. Jerome Publishing Gile, D. (1995) Basic Concepts and Models for Interpreter and Translator Training. Amsterdam: John Benjamins Nováková, T. 1993. Tlmočenie: teória, výučba, prax. Bratislava Čeňková, I. (1988). Teoretické aspekty simultánneho tlmočenia. Praha.					
<b>Course language:</b> Slovak, English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 135					
A	B	C	D	E	FX
38.52	39.26	17.04	2.96	2.22	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 08.10.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ TUPM/21	<b>Course name:</b> Theory of Literary 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> 4	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active participation in seminars (20%) Exam (80%)	
<b>Learning outcomes:</b> Mastering of theoretical background and methods for comparing semantic and rhythmical equivalents of a poetic prototext and metatext, and expressive and semantic features of the original fiction and its translation.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Translation as a "game of equivalence".</li> <li>2. Principles of comparative examination of literary texts.</li> <li>3. Text and metatext variations.</li> <li>4. Rhythmical equivalents in translation of poetry.</li> <li>5. Semantic parallels of prototext and metatext (poetry, fiction).</li> <li>6. Iconic-symbolic versus arbitrary semiotic principle and tendencies to their homeostasis in prototext and metatext.</li> <li>7. Shifts in translation.</li> </ol>	
<b>Recommended literature:</b> Hečko, B.: Dobrodružstvo prekladu. Bratislava, Slovenský spisovateľ 1991. Miko, F.: Štýlové konfrontácie. Kapitoly z porovnávacej štylistiky. Bratislava, Slovenský spisovateľ 1976. Preklad včera a dnes. Bratislava, Slovenský spisovateľ 1986. Sabol, J.: Teória literatúry. Základy slovenskej verzológie. Košice, Rektorát Univerzity P. J. Šafárika 1988. Slobodník, D.: Teória a prax básnického prekladu. Bratislava, Slovenský spisovateľ 1990. Vilikovský, J.: Preklad ako tvorba. Bratislava, Slovenský spisovateľ 1984. Zambor, J.: Preklad ako umenie. Bratislava, Univerzita Komenského 2000.	
<b>Course language:</b> Slovak language	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 136					
A	B	C	D	E	FX
41.91	44.12	6.62	5.88	1.47	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD.					
<b>Date of last modification:</b> 14.04.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/TSAKT1/17	<b>Course name:</b> Training of Interpreting A: Conference (simultaneous) Interpreting 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> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Method of course evaluation and completion : H – Continuous assessment (e.g. test, assignment...): - active attendance and performance (50 %), - final performance – examination in interpreting (50 %) Grading scale ○ 100%-92% A ○ 91%-87% B ○ 86%-82% C ○ 81%-77% D ○ 76%-65% E ○ 64% and less FX" Students are afforded with two absences. With a third absence students will be graded Fx. Considering the training nature of the seminar , students’ full attendance is recommended without unnecessary absences.	
<b>Learning outcomes:</b> The course is aimed to foster students practical interpreting skills focusing mainly on simultaneous interpreting, both conference and chuchotage, to train for “real life” conference interpreting events in both academic as well as external/out-of-the classroom settings and to foster and extend terminology on various specialist subjects.	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> Gile, Daniel. 1995. Basic Concepts and Models for Interpreter and Translator training. Amsterdam : Benjamins, 1995. Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. s. 183. Műglová, 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. Popovič, Anton. 1975. Teória umeleckého prekladu. Bratislava : Tatran, 1975. s. 290.	

Rozan, Jean-François. 2002. Note-taking in Consecutive Interpreting. Kraków : Tertium, 2002. s. 57.  
 Štubňa, Pavol. 2015. Základy simultánneho tlmočenia. Bratislava : Univerzita Komenského v Bratislave, 2015. s. 161.

**Course language:**

English/Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 30

A	B	C	D	E	FX
50.0	23.33	20.0	3.33	3.33	0.0

**Provides:** PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.

**Date of last modification:** 29.09.2021

**Approved:** prof. Mgr. Renáta Panocová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ TSBKT2/17	<b>Course name:</b> Training of Interpreting B: Conference (simultaneous) Interpreting 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> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Training of Interpreting A Students are recommended to take the subject Orthoepy and Orthography offered by KSSFaK or another subject in the field of Orthoepy and language discourse. Continuous assessment (e.g. test, assignment...): - transcription of 5-minute segment (50 %), - 20 phrase structures translated into Slovak from English (50 %) Final assessment (e.g. examination, final paper...): -----	
<b>Learning outcomes:</b> The course is aimed to foster students practical interpreting skills focusing mainly on simultaneous interpreting, both conference and chuchotage, to train for “real life” conference interpreting events in both academic as well as external/out-of-the classroom settings and to foster and extend terminology on various specialist subjects.	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> 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. Andrew Gillies. 2013. Conference Interpreting: A student's practice book. Oxon: Routledge. 284 s. Jones, Roderick. 2002. Conference Interpreting Explained. London: Routledge. 142 s.	
<b>Course language:</b> English/Slovak	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 33					
A	B	C	D	E	FX
57.58	24.24	18.18	0.0	0.0	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 29.09.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ TSCKT3/17	<b>Course name:</b> Training of Interpreting C: Conference (simultaneous) Interpreting 3
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Training of Interpreting B Students are recommended to take the subject Orthoepy and Orthography offered by KSSFaK or another subject in the field of Orthoepy and language discourse. Method of course evaluation and completion: H Continuous assessment (e.g. test, assignment...): - active attendance and performance (50 %), - final performance – examination in interpreting (50 %) Final assessment (e.g. examination, final paper....): -----	
<b>Learning outcomes:</b> The course is aimed to foster students practical interpreting skills focusing mainly on simultaneous interpreting, both conference and chuchotage, to train for “real life” conference interpreting events in both academic as well as external/out-of-the classroom settings and to foster and extend terminology on various specialist subjects.	
<b>Brief outline of the course:</b>	
<b>Recommended literature:</b> 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. 284 s. Jones, Roderick. 2002. Conference Interpreting Explained. London: Routledge. 142 s.	
<b>Course language:</b> English/Slovak	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 23					
A	B	C	D	E	FX
47.83	39.13	8.7	0.0	0.0	4.35
<b>Provides:</b> PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 15.03.2022					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ TSDKT4/17	<b>Course name:</b> Training of Interpreting D: Conference (simultaneous) Interpreting 4
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Training of Interpreting C Students are recommended to take the subject Orthoepy and Orthography offered by KSSFaK or another subject in the field of Orthoepy and language discourse. Method of course evaluation and completion: H Continuous assessment (e.g. test, assignment...): - active attendance and performance (50 %), - final performance – examination in interpreting (50 %) Final assessment (e.g. examination, final paper....): -----	
<b>Learning outcomes:</b> The course is aimed to foster students practical interpreting skills focusing mainly on simultaneous interpreting, both conference and chuchotage, to train for “real life” conference interpreting events in both academic as well as external/out-of-the classroom settings and to foster and extend terminology on various specialist subjects.	
<b>Brief outline of the course:</b> WEEK 1 Introductory lesson – presenting course completion requirements WEEK 2 Simultaneous interpreting – chuchotage, audio-visual segment home assignment to prepare terminology – politics WEEK 3 Analysis of terminology from home assignment, training in interpreter’s processing of selected language phenomena, interpreting training – conference /booth/ interpreting, audio-visual segment home assignment to prepare terminology – politics WEEK 4 Analysis of terminology from home assignment, segmentation of sequences, training of time lag for particular segments, conference /booth/ interpreting, audiovisual segment home assignment to prepare terminology – AMCHAM conferences WEEK 5 Analysis of terminology from home assignment, interpreter’s notes – revision of topics from the Bc. program, consecutive interpreting training, analysis of terminology from home assignment, interpreting training – conference /booth/ interpreting – AMCHAM conferences WEEK 6 Analysis of terminology from home assignment, analysis of interpreting segment, interpreting training – conference /booth/ interpreting audiovisual segment home assignment to prepare terminology – technical topics	

WEEK 7 Tutorials					
WEEK 8 Analysis of terminology from home assignment, training in interpreter's processing of selected language phenomena, interpreting training – conference /booth/ interpreting, audio-visual segment home assignment to prepare terminology – technical topics					
WEEK 9 Analysis of terminology from home assignment, interpreter's notes – revision of topics from the Bc. program interpreting training – conference /booth/ interpreting audiovisual segment home assignment to prepare terminology – medicine					
WEEK 10 Analysis of terminology from home assignment, interpreting training – conference / booth/ interpreting - medicine					
WEEK 11 Classroom assessment of students' interpreting performance					
WEEK 12 Classroom assessment of students' interpreting performance					
WEEK 13, 14 Tutorials					
<b>Recommended literature:</b> 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. Andrew Gillies. 2013. Conference Interpreting: A student's practice book. Oxon: Routledge. 284 s. Jones, Roderick. 2002. Conference Interpreting Explained. London: Routledge. 142 s.					
<b>Course language:</b> English/Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 6					
A	B	C	D	E	FX
66.67	33.33	0.0	0.0	0.0	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD., doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 29.09.2021					
<b>Approved:</b> prof. Mgr. Renáta Panocová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ PREUm/15	<b>Course name:</b> Translation of EU texts
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Two credit tests are intended for weeks 7 and 13. The date of the test may change, and the students will be notified about the change sufficiently in advance. The tests will verify students' knowledge of materials covered during seminars and assigned for home preparation. In order to pass the subject, the sum of the scores from the two tests must be at least 65%. A student cannot pass or fail a single test, what matters is the final score after they have taken both. There will not be any re-take tests. Regular seminar attendance is expected; more than two absences will adversely affect getting credit and final grade, no matter what student's overall test results are. Students are required to do their best with respect to active participation in seminar sessions. They are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should they fail to bring their own copy or a completed home assignment for a particular seminar, they will be marked as absent. The grading standards establish the following criteria for evaluation: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
<b>Learning outcomes:</b> The course is aimed to work with EU legal texts in order to introduce terminological registers, basic translation methods and techniques and various stylistic layers of the texts.	
<b>Brief outline of the course:</b> Week 1: Introduction to the course. Course organization Week 2 - 6: Word study, practical translation Week 7: Tutorials - Test 1 Week 8 - 12: Word study, practical translation Week 13: Tutorials - Test 2 Week 14: Tutorials	
<b>Recommended literature:</b>	

Bázlik, M., Ambrus, P. (2008). A Grammar of Legal English, Bratislava: Iura Edition.  
 Chromá, M., Coats, T. (2003). New Introduction to Legal English I, II. Praha: UK.  
 Klučka, J., Mazák, J. a kol. (2008). Základy európskeho práva. Bratislava: Iura Edition.  
 Mazák, M., Jánošíková, M. (2009). Základy práva Európskej únie. Bratislava: Iura Edition.  
 Šopovová, R. (2006). Úvod do právnické angličtiny. Praha: Alfa Publishing, s.r.o..  
 Tomášek, M. (1998). Překlad v právní praxi. Praha: Linde Praha, a.s..

**Course language:**

English, Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 5

A	B	C	D	E	FX
20.0	20.0	60.0	0.0	0.0	0.0

**Provides:** PhDr. Štefan Franko, PhD.

**Date of last modification:** 30.03.2022

**Approved:** prof. Mgr. Renáta Panocová, PhD.